



Year 4/5 Key Skills Curriculum Map

Year B

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
Autumn	Number – Place Value			Number – Addition and Subtraction				Measurement – Length and Perimeter	Number – Multiplication and Division		Consolidation	
Spring	Number – Multiplication and Division		Measurement - Area	Fractions				Decimals		Consolidation		
Summer	Decimals		Measurement - Money	Time	Statistics		Geometry – Properties of Shape		Geometry – Position and Direction	Consolidation		

Art	Drawing and Painting	Printing
	<p>To experiment with line, tone and shade.</p> <p>To explore the effect on paint of adding water, glue, sand, sawdust.</p>	<p>To explore colour mixing through printing, using two colours and a variety of materials.</p> <p>Print with two colour overlays.</p> <p>To use printing to represent the natural environment.</p>



	Information Technology	Computer Science	Digital Literacy
Computing	<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> <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.</p>



	Design	Make	Evaluating/Technical Knowledge	Cooking and Nutrition
Design Technology	<p>To generate ideas for an item, considering its purpose and the user/s.</p> <p>To identify a purpose and establish criteria for a successful product.</p> <p>To plan the order of their work before starting.</p> <p>To explore, develop and communicate design proposals by modelling ideas.</p> <p>To make drawings with labels when designing.</p>	<p>To select tools and techniques for making their product.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>To work safely and accurately with a range of simple tools.</p> <p>To think about their ideas as the make progress and be willing to change if this helps them to improve their work.</p> <p>To use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p>	<p>To evaluate their product against original design criteria, e.g. how well it meets its intended purpose.</p> <p>To disassemble and evaluate familiar products.</p>	<p>Demonstrate hygienic food preparation and storage.</p> <p>That a healthy diet is made up from a variety and balance of different food and drink, as depicted in the Eatwell Plate.</p> <p>How to prepare simple dishes safely and hygienically with a heat source.</p>



Geography	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
	<p>Know about the local area.</p> <p>Describe simply where places are in the local area.</p>	<p>Describe what gives the local area character and simply describe what other places are like beyond this area.</p>	<p>Observe and describe physical and human features of the local area.</p> <p>Begin to compare these features to another place beyond the local area.</p> <p>Begin to understand how people affect the environment.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn eight points of a compass, 2 figure grid reference (maths coordinates), some basic symbols and key (including the use of a simplified Ordnance Survey map) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods.</p>

History	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organise, Evaluate and Communicate Information
	<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>Identify key features and events.</p> <p>Explain some of the main events and give reasons for, and results of the changes.</p>	<p>Identify different examples of types of sources and can make deductions from them that go beyond simple observation.</p>	<p>Use historical language to communicate ideas.</p> <p>Display findings in a variety of ways.</p>



	Understand more complex terms e.g. BCE/AD.	Understand some historical concepts.	Ask relevant questions and begin to find answers to 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
Mayans	Science- I like to move it, move it.	Asia Japan Mountains	Local area history study The Hawkhurst Gang Smugglers	Romans	Commotion in the ocean

Music	Listening	Performing	Composing
	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.



	Games	Dance	Gymnastics	Athletics
PE	<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>



Working Scientifically	
Science	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.
	Can ask relevant questions.
Can conduct a scientific enquiry to answer my own questions.	



Can set up a simple scientific enquiry.
Can make careful observations.

Can take accurate measurement using standard units of measure.

Can plan different types of scientific enquiries to answer questions.

Can recognise and control variables.

Can take accurate and precise measurements using scientific equipment.

Can take repeat measurements where appropriate.

Working Scientifically

Can use results to draw a simple conclusion.

Can use results to make a prediction for further values.

Can identify difference, similarities and changes related to simple scientific ideas.

Can use test results to make further predictions which will feed into further comparative and fair tests.

Can report findings from an enquiry both orally and in writing.

Can make a conclusion based on a test.

Can explain results from an enquiry.

Can identify a degree of trust within an enquiry.



<p>Can suggest improvements to be made to an investigation.</p> <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>					
Term 1 - States of matter y4	Term 2 – Animals including Humans Year 4	Term 3 - Electricity y4	Term 4 – working scientifically	Term 5- working scientifically	Term 6- properties and changes in materials
Compare and group	Describe the simple	Identify common			compare and group



<p>materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p>	<p>functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators and associate metals with being good conductors</p>			<p>together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are</p>
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					<p>reversible changes</p> <p>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>
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Language Skills	
Languages	<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>
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RE					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
God Year 5	Incarnation Year 5	Hinduism	Salvation Year 5	Hinduism	Kingdom of God Year 5