



## Year 4/5 Key Skills Curriculum Map

### Year A

Maths												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn</b>	Number – Place Value			Number – Addition and Subtraction				Measurement – Length and Perimeter	Number – Multiplication and Division		Consolidation	
<b>Spring</b>	Number – Multiplication and Division		Measurement - Area	Fractions				Decimals		Consolidation		
<b>Summer</b>	Decimals		Measurement - Money	Time	Statistics		Geometry – Properties of Shape			Geometry – Position and Direction	Consolidation	



<b>Art</b>	<b>3D Work and Collage</b>	<b>Textiles</b>
	Shows an awareness of texture, form and shape by recreating an image in 3D form.	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Match the tool to the material.</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Experiment with paste resist.</p>

<b>Computing</b>	<b>Information Technology</b>	<b>Computer Science</b>	<b>Digital Literacy</b>
	<p>Choose a variety of software to accomplish a set task.</p> <p>Select, use and combine internet services.</p> <p>Analyse and evaluate the information I find.</p> <p>Collect and present data.</p>	<p>Design and create a simple program that completes a given task (simulating a physical system – interactive toy).</p> <p>Detect and fix bugs my programs to ensure they complete a given task.</p> <p>Use repetition in programs.</p> <p>Understand how search engines order their results.</p> <p>Understand that computer networks can provide services such as the world wide web and file sharing.</p>	<p>Recognise acceptable and unacceptable behaviour online.</p> <p>Identify a range of ways to report unacceptable behaviour.</p> <p>Use the internet to communicate. (email, video conferencing, blogs, forums).</p> <p>Skim read and sift information to check its relevance and modify search strategies.</p> <p>Understand that the information they use needs to be appropriate for the audience they are writing for, e.g. copying and pasting difficult language.</p>



			Recognise that anyone can author on the internet and sometimes authors can produce content which is offensive, rude and upsetting and to follow school rules if anything is found.
--	--	--	--

	<b>Design</b>	<b>Make</b>	<b>Evaluating/Technical Knowledge</b>	<b>Cooking and Nutrition</b>
<b>Design Technology</b>	<p>How to generate ideas, considering the purposes for which they are designing.</p> <p>To make labelled drawings from different views showing specific features.</p> <p>To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails.</p> <p>To evaluate products and identify criteria that can be used for their own designs.</p>	<p>To select appropriate tools and techniques for making their product.</p> <p>To measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p> <p>To join and combine materials and components accurately in temporary and permanent ways</p> <p>To sew using a range of different stitches, to weave and knit.</p> <p>To measure, tape or pin, cut and join fabric with some accuracy.</p>	<p>To evaluate their work both during and at the end of the assignment.</p> <p>To evaluate their products carrying out appropriate tests.</p> <p>To know when and where bridges were designed and made.</p> <p>Begin to look at inventors and their work.</p>	<p>To understand that to be active and healthy, food and drink are needed to provide energy for the body.</p> <p>To apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens.</p> <p>To know how to prepare and cook a range of predominantly savoury dishes safely and hygienically, where appropriate, the use of a heat source.</p>



<b>Geography</b>	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills and Fieldwork</b>
	<p>Know about the local area and begin to appreciate the importance of wider geographical location in understanding places.</p> <p>Begin to describe and compare features of different locations and offer explanations for the locations of some of those features.</p>	<p>Be aware that different places may have both similar and different characteristics.</p>	<p>Begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments.</p> <p>Recognise how people try to improve and preserve environments in the U.K.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, four-figure grid reference.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

<b>History</b>	<b>Chronological Understanding</b>	<b>Knowledge and Interpretation</b>	<b>Historical Enquiry</b>	<b>Organise, Evaluate and Communicate Information</b>
	<p>Place events from the time studied on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BCE/AD.</p>	<p>Identify key features and events.</p> <p>Explain some of the main events and give reasons for, and results of the changes.</p> <p>Understand some historical</p>	<p>Identify different examples of types of sources and can make deductions from them that go beyond simple observation.</p> <p>Ask relevant questions and begin to find answers to</p>	<p>Use historical language to communicate ideas.</p> <p>Display findings in a variety of ways.</p>



		concepts.		historical questions.  Understand that aspects of the past have been represented and interpreted in different ways.	
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
WW2	Festivals- Victorian Christmas	Sound- science	Know your Place- local area geography study	Earth and Space	Explorers- Captain Cook Hawaii

	<b>Listening</b>	<b>Performing</b>	<b>Composing</b>
<b>Music</b>	Identify the tempo and Dynamics using musical vocabulary. (Presto, Lento, moderato).  Identify instruments by sound.  Describe mental images produced by music.	Perform repeating patterns on tuned & untuned percussion.  Accurately play correct notes on tuned instruments.  Sing with expression.	Choose patterns of notes to play. Enhance performances by choosing appropriate dynamics.  Start to comprehend notation (stave position =pitch), Crotchet, Minim, quaver pairs.



