

# Curriculum Map 2024-2025 Millward Year 4 and 5



| Subjects                 | Year A   |  |   |  |   |  |  |  |  |   |  |  |  |  |
|--------------------------|--|--|---|--|---|--|--|--|--|---|--|--|--|--|
|                          | Autumn Term 1<br>History and Art                           |  |   | Autumn Term 2<br>Science   |   | Spring Term 3<br>Arts – including Music/DT   |  | Spring Term 4<br>Geography and History   |  |   | Summer Term 5<br>Science   |  | Summer Term 6<br>History and DT  |  |
| Topic                    | Week one Wellbeing/ transition key skills in core subjects | Broad overview of life in Britain -<br><b><i>What changed in Britain from the Stone Age to the Iron Age?</i></b> | RE one day per class, one lesson per half Term CSE and SRE lessons where appropriate, Explorify Science weekly and Harvest celebrations | States of matter & solids, liquids and gases<br><b><i>What am I?</i></b>   | RE one day per class, one lesson per half Term CSE and SRE lessons where appropriate, Explorify Science weekly and Christmas celebrations | <b>What were The Arts like in the 70s?</b><br>1.How could you use a range of stitches to create different textures, patterns and shapes with materials?<br>2.How could you use technical vocabulary to describe music from the 70s?<br>3.How could you create a song where the sound and lyrics have an effect on the listener?<br>4.How could I compose, perform and evaluate music from the 70s using my knowledge of musical notation and vocabulary?<br>5.Can I use the work of an artist from the 70s to inspire my own original piece? | RE one day per class, one lesson per half Term CSE and SRE lessons where appropriate, Explorify Science weekly | Local area – skills and fieldwork<br><b><i>Where is Bath and how has it changed since 1066?</i></b><br>1.What significant changes have happened in Bath since 1066?<br><br>2.What events, artefacts and historical figures from the time could you place on a timeline?<br><br>3.What questions could you ask about the history and geography of Bath and what sources could you use?<br><br>4.How can maps and fieldwork help me discover features of human and physical geography around Corsham and Bath?<br><br>5.What do you like and dislike about Corsham and Bath and why? | RE one day per class, one lesson per half Term CSE and SRE lessons where appropriate, Explorify Science weekly and Easter celebrations | Electricity<br><b>How does electricity power our world?</b><br><br>1.Can I identify common appliances that run on electricity?<br>2.How can I construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires and buzzers?<br>3.Can I identify whether or not a buzzer will work in a basic circuit and use the correct symbols to record?<br>4.Can I recognise some common conductors and insulators, and associate metals with being good conductors?<br>5.Can I design, make and evaluate a product with an electrical circuit? | RE one day per class, one lesson per half Term CSE and SRE lessons where appropriate, Explorify Science weekly | Benin<br><b><i>Who were the Benin?</i></b><br><br>1.Where was and when was the era of the Kingdom of Benin?<br>2.What happened at the end of the Benin era?<br>3.What beliefs and customs did the Benin have?<br>4.What changed and what stayed the same during the Mayan era?<br>5.What was it like in a Benin village, can you recreate this through your own design and evaluation? | RE one day per class, one lesson per half Term CSE and SRE lessons where appropriate, Explorify Science weekly |  |
| English<br>Reading texts |  | Core text: The Wild Way Home<br>Sophie Kirtlley<br>Linked texts:   |   | Core text: George’s Marvellous Medicine<br>Roald Dahl<br>Linked texts: Selection of Roald Dahl<br>Science books on changing state. |   | Core text: Northern Lights by Philip Pullman<br>Linked texts: 70s Annuals  |  | Core text: Lights by Philip Pullman<br>Linked texts: Little People Big Dreams – Jane Austen  |  | Core text: Charlotte’s Web<br>E.B. White<br>Linked texts: Electricity science books   |  | Core text: Children of the Benin Kingdom<br>Dinah Orji<br>Linked texts: Art books on Benin style   |  |  |
| Writing focus            |  | Historical stories   |   | Newspaper Report – George’s medicine<br>Instructions / recipes – make your own medicine  |   | Fantasy  |  | Persuasive letter –current link to Bath<br>Performance poetry  |  | Poetry – thunder storm<br>Explanation   |  | Discussion   |  |  |
| Maths                    |  | Place value<br>Addition and subtraction  |   | Multiplication<br>Division<br>Length perimeter<br>Area   |   | Multiplication<br>Division<br>Fractions  |  | Fractions<br>Y4 Decimals<br>Y5 Percentages   |  | Decimals<br>Money<br>Time<br>Statistics   |  | Shape<br>Position and direction  |  |  |
| RE                       |  | Why do believers often see life as a journey and what significant experiences mark this? (Q11)                   |   | Can religious teachings help us decide the best way to live? (Q12)   |   | How do art, architecture and poetry express religious beliefs and ideas? (Q7)  |  | What matters to Christians about Easter? (Q2)  |  | Keeping the five pillars: what difference does it make to Muslims? (Q13)  |  | Where, how and why do people worship? (Q6)   |  |  |



