

# Countess Gytha Primary School Curriculum Planning

The Primary National Curriculum applies to children in Year 1 through to Year 6 and covers all subjects from Maths and English through to Art and Computing. A guide for parents can be viewed on our website, <https://www.countessgythaprimary.co.uk/curriculum/>.

We have looked carefully at the new curriculum and set out two-year rolling programmes which show when we will teach each part of the curriculum over the course of 2 years. This ensures children in mixed age classes are taught everything set out in the curriculum, whichever class they may be in. We have linked the subjects as much as possible in each term to allow the children to learn through a 'topic based' approach to learning; in this way more than one subject may be taught within a lesson and a range of skills learned.

Please do not worry if your child covers a topic more than once in their time with us here at Countess Gytha, the topics are so broad and with each year group, a deeper progression of skills enables teachers to cover areas of a topic not learned previously. Likewise, it is important to recognise that it is the National Curriculum objectives that must all be covered by the end of each key stage, not the theme per se. Wherever possible, we will try to ensure a balance of themes between classes.

The children in Reception will continue to follow the Early Years Foundation Stage, with the areas of learning being linked by teachers to the National Curriculum wherever possible.

The topic titles on the rolling programmes are a starting point for each topic and may change or be adapted, often based on the children's interests, to make the learning as inspiring and engaging as possible.

Below are the Rolling Programmes for all year groups across the school. If you have any questions, please speak to your child's teacher.

# Year 4/5

| Year B                                 | Autumn 1                                                                                                                                                                                                                     | Autumn 2                                                        | Spring 1                                                                                                                                                                                                             | Spring 2                                        | Summer 1                                                                                                                                                                                                                                                                                                              | Summer 2                                                   |
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| Topic Theme<br>(Half Termly or Termly) | Exploring Europe<br>(Geography)                                                                                                                                                                                              | Vikings & Anglo Saxons<br>Focus – Empire, Invasion & Resistance | Natural Disasters – Volcanoes & Earthquakes<br>(Geography)                                                                                                                                                           | Natural Disasters – Focus – Conflict & Disaster | Local History Study 'Cadbury Castle' – Focus – Society & Community                                                                                                                                                                                                                                                    | Local Study 'Queen Camel Post World War II'<br>(Geography) |
| Possible Trips/Enrichment activities   | Museum of Somerset (Taunton)<br>Somerset Rural Life Museum (Glastonbury)<br><i>Both of the above 'Saxon Somerset' 90 minute workshop</i>                                                                                     |                                                                 | Carymoor Environmental Education Centre – <b>KS2 Natural Disasters day</b>                                                                                                                                           |                                                 | Somerset Rural Life Museum (Glastonbury)- <b>The Monmouth Rebellion</b>                                                                                                                                                                                                                                               |                                                            |
| English - Writing                      | Information text<br>Informal letter writing<br>Biography<br>Newspaper reports<br>Playscript<br>Narrative writing – Myths & legends<br>Recount/diary writing<br>Narrative flashback<br>Poetry                                 |                                                                 | Non-chronological reports<br>Diary Entry<br>Explanation Text<br>Narrative writing – disaster/dilemma story<br>Instructional text<br>Narrative writing – stories with historical settings<br>Poetry<br>Report writing |                                                 | Narrative writing – legends, stories with a dilemma, stories from a different perspective, flashback<br>Novels and stories by significant children's authors<br>Formal Letters<br>Descriptive writing<br>Recount writing – trip<br>Newspaper report<br>Non-Chronological reports<br>Discussion text/Balanced argument |                                                            |
| Book Focus                             | Beowulf by Michael Morpurgo<br>Anglo Saxon Boy by Tony Bradman                                                                                                                                                               |                                                                 | The secret of Vesuvius by Caroline Lawrence                                                                                                                                                                          |                                                 | King Arthur and the knights of the Round table by Marcia Williams<br>Arthur High King of Britain by Michael Morpurgo                                                                                                                                                                                                  |                                                            |
| English Y4 - SPaG                      | Root words, Suffixes, Prefixes<br>Homophones<br>Extending sentences (conjunctions)<br>Fronted Adverbials (with commas)<br>Direct speech (punctuation)<br>Present perfect form of verbs                                       |                                                                 | Root words, Suffixes, Prefixes<br>Homophones<br>Possessive apostrophe<br>Possessive apostrophe with plural nouns<br>Conjunctions, adverbs & prepositions<br>Homophones<br>Fronted Adverbials (with commas)           |                                                 | Root words, Suffixes, Prefixes<br>Homophones<br>Extending sentences (conjunctions)<br>Direct speech (punctuation)<br>Possessive apostrophe<br>Possessive apostrophe with plural nouns<br>Present perfect form of verbs                                                                                                |                                                            |
| English Y5 - SPaG                      | Root words, Suffixes, Prefixes<br>Silent letters<br>Homophones<br>passive verbs<br>expanded noun phrases<br>relative clauses<br>parenthesis (related punctuation)<br>commas – clarify meaning<br>semi-colons, colons, dashes |                                                                 | Root words, Suffixes, Prefixes<br>Silent letters<br>Homophones<br>expanded noun phrases<br>parenthesis (related punctuation)<br>subjunctive form<br>modal verbs<br>relative clauses<br>bullet points<br>perfect form |                                                 | Root words, Suffixes, Prefixes<br>Silent letters<br>Homophones<br>Colons – for lists<br>hyphens to avoid ambiguity<br>relative clauses<br>parenthesis (related punctuation)<br>commas – clarify meaning<br>semi-colons, colons, dashes                                                                                |                                                            |