	<b>Games</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Athletics</b>
<b>PE</b>	<p>Keep a game going using a range of different ways of throwing.</p> <p>Strike a ball with intent and throw it more accurately when bowling and/or fielding.</p> <p>Use a range of skills with increasing control.</p> <p>Effectively play a competitive net / wall game.</p> <p>Keep and use rules they are given.</p> <p>Try to make things difficult for their opponent by directing the ball to space, at different speeds and height</p>	<p>Explore and create characters and narratives.</p> <p>Create motifs.</p> <p>Describe the need to warm up.</p> <p>Evaluate their own performance and comment on improvements.</p>	<p>Develop a range of actions, body shapes and include a performance.</p> <p>Create gymnastic sequences that meet a theme or set of objectives.</p> <p>Describe how their body reacts to different situations.</p> <p>Make simple judgments on their own and others work.</p> <p>Suggest ways performance can be improved.</p>	<p>Develop skills from the 3 main aspects of athletics – running, jumping and throwing.</p> <p>Show controlled movements and body actions in response to specific instructions.</p> <p>Can demonstrate agility and speed.</p> <p>Jump for height and distance with control and balance.</p> <p>Throw with speed and power and apply appropriate force.</p>



	<b>Working Scientifically</b>
<b>Science</b>	<p>Can take accurate measurement using standard units.</p> <p>Can gather data to answer a question.</p> <p>Can record data to answer a question.</p> <p>Can report findings using simple scientific language.</p> <p>Can report findings using drawings.</p> <p>Can report findings using labelled diagrams.</p> <p>Can report findings using a table.</p> <p>Can use results to draw a simple conclusion.</p> <p>Can take accurate and precise measurements using scientific equipment.</p> <p>Can take repeat measurements where appropriate.</p> <p>Can record data and results using diagrams with labels.</p> <p>Can record data and results using tables.</p> <p>Can record data and results using bar and line graphs.</p>



<b>Working Scientifically</b>	
	<p>Can ask relevant questions.</p> <p>Can conduct a scientific enquiry to answer my own questions.</p> <p>Can set up a simple scientific enquiry. Can make careful observations.</p> <p>Can take accurate measurement using standard units of measure.</p> <p>Can plan different types of scientific enquiries to answer questions.</p> <p>Can recognise and control variables.</p> <p>Can take accurate and precise measurements using scientific equipment.</p> <p>Can take repeat measurements where appropriate.</p>
<b>Working Scientifically</b>	
	<p>Can use results to draw a simple conclusion.</p> <p>Can use results to make a prediction for further values.</p> <p>Can identify difference, similarities and changes related to simple scientific ideas.</p> <p>Can use test results to make further predictions which will feed into further comparative and fair tests.</p> <p>Can report findings from an enquiry both orally and in writing.</p> <p>Can make a conclusion based on a test.</p> <p>Can explain results from an enquiry.</p>



Can identify a degree of trust within an enquiry.

Can suggest improvements to be made to an investigation.

Can take accurate measurement using standard units.

Can gather data to answer a question.

Can record data to answer a question.

Can report findings using simple scientific language.

Can report findings using drawings.

Can report findings using labelled diagrams.

Can report findings using a table.

Can use results to draw a simple conclusion.

Can take accurate and precise measurements using scientific equipment.

Can take repeat measurements where appropriate.

Can record data and results using diagrams with labels.

Can record data and results using tables.

Can record data and results using bar and line graphs.



Term 1 – Light	Term 4 - Living things and their habitats y4	Term 3- Sound y4	Term 4 – Living things and their habitats (year 5)	Term 5 – Earth and Space	Term 6 – Working scientifically
<p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the sizes of shadows change.</p>	<p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from a sound travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Describe the differences in the lifecycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some animals and plants</p>	<p>Describe the movement of the earth, and other planets, relative to the sun and solar system</p> <p>Describe the movement of the moon relative to the Earth</p> <p>Describe the sun, earth and moon as approximate spherical bodies</p> <p>Use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	



<b>Language Skills</b>	
<b>Languages</b>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Actuate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine masculine and neuter forms and conjugation of high- frequency verbs: key features and patterns of the language; how to apply these? For instance, to build sentences: and how these differ from or are similar to English.</p>

<b>RE</b>					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Creation/Fall Year 4	Incarnation Year 4	Islam	Salvation Year 4	Islam	Kingdom of God Year 4