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|--------------------------|--|--|--|-----------------------------------|--|--|--|--------------------------------------|--|--|--|--|--|
| <b>Computing</b>         |  | Computer systems and networks – The Internet |  | Creating media – audio production |  | Programming A – repetition in shapes                 |  | Data and information – data logging  |  | Creating media – photo editing         |  | Programming B – repetition in games    |  |
| <b>PSHE</b>              |  | Our Happy School                             |  | Out and About Anti-bullying Week  |  | Looking Forward                                      |  | My Friends and Family                |  | Healthy Bodies, Healthy Minds          |  | Ready, Steady, Go                      |  |
| <b>PE</b>                |  | Cricket<br>Hockey                            |  | Team Games<br>Gymnastics          |  | Rugby<br>Swimming                                    |  | Dance<br>Swimming                    |  | Athletics<br>Invasion Games            |  | Athletics Rounders (striking/fielding) |  |
| <b>MFL</b>               |  | Storymaking in French-Jacques le Gourmand    |  | French Christmas cards            |  | Storymaking in French-Jacques le Gourmand-innovation |  | French Easter cards                  |  | Storymaking in French-La Petite Elodie |  | Storymaking in French-La Petite Elodie |  |
| <b>Profound Learning</b> |  | Stone Age Art and Craft Day                  |  | Science Workshop @TCS             |  | 70s Party  |  | Trip to Georgian Bath-Royal Crescent |  | Electricity Fairground                 |  | Benin Leopard Masks                    |  |