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| Maths Y4  | Number &Place Value - order, compare, 1000 more or less, rounding<br>Addition & Subtraction – mental calculations, formal written methods, 2-step problems<br>Multiplication & Division – x & ÷ facts to 12x12, formal written methods, x and ÷ by 10,100, solve problems<br>Measurement - Perimeter & Area, Time<br>Statistics – bar charts and time graphs |                                | Number &Place Value – negative numbers, Addition & Subtraction – estimate & inverse<br>Multiplication & Division – factor pairs, count in multiples of 7,9,25 & 1000, formal written method for division<br>Fractions (including Decimals) – equivalent fractions, + & - fractions, hundredths, write decimal equivalents<br>Geometry – 2D shapes, angles up to 2-right-angles, Lines of symmetry |           | Number &Place Value – Roman numbers, solve practical problems<br>Multiplication & Division – problems with distributive law, scaling & correspondence<br>Fractions (including Decimals) – compare decimals, solve problems for fractions of quantities<br>Geometry - Position & Direction<br>Measurement - Converting units of measure, Volume                                                |                          |
| Maths Y5  | Number &Place Value - order, compare, counting in powers of 10, rounding<br>Addition & Subtraction – mental calculations, formal written methods, multi-step problems<br>Multiplication & Division – x & ÷ mentally, formal written methods, x and ÷ by 10,100,1000, solve problems<br>Measurement - Perimeter & Area<br>Statistics – graphs & timetables    |                                | Number &Place Value – negative numbers, Addition & Subtraction – rounding & checking answers<br>Multiplication & Division – factors, square & cube numbers, interpreting remainders<br>Fractions (including Decimals & Percentages) – compare & order, + & - fractions, x fractions, read & write decimals<br>Geometry – 3D shapes, angles                                                        |           | Number &Place Value – Roman numbers, solve practical problems<br>Multiplication & Division – long division, prime numbers<br>Fractions (including Decimals & Percentages) – round decimals, % as a fraction<br>Geometry - Position & Direction<br>Measurement - Converting units of measure, Time                                                                                             |                          |
| Science   | Forces (Y5)                                                                                                                                                                                                                                                                                                                                                  | Animals, including Humans (Y5) | Living Things and their Habitats (Y4)                                                                                                                                                                                                                                                                                                                                                             |           | States of Matter (Y4)                                                                                                                                                                                                                                                                                                                                                                         | Electricity(Y4)          |
| Music     | Happy                                                                                                                                                                                                                                                                                                                                                        | Christmas                      | Glock 2                                                                                                                                                                                                                                                                                                                                                                                           | Mamma Mia | RRR                                                                                                                                                                                                                                                                                                                                                                                           | Practise for performance |
| History   | Explore the raids and invasions by Vikings in Anglo Saxon Britain including the famous invasion of Lindisfarne. Discover Viking everyday life, longships and weapons as well as the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor                                                                           |                                | Natural disasters which are significant events in History:<br>The Roman Empire – significant events - Eruption of Mount Vesuvius in Pompeii 79AD                                                                                                                                                                                                                                                  |           | We will start with a look at the hillfort at South Cadbury and the links this area has to the legend of King Arthur<br>A local history study exploring The Battle of Sedgemoor between the Kingdom of England and rebels led by the Duke of Monmouth during the Monmouth rebellion.<br>We will complete our local history with a look at Queen Camel post WWII using photos and ordnance maps |                          |
| Geography | <b>Locational Knowledge Enquiry:</b><br>Can I name and locate counties and cities of Europe identifying human and physical characteristics?<br>locate the world's countries, using maps to focus on Europe                                                                                                                                                   |                                | <b>Human &amp; Physical Geography Enquiry:</b><br>Can I describe key aspects of volcanoes and earthquakes?<br>Do I understand how the Earth's crust is split into tectonic plates?<br><b>Locational Knowledge</b><br>Can I locate the world's famous volcanoes?<br>Can I locate the world's biggest earthquakes using latitude and longitude?                                                     |           | <b>Geographical Skills and fieldwork Enquiry:</b><br>Can I use the eight points of a compass?<br>Can I use 6-figure grid references, symbols and keys on an ordnance survey map?                                                                                                                                                                                                              |                          |

