



**Fritwell C of E Primary School**  
**Year 4/5 Stingrays Long Term Curriculum Plan 2020-21**

Year 4/5	To the moon and back Focus - Science	Italian Adventures Focus - History	Romp through the Rainforest Focus - Geography
Science	<p><b>Earth and space</b></p> <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	<p><b>Properties and change of materials</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</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals.</li> </ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> </ul>



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		burning and the action of acid on bicarbonate of soda.	
<b>History</b>	<i>(Neil Armstrong – Biography)</i>	<b>What was the legacy of the Romans?</b> The Roman Empire and its impact on Britain <ul style="list-style-type: none"> <li>• Julius Caesar’s attempted invasion in 55-54 BC</li> <li>• the Roman Empire by AD 42 and the power of its army</li> <li>• successful invasion by Claudius and conquest, including Hadrian’s Wall</li> <li>• British resistance, for example, Boudica</li> <li>• ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>	<b>Who were the Mayans?</b>  a non-European society that provides contrasts with British history – one study: Mayan civilization
<b>Geography</b>	<b>Where on Earth is it? What time is it? How hot is it?</b> <b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>	<b>Where did the Romans come from and where did they go?</b> <b>Human geography</b> , including: <ul style="list-style-type: none"> <li>• types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• Locational knowledge: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical</li> </ul>	<b>Would we want to go to the Rainforest?</b> <b>Place knowledge</b> <ul style="list-style-type: none"> <li>• UK, region of Europe (France) and region of South America (Amazonia)</li> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>



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		features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	
<b>Art</b>	<p><b>How can we make art that is out of this world?</b></p> <p>Art inspired by the work of Alan Bean  <a href="http://www.alanbean.com/">http://www.alanbean.com/</a></p> <ul style="list-style-type: none"> <li>• <i>Marbling</i></li> <li>• <i>Silhouettes</i></li> </ul> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of</li> </ul>	<p><b>What can our art and designs say about us?</b></p> <ul style="list-style-type: none"> <li>• Sketching-longboats / shields</li> <li>• Making 3D longboats / shields</li> </ul> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> </ul> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p><b>How can we create texture and depth in our art?</b></p> <ul style="list-style-type: none"> <li>• Painting and collage</li> <li>• Textiles –<i>Mayan weaving</i></li> <li>• <i>Amazonian/Mayan masks</i></li> <li>• <i>French painter</i></li> <li>• <i>Henri Rousseau – rainforest art</i></li> </ul> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> </ul> <p>to improve their mastery of art and design techniques, including drawing, painting and</p>



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	materials [for example, pencil, charcoal, paint, clay]		sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
<b>DT</b>	<p><b>How could we move about on the moon?</b> Design and make a space buggy</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing product</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p>Technical knowledge</p>	<p><b>What makes the perfect pizza?</b></p> <ul style="list-style-type: none"> <li><i>Food linked to science ie melting and cooling food products to produce an outcome.</i></li> </ul> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing product</li> </ul>	<p><b>DT needs mapping in - JH to action</b></p>



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	<ul style="list-style-type: none"><li>• build structures, exploring how they can be made stronger, stiffer and more stable</li></ul>	<ul style="list-style-type: none"><li>• evaluate their ideas and products against design criteria</li></ul> Technical knowledge <ul style="list-style-type: none"><li>• build structures, exploring how they can be made stronger, stiffer and more stable</li><li>•</li></ul>	
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**PE/RE/Music/PSHE/Languages/Computing – please see separate Long Term Planning Documents**