

Class: Hazel

Year group: 4 & 5

Learning Theme: Why do people invade and settle?

Half-term/year: Terms 1 & 2 2026-2027

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| English | <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"><li>• Saving the butterflies by Helen Cooper</li><li>• Varmints by Helen Ward</li></ul> <p><b><u>Whole Class Reading:</u></b></p> <ul style="list-style-type: none"><li>• Riddle of the Runes by Janina Ramirez</li><li>• The 1000-year-old Boy by Ross Welford</li><li>• Odd and the Frost Giants by Neil Gaiman</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Maths   | <p><b><u>Year 4-</u></b></p> <p><b><u>Number and place value</u></b></p> <ul style="list-style-type: none"><li>• count in multiples of 6, 7, 9, 25 and 1,000</li><li>• find 1,000 more or less than a given number</li><li>• count backwards through 0 to include negative numbers</li><li>• recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)</li><li>• order and compare numbers beyond 1,000</li><li>• identify, represent and estimate numbers using different representations</li><li>• round any number to the nearest 10, 100 or 1,000</li><li>• solve number and practical problems that involve all of the above and with increasingly large positive numbers</li></ul> <p><b><u>Addition and Subtraction</u></b></p> <ul style="list-style-type: none"><li>• add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li><li>• estimate and use inverse operations to check answers to a calculation</li><li>• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li></ul> <p><b><u>Multiplication and Division</u></b></p> <ul style="list-style-type: none"><li>• recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li><li>• use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers</li><li>• recognise and use factor pairs and commutativity in mental calculations</li></ul> <p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"><li>• measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li></ul> |

## **Year 5-**

### **Fractions**

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number [for example,  $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$  ]
- add and subtract fractions with the same denominator, and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example,  $0.71 = \frac{71}{100}$  ]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with 2 decimal places to the nearest whole number and to 1 decimal place
- read, write, order and compare numbers with up to 3 decimal places
- solve problems involving number up to 3 decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction
- solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  and those fractions with a denominator of a multiple of 10 or 25

### **Money**

- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling

### **Number and place value**

- read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
- round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- solve number problems and practical problems that involve all of the above

### **Multiplication and Division**

- identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally, drawing upon known facts

