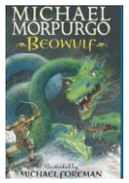
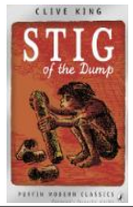
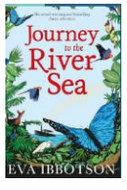
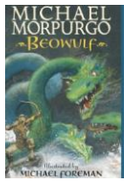
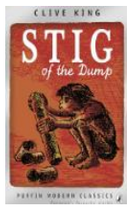
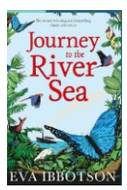
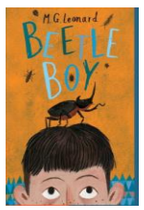
# Willow Class - Year 4 Sequence of Learning - Year B

| | Topic | Reading | Spellings | Writing | Maths Year 4 | Science | Geography/ History | R.E. | French | Art/ DT | P.S.H.E. | Computing | Digital Literacy | P.E. | Music |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Autumn 1** | **Anglo-Saxons** What have the Anglo-Saxons done for us? | Beowulf   | **Spelling Shed Year 4:** Steps 1-6 | Journalistic Writing Biography Kennings | **White Rose Year 4 Autumn Block 1:** Place Value **Autumn Block 2:** Addition and Subtraction | **Materials:** Mixtures and separation | **History Anglo-Saxons:** What have the Anglo-Saxons done for us? | What does it mean if Christians believe God is Holy and loving? (God) | All Around Town | **Art Painting:** Local Landscape | **Connecting with others:** Why are healthy relationships important? | **Computing systems and networks:** systems and searching | **Self image and identity:** **Online Relationships:** | Fitness and Hockey | **Start with Singing and Playing Together:** Singing songs in harmony and round with tuned percussion accompaniment |
| **Autumn 2** | **Europe** How diverse are Europe's places and landscapes? | Cloud Busting   | **Spelling Shed Year 4:** Steps 7-12 | Persuasive Speech Suspense Poetry | **White Rose Year 4 Autumn Block 3:** Measurement **Autumn Block 4:** Multiplication and Division A | **Living things:** Life cycles and reproduction | **Geography Europe:** How diverse are Europe's places and landscapes? | Why is the Torah so important to Jewish people? (Judaism) | That's Tasty | **Design Technology Mechanisms:** Levers and Linkages | **Citizenship:** How can we make a difference in our communities and beyond? | **Creating media:** Video production | **Privacy and security:** Obj. 2 | Dance and Gymnastics | **Performance Skills:** Christmas concert |
| **Spring 1** | **Stone Age to Iron Age** What was life like during the Stone Age and Iron Age? | Stig of the Dump   | **Spelling Shed Year 4:** Steps 13-18 | Narrative Diary Descriptive | **White Rose Year 4 Spring Block 1:** Multiplication and Division B **Spring Block 2:** Length and Perimeter. | **Materials:** Properties and changes | **History Stone Age to Iron Age:** What was life like during the Stone Age and Iron Age? | For Christians, when Jesus left; what was the impact of Pentecost? (Kingdom of God) | Where in the World | **Art Printing:** Prehistoric art and printing | **The online world:** How am I influenced by what I see online? | **Programming A:** Selection in physical computing | **Online reputation:** | Yoga and Netball | **Improvising Skills:** Hindustani music: Exploring drones, rhythms and melodies |
| **Spring 2** | **Stone Age to Iron Age** What was life like during the Stone Age and Iron Age? | Rooftoppers   | **Spelling Shed Year 4:** Steps 19-24 | Setting Description Narrative | **White Rose Year 4 Spring Block 3:** Fractions **Spring Block 4:** Decimals A | **Animals including humans:** Human timeline **Living things:** Classification and changing habitats | **History Stone Age to Iron Age:** What was life like during the Stone Age and Iron Age? | Why do Christians call the day that Jesus died 'Good Friday'? (Salvation) | Family and Friends | **Design Technology Textiles:** Combining fabrics: accessible textiles | **My healthy self:** How can I make healthy choices? | **Data and information:** Flat-file databases | **Online bullying** | Cricket and Football | **Pitch Skills:** Composing five note major melodies and staff notation |
| **Summer 1** | **Rivers** What are rivers and how are they used? | **Journey to the River Sea**   | **Spelling Shed Year 4:** Steps 25-30 | Narrative Interview | **White Rose Year 4 Summer Block 1:** Decimals B **Summer Block 2:** Money **Summer Block 3:** Time | **Forces and space:** Earth and space | **Geography Rivers:** What are rivers and how are they used? | What do Hindus believe God is like? (Hindus) | Holidays and Hobbies | **Art Drawing:** Monet inspired river art | **Citizenship:** How can I spend money wisely? | **Creating media:** Introduction to vector graphics | **Managing online information** | Athletics and Tennis | **Beat and Rhythm Skills:** Exploring polyrhythms in carnival music (Samba) |
| **Summer 2** | **World Trade** Where does our food come from? | **Beetle Boy**   | **Spelling Shed Year 4:** Steps 31-36 | Information Text Formal Letter | **White Rose Year 4 Summer Block 4:** Shape **Summer Block 5:** Statistics **Summer Block 6:** Position and Direction | **Forces and space:** Unbalanced forces | **Geography World Trade:** Where does our food come from? | What matters most to Humanists and Christians? (Christianity, Humanism) | Time Travelling | **Design Technology Cooking and Nutrition:** Food for energy and nutrients and Food Production | **Growing up:** How will my body and emotions change as I grow up? | **Programming B:** Selection in quizzes | **Health, wellbeing and lifestyle** **Copyright and ownership** | Outdoor Adventurous Activities and Golf | **Singing Songs Together:** Exploring vocal timbre (Poetry and beat boxing) |