| Subjects                 |  | Year B  |  |   |   |  |   |   |                            |  |  |  |  |   |  |  |   |  |  |
|--------------------------|--|---|--|---|---|--|---|---|----------------------------|--|--|--|--|---|--|--|---|--|--|
|                          |  | Autumn Term 1<br>History and Art  |  |   | Autumn Term 2<br>Science  |  | Spring Term 3<br>Arts – including<br>Music/DT   |   | Spring Term 4<br>Geography |  | Summer Term 5<br>Science and DT  |  | Summer Term 6<br>Science<br><i>Yr5</i> Animals, including humans   |   |  |  |   |  |  |
| Topic                    | Week one Wellbeing/ transition key skills in core subjects | Ancient Civilization<br><i>What was it like in ancient Greece?</i><br>1.What important events happened in Ancient Greece and when did they take place?<br>2.How did the Ancient Greeks live?<br>3.What did the Ancient Greeks believe in?<br>4.How did Greek culture influence the design of their everyday items?<br>5.Can I design and make, taking inspiration from design throughout? |  | RE one day per class, one lesson per half Term CSE and SRE lessons where appropriate, Explore Science weekly and Harvest celebrations | Forces and cams<br><i>Is the force with you?</i><br>1. Can we identify how magnets attract or repel each other and attract some materials and not others?<br>2.Can we predict whether two magnets will attract or repel each other, depending on which poles are facing?<br>3.How does gravity work?<br>4.How do forces such as drag and motion work?<br>5.Do we understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs? |  | RE one day per class, one lesson per half Term CSE and SRE lessons where appropriate, Explore Science weekly and Christmas celebrations | Banksy<br>How does Banksy speak to us?<br>1. What is Banksy most famous for and what do you think inspires Banksy?<br>2. How does Banksy create his work?<br>3. What is your favourite Banksy piece and how does it inspire you?<br>4. How could you draw upon ideas and influences from Banksy to develop a personal style of painting?<br>5. How would you describe and perform a piece of music and use this to compose and transcribe your own? |                            | RE one day per class, one lesson per half Term CSE and SRE lessons where appropriate, Explore Science weekly | Human and physical geography<br><i>What do we know about our continent?</i><br>1. Can you name and locate significant geographical features?<br>2. How could you describe geographical similarities and differences in different regions?<br>3. Can I name and locate countries in Europe?<br>4. What are the names of the European capital cities?<br>5. How does Human Geography change over time? |  | RE one day per class, one lesson per half Term CSE and SRE lessons where appropriate, Explore Science weekly and Easter celebrations | Properties and Changes in Materials<br>How could you change materials?<br>1.Can we compare and group materials?<br>2.What is dissolving?<br>3.How can we separate and filter mixtures?<br>4.How can we find reversible changes?<br>5. Can I explain that some changes result in the formation of new materials? |  | RE one day per class, one lesson per half Term CSE and SRE lessons where appropriate, Explore Science weekly | Living Things and their habitats<br><i>Who lives in a habitat like this?</i><br>1.How would you describe a common animal life cycle?<br>2.How would you describe a common plant life cycle?<br>3.What similarities and differences could you use to classify animals into different groups?<br>4.What similarities and differences could you use to classify plants and micro-organisms into different groups?<br>5.How do some plants and animals reproduce? |  | RE one day per class, one lesson per half Term CSE and SRE lessons where appropriate, Explore Science weekly |
| English<br>Reading texts |  | Core text: Adventures of Odysseus – Hugh Lupton<br>Linked texts: Who let the Gods out by Maz Evans  |  |   | Core text: George’s Secret Key to the Universe – Lucy & Stephen Hawkins<br>Linked texts:  |  |   | Core text: Scribbleboy – Philip Ridley<br>Linked texts: The Dot – Peter H Reynolds  |                            |  | Core text: Malala’s Magic Pencil - Malala Yousafzai<br>Linked texts: Geography texts   |  |  | Core text: The Boy at the Back of the Class –Onjali Q Rauf<br>Linked texts:   |  |  | Core text: The Explorer – Katherine Rundell<br>Linked texts:  |  |  |
| Writing focus            |  | Myths and Legends   |  |   | Explanation   |  |   | Stories from other cultures   |                            |  | Information texts – Spain / S.America  |  |  | Traditional Tales<br>Poetry - Haiku   |  |  | Biography – David Attenborough<br>Recount – Wow Day   |  |  |



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| Maths             |  |   |  |  |  |  |  |   |  |   |  |  |
| RE                |  | What do different people believe God is like?         |  | What are the deeper meanings of festivals? |  | Who is Muhammed/Guru Nanak? Why and how do people follow these leaders? (Q5) |  | Who has made a difference to the world because of their faith? How and why? (Q17) |  | How and why do believers care for others and the world? (Q15) |  | Where, how and why do people worship? (Q6) |
| Computing         |  | Computer systems and networks – systems and searching |  | Creating media – video production          |  | Programming A – selection in physical computing                              |  | Data and information – flat file databases  |  | Creating media – introduction to vector graphics              |  | Programming B – selection in quizzes       |
| PSHE              |  | Our Happy School                                      |  | Out and About Anti-bullying Week           |  | Looking Forward  |  | My Friends and Family   |  | Healthy Bodies, Healthy Minds                                 |  | Ready, Steady, Go                          |
| PE                |  | Cricket<br>Hockey                                     |  | Team Games<br>Gymnastics                   |  | Rugby<br>Swimming  |  | Dance<br>Swimming   |  | Athletics<br>Invasion Games                                   |  | Athletics<br>Rounders (striking/fielding)  |
| MFL               |  | Storymaking in Spanish- A la escuela                  |  | Spanish Christmas cards                    |  | Spanish festivals  |  | Spanish storymaking Mario el Cocinero   |  | Storymaking in Spanish- Mario el cocinero- innovation         |  | Spanish: Getting around (holiday vocab)    |
| Profound Learning |  | Greek Feast   |  | Model (cams)-making                        |  | Art workshop @Pond Arts Centre   |  | Tapas & Flamenco  |  | Wiltshire Wildlife Trust Visit                                |  | Bristol Museum Trip                        |