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|         | <ul style="list-style-type: none"> <li>• divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</li> <li>• multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</li> <li>• recognise and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>)</li> <li>• solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes</li> <li>• solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> <li>• solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</li> </ul>                                                                                                                                                                                                  |
| Science | <p><b><u>Properties and Changing materials Year 5 unit</u></b></p> <ul style="list-style-type: none"> <li>• Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>• 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.</li> </ul> |
| PSHE    | <p><b><u>Connecting with others: How can we respect each other Year 4 unit</u></b></p> <ul style="list-style-type: none"> <li>• How can I show respect to others?</li> <li>• How can I build trusting friendships?</li> <li>• How can we solve friendship challenges?</li> <li>• How should I respond to bullying? Anti bullying week</li> <li>• What is a stereotype?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| RE      | <p><b><u>Are all religions equal? Year 4 unit</u></b></p> <ul style="list-style-type: none"> <li>• How are different religious worldviews connected?</li> <li>• How can people from different worldviews live in harmony?</li> </ul> <p><b><u>What makes some text sacred? Year 4 unit</u></b></p> <ul style="list-style-type: none"> <li>• What can we find out about scripture?</li> <li>• How do some people demonstrate the value of scripture?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|           | <ul style="list-style-type: none"> <li>• How do sacred texts play a part in some people's lives?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| History   | <p><b><u>Roman:</u></b></p> <ul style="list-style-type: none"> <li>• place events from period studied on a timeline</li> <li>• use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD</li> <li>• use evidence to reconstruct life in time studied</li> <li>• identify key features and events</li> <li>• look for links and effects in time studied</li> <li>• offer a reasonable explanation for some events</li> <li>• develop a broad understanding of ancient civilisations look at the evidence available</li> <li>• begin to evaluate the usefulness of different sources</li> <li>• use of text books and historical knowledge</li> <li>• use evidence to build up a picture of a past event</li> <li>• choose relevant material to present a picture of one aspect of life in time past</li> <li>• research and ask a variety of questions</li> </ul> <p><b><u>Viking:</u></b></p> <ul style="list-style-type: none"> <li>• To place significant events and changes into correct periods and understand how prior periods and those following affected them.</li> <li>• To build historical vocab</li> <li>• To research reasons for key events and changes in the these historical periods</li> <li>• To know the characteristic features of these periods including: ideas, beliefs, attitudes and experiences of men, women and children in the past.</li> <li>• To recognise that the past is represented and interpreted in different ways and begin to give reasons for this</li> <li>• To explore evidence relating to this period.</li> <li>• To begin to understand the difference between primary and secondary source material.</li> <li>• To ask and respond to historical questions using evidence to support</li> <li>• To communicate information about the periods studied in a range of ways</li> <li>• To generate criteria to assess a final performance/ product.</li> <li>• To identify strengths and weaknesses giving reasons</li> <li>• To use information throughout the process to improve and adapt work</li> </ul> |
| Geography | <ul style="list-style-type: none"> <li>• describe routes and direction- linking all 8 points of the compass with degrees on the compass</li> <li>• link words to topic/theme e.g. contour/height/ valley</li> <li>• ask questions –what is this landscape like? what will it be like in the future?</li> <li>• analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures and maps</li> <li>• identify and explain different views of people including themselves</li> <li>• Learn about a theme such as water and the effects on the environment, settlement, environmental change, sustainability</li> <li>• collect and record evidence: show questionnaire results in a simple chart or colour coded map which demonstrate patterns</li> <li>• communicate in ways appropriate to a task and audience</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|           | <ul style="list-style-type: none"> <li>draw accurate maps – developing a more complex key</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Music     | <p><b><u>Adapting and transposing motifs Year 4 unit</u></b></p> <ul style="list-style-type: none"> <li>Here come the Romans</li> <li>Musical motifs</li> <li>Motifs and mosaics</li> <li>Motif development</li> <li>Combine and perform</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| PE        | <p><b><u>Real PE Year 4 unit</u></b></p> <p><b><u>Personal Cog-Term 1</u></b></p> <p>Coordination- footwork</p> <p>Static balance- one leg</p> <p><b><u>Social Cog- Term 2</u></b></p> <p>Dynamic balance to agility- jumping and landing</p> <p>Static balance- seated</p> <p><b><u>Skill Application Term 1</u></b></p> <p>Football</p> <p><b><u>Skill Application Term 2</u></b></p> <p>Gymnastics</p>                                                                                                                                                                                                                                                                                 |
| Computing | <p><b><u>Online safety Year 4 unit</u></b></p> <ul style="list-style-type: none"> <li>What happens when I search online?</li> </ul> <p><b><u>Computing systems and networks- Collaborative learning Year 4 unit</u></b></p> <ul style="list-style-type: none"> <li>Teamwork</li> <li>Sharing a document</li> <li>Slide presentations</li> <li>Google forms</li> <li>Shared spreadsheets</li> </ul> <p><b><u>Programming 1- Further coding with Scratch Year 4 unit</u></b></p> <ul style="list-style-type: none"> <li>Exploring variables and conditions</li> <li>Using conditions and sensors</li> <li>Planning a game</li> <li>Programming a game</li> <li>Evaluating a game</li> </ul> |

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| Art & Design        | <b><u>Craft and design: Architecture Year 5 unit</u></b> <ul style="list-style-type: none"> <li>• Observational drawing-houses</li> <li>• House monoprint</li> <li>• Be an architect</li> <li>• Friedensreich Hundertwasser</li> <li>• Monument</li> </ul>   |
| Design & Technology | <b><u>Digital world: Navigating the world Year 6 unit</u></b> <ul style="list-style-type: none"> <li>• Navigating the world</li> <li>• Programming a navigation tool</li> <li>• Product concept</li> <li>• 3D CAD models</li> <li>• Product pitch</li> </ul> |