# Willow Class - Year 5 Sequence of Learning - Year B

| | Topic | Reading | Spellings | Writing | Maths Year 5 | Science | Geography/ History | R.E. | French | Art/ DT | P.S.H.E. | Computing | Digital Literacy | P.E. | Music |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Autumn 1** | **Anglo-Saxons** What have the Anglo-Saxons done for us? | Beowulf   | **Spelling Shed Year 4:** Steps 1-6 | Journalistic Writing Biography Kennings | **White Rose Year 5 Autumn Block 1:** Place Value **Autumn Block 2:** Addition and Subtraction | **Materials:** Mixtures and separation | **History Anglo-Saxons:** What have the Anglo-Saxons done for us? | What does it mean if Christians believe God is Holy and loving? (God) | All Around Town | **Art Painting:** Local Landscape | **Connecting with others:** Why are healthy relationships important? | **Computing systems and networks:** systems and searching | **Self image and identity:** **Online Relationships:** | Fitness and Hockey | **Start with Singing and Playing Together:** Singing songs in harmony and round with tuned percussion accompaniment |
| **Autumn 2** | **Europe** How diverse are Europe's places and landscapes? | Cloud Busting   | **Spelling Shed Year 4:** Steps 7-12 | Persuasive Speech Suspense Poetry | **White Rose Year 5 Autumn Block 3:** Multiplication and Division A **Autumn Block 4:** Fractions A | **Living things:** Life cycles and reproduction | **Geography Europe:** How diverse are Europe's places and landscapes? | Why is the Torah so important to Jewish people? (Judaism) | That's Tasty | **Design Technology Mechanisms:** Levers and Linkages | **Citizenship:** How can we make a difference in our communities and beyond? | **Creating media:** Video production | **Privacy and security:** Obj. 2 | Dance and Gymnastics | **Performance Skills:** Christmas concert |
| **Spring 1** | **Stone Age to Iron Age** What was life like during the Stone Age and Iron Age? | Stig of the Dump   | **Spelling Shed Year 4:** Steps 13-18 | Narrative Diary Descriptive | **White Rose Year 5 Spring Block 1:** Multiplication and Division B **Spring Block 2:** Fractions B **Spring Block 3:** Decimals and Percentages | **Materials:** Properties and changes | **History Stone Age to Iron Age:** What was life like during the Stone Age and Iron Age? | For Christians, when Jesus left; what was the impact of Pentecost? (Kingdom of God) | Where in the World | **Art Printing:** Prehistoric art and printing | **The online world:** How am I influenced by what I see online? | **Programming A:** Selection in physical computing | **Online reputation:** | Yoga and Netball | **Improvising Skills:** Hindustani music: Exploring drones, rhythms and melodies |
| **Spring 2** | **Stone Age to Iron Age** What was life like during the Stone Age and Iron Age? | Rooftoppers   | **Spelling Shed Year 4:** Steps 19-24 | Setting Description Narrative | **White Rose Year 5 Spring Block 4:** Perimeter and Area **Spring Block 5:** Statistics | **Animals including humans:** Human timeline **Living things:** Classification and changing habitats | **History Stone Age to Iron Age:** What was life like during the Stone Age and Iron Age? | Why do Christians call the day that Jesus died 'Good Friday'? (Salvation) | Family and Friends | **Design Technology Textiles:** Combining fabrics: accessible textiles | **My healthy self:** How can I make healthy choices? | **Data and information:** Flat-file databases | **Online bullying** | Cricket and Football | **Pitch Skills:** Composing five note major melodies and staff notation |
| **Summer 1** | **Rivers** What are rivers and how are they used? | **Journey to the River Sea**   | **Spelling Shed Year 4:** Steps 25-30 | Narrative Interview | **White Rose Year 5 Summer Block 1:** Shape **Summer Block 2:** Position and Direction **Summer Block 3:** Decimals | **Forces and space:** Earth and space | **Geography Rivers:** What are rivers and how are they used? | What do Hindus believe God is like? (Hindus) | Holidays and Hobbies | **Art Drawing:** Monet inspired river art | **Citizenship:** How can I spend money wisely? | **Creating media:** Introduction to vector graphics | **Managing online information** | Athletics and Tennis | **Beat and Rhythm Skills:** Exploring polyrhythms in carnival music (Samba) |
| **Summer 2** | **World Trade** Where does our food come from? | **Beetle Boy**   | **Spelling Shed Year 4:** Steps 31-36 | Information Text Formal Letter | **White Rose Year 5 Summer Block 4:** Negative Numbers, **Summer Block 5:** Converting Units, **Summer Block 6:** Volume | **Forces and space:** Unbalanced forces | **Geography World Trade:** Where does our food come from? | What matters most to Humanists and Christians? (Christianity, Humanism) | Time Travelling | **Design Technology Cooking and Nutrition:** Food for energy and nutrients and Food Production | **Growing up:** How will my body and emotions change as I grow up? | **Programming B:** Selection in quizzes | **Health, wellbeing and lifestyle** **Copyright and ownership** | Outdoor Adventurous Activities and Golf | **Singing Songs Together:** Exploring vocal timbre (Poetry and beat boxing) |