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| Art and Design<br>Design &<br>Technology                                                | <b><u>Drawing (Artist 1)</u></b><br>To design purposeful, functional, appealing products based on design criteria and generate, and communicate their ideas through mock-ups using information and communication technology | <b><u>Sculpture (Artist 2)</u></b><br>Sculpture with a range of materials<br><br>(Mr Plumbley)                                                                                                        | <b><u>Painting (Artist 3)</u></b><br>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials                            | <b><u>Mechanical System (DT)</u></b><br>Design, Make, Evaluate, technical knowledge |                                                                                                                             | <b><u>DT - Cookery</u></b><br>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques<br>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. |
| Computing                                                                               | <b><u>Multimedia</u></b> – select and use software to create content (DT link)                                                                                                                                              |                                                                                                                                                                                                       | Programming – Working with inputs/outputs with Lego EV3 robotics                                                                                                                           |                                                                                     | Multimedia – Voxal Art Project                                                                                              | TIOL – Improve my Web Detective Skills                                                                                                                                                                                                           |
| Personal, Social and Health Education (PSHE) / Relationships and Health Education (RHE) | Me & My Relationships                                                                                                                                                                                                       | Valuing Difference                                                                                                                                                                                    | Keeping Myself Safe                                                                                                                                                                        | Rights & Responsibilities                                                           | Being My Best                                                                                                               | Growing & Changing                                                                                                                                                                                                                               |
| Physical Education (PE)                                                                 | <b>Gymnastics</b><br>Flexibility, strength, technique, control and balance                                                                                                                                                  | <b>Swimming</b><br>swim competently, confidently and proficiently over a distance of at least 25 metres<br>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] | <b>Yoga</b><br>Balance and Coordination, Flexibility<br><br><b>Multi-Skills / Invasion Games</b><br>Play competitive games and apply basic principles suitable for attacking and defending | <b>Dance</b><br>Using a range of movements                                          | <b>Athletics</b><br>Running, jumping, throwing                                                                              | <b>Striking and Fielding</b><br>Throwing and catching                                                                                                                                                                                            |
| Religious Education (RE)                                                                | <b>Christianity</b><br>God<br>(LKS2)                                                                                                                                                                                        | <b>Christianity</b><br>Incarnation<br>(UKS2)                                                                                                                                                          | <b>Hinduism</b><br>Dharma<br>(UKS2)                                                                                                                                                        | <b>Hinduism</b><br>Deity<br>(UKS2)                                                  | <b>Islam</b><br>Submission to Allah<br>(UKS2)                                                                               | <b>Judaism</b><br>God and the Covenant<br>(LKS2)                                                                                                                                                                                                 |
| Languages<br>(French)                                                                   | Greeting, Expressions for feelings<br>Classroom commands<br>Colours<br>Introduction to 'nouns' and 'adjectives'<br>Christmas                                                                                                |                                                                                                                                                                                                       | Items of clothing<br>Numbers 0-6<br>Voici/et/J' ai/Je mets/Tu mets (verb conjugation)<br>Introduction to gender of nouns<br>Simple Sentence writing with connectives                       |                                                                                     | Numbers 7-12<br>Animals<br>De quelle couleur est-ce? (adjective positioning)<br>J'ai/Tu as/Je n'ai pas (question responses) |                                                                                                                                                                                                                                                  |