# Long Term Curriculum
# Framework Years 4/5 – Cycle B (2024/2025)

| Written: | Date Of next Review: | Member of staff responsible: |
|---|---|---|
| November 2025 | July 2026 | JO'R (Falcons) |

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Maths**<br>*White Rose*<br>*Hamilton Trust*<br>*Classroom Secrets* | Place Value<br>Addition and Subtraction | Multiplication and Division (A)<br>Fractions (A) | Multiplication and Division (B)<br>Fractions (B) | Decimals and Percentages<br>Perimeter and area<br>Statistics | Shape<br>Position and Direction | Decimals<br>Negative Numbers<br>Converting Units |
| **English**<br>*Literacy Tree*<br>*Writing Roots*<br>**CYCLE B** | PVPG (Place Value of Punctuation and Grammar)<br><br>Text: Until I Met Dudley by Roger McGough and Chris Riddell<br>Outcomes: Two explanation texts - formal and informal Explanatory poster, letter, short explanatory paragraph<br>Main outcome: Two explanation texts - formal and informal | Text: The Story of Tutankhamun by Patricia Cleveland-Peck<br><br>Outcomes: Non-chronological reports, instructions, character descriptions, diary entry, newspaper reports and posters<br>Main outcome: Biography of Howard Carter<br><br>Whole-school Christmas themed writing root. | Text: The Lost Thing by Shawn Tan<br>Outcomes: Diary entries, formal letters, adverts, character and setting descriptions, nonchronological reports<br>Main outcome: Own version fantasy narrative | Text: Riddle of the Runes by Janina Ramierez<br><br>Outcomes: Character description, crime scene setting descriptions, dialogue, instructions (directions), letter<br>Main Outcome: Fictional Narrative | Text: Jabberwocky by Lewis Carroll<br>Outcomes: Performance poetry, explanatory descriptions Main outcome: Nonsense poem | Text: The Ever-Changing Earth by Grahame Baker Smith<br>Outcomes: Informal letters, explanatory leaflets, list poems, dictionary of terms<br>Main outcome: Narrative sequel as a class book |

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| **Science**<br>*Grammarsaurus*<br>*Hamilton Trust* | Forces and Magnets (Y4) | Light (Y3) | Animals Including Humans: Circulation (Y5) | Properties of Materials (Y5) | Living Things and Habitats (Y4) | Rocks and Soils (Y3) |
| **RE**<br>Cycle A<br>*Understanding Christianity* | What do Christians learn from the Creation story?<br>UC L2.1 (DD) | Why do Christian's believe Jesus was the Messiah?<br>UC U2.3 | Christians and how to live – what would Jesus do<br>UC U2.4 | Why do Christians call the day that Jesus died Good Friday?<br>UC L2.5 (DD) | Why do some people think that life is a journey and what significant experiences mark this?<br>(Hinduism)<br>L2.6 | |
| **History**<br>*Hamilton Trust* | | Ancient Egypt | | Anglo-Saxons and Vikings | Tudors: Monarchs and Change | |
| **Geography**<br>*Grammarsaurus*<br>*Hamilton Trust* | Rivers and the Water Cycle | | North America: Physical and Human | | | Map Skills and Fieldwork (Y3) |
| **Art**<br>*Grammarsaurus* | | Painting and Tone: Light and Shadow | | Textiles and Weaving | | Drawing and Perspective |
| **Design & Technology**<br>*Grammarsaurus* | Shell structures (3/4) | | Food: Celebrating Culture and Seasonality (5) | | Mechanisms: Pulleys or Gears (5) | |
| **PE**<br>AVSSP | Athletics | Invasion Games | Gymnastics | Dodgeball and HRF (Health-related Fitness) | Tennis | Cricket/Rounders |
| **Computing**<br>*NCCE* | Programming: Events and User Input | Spreadsheets and Modelling | Digital Literacy; Evaluating Sources | Computational Thinking: Decomposition | Digital Medica: Image Manipulation | Programming: Variables and Conditionals |

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| **Music**<br>*Charanga*<br>*Cycle 2* | Livin' on a prayer | | | Drumming | | Classroom Jazz |
| **PSHE**<br>*PSHE Matters*<br>*Cycle 2* | Being Me | Drug Education | Money Matters | | Growing Up | Being Safe |
| **RSE**<br>*Year 5 (and Y4 if split year group)* | | | | Talking about Puberty<br>Male and Female Changes<br>Puberty and Hygiene | | |
| **MFL**<br>**French**<br>*Grammarsaurus* | | All about 'moi' | | School | | Around the world |