

## Class 4 New Curriculum Map ~ Cycle B ~ 2026-27

|                | <u>Autumn Term</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <u>Spring Term</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <u>Summer Term</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Science</b> | <p><b><u>Properties &amp; Changes of Materials</u></b><br/>(Year 5 topic)</p> <p><b>Properties of materials</b><br/>Identifying, Grouping and Classifying<br/>Observing over Time</p> <p><b>Thermal conductivity</b><br/>Identifying, Grouping and Classifying<br/>Observing over Time<br/>Comparative and Fair Testing</p> <p><b>Solubility</b><br/>Identifying, Grouping and Classifying<br/>Comparative and Fair Testing</p> <p><b>Separating mixtures</b><br/>Observing over Time<br/>Pattern Seeking</p> <p><b>Reversible and Irreversible changes</b><br/>Identifying, Grouping and Classifying<br/>Observing over Time</p> | <p><b><u>Living things and their habitats</u></b><br/>(Year 5 topic)</p> <p><b>Sexual Reproduction</b><br/>Identifying, Grouping and Classifying<br/>Researching using secondary sources</p> <p><b>Asexual reproduction</b><br/>Observing over Time<br/>Identifying, Grouping and Classifying</p> <p><b>Life Cycles of Mammals</b><br/>Identifying, Grouping and Classifying<br/>Researching using secondary sources</p> <p><b>Life Cycles of Birds and Reptiles</b><br/>Identifying, Grouping and Classifying</p> <p><b>Life Cycles of Amphibians and Insects</b><br/>Observing over Time<br/>Identifying, Grouping and Classifying<br/>Researching using secondary sources</p> <p><b>Naturalists and Conservationists</b><br/>Researching using secondary sources</p> | <p><b><u>Forces</u></b><br/>(Year 5 topic)</p> <p><b>Forces In Action</b><br/>Identifying, Grouping and Classifying<br/>Researching using secondary sources</p> <p><b>Gravity</b><br/>Pattern Seeking<br/>Comparative and Fair Testing<br/>Researching using secondary sources</p> <p><b>Friction</b><br/>Pattern Seeking<br/>Comparative and Fair Testing</p> <p><b>Air Resistance</b><br/>Comparative and Fair Testing<br/>Researching using secondary sources</p> <p><b>Water Resistance</b><br/>Comparative and Fair Testing<br/>Researching using secondary sources</p> <p><b>Marvellous Mechanisms</b><br/>Identifying, Grouping and Classifying<br/>Researching using secondary sources</p> |

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|                                | <p><b>Evolution &amp; Inheritance</b><br/>(Year 6 topic)</p> <p><b>Adaptation</b><br/>Identifying, Grouping and Classifying<br/>Pattern seeking<br/>Researching using secondary sources</p> <p><b>Inheritance</b><br/>Identifying, Grouping and Classifying</p> <p><b>Mutation and Natural Selection</b><br/>Identifying, Grouping and Classifying<br/>Researching using secondary sources</p> <p><b>The Fossil Record</b><br/>Identifying, Grouping and Classifying<br/>Researching using secondary sources</p> <p><b>Theories and Evidence of Evolution</b><br/>Identifying, Grouping and Classifying<br/>Researching using secondary sources</p> | <p><b><u>Living things and their habitats</u></b><br/>(Year 6 topic)</p> <p><b>Organising Organisms</b><br/>Identifying, Grouping and Classifying</p> <p><b>The Animal Kingdom</b><br/>Identifying, Grouping and Classifying<br/>Research using secondary sources</p> <p><b>Flora Field Guide</b><br/>Pattern seeking</p> <p><b>Microorganism Mystery</b><br/>Research using secondary sources</p> <p><b>Linnaeus's Legacy</b><br/>Pattern seeking<br/>Identifying, Grouping and Classifying<br/>Research using secondary sources</p> |                                                                                                                                                                                                                                                           |
| <b>History &amp; Geography</b> | <p><b><u>History</u></b></p> <p>A study of Greek life and achievements and their influence on the western world:<br/><i>Ancient Greece</i></p> <p><b>Local History:</b><br/><i>A study of Harewood House</i><br/><i>Celebrating Leeds 400</i></p>                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b><u>Geography</u></b></p> <p><b><u>Location and Place Knowledge</u></b><br/><b><u>Human and Physical Geography</u></b></p> <p>The Amazing Americas</p>                                                                                                                                                                                                                                                                                                                                                                           | <p><b><u>Geography</u></b></p> <p><b><u>Geographical Skills and Fieldwork</u></b><br/>Marvellous Maps – Map reading unit</p> <p><b><u>Physical Geography</u></b><br/><b><u>Location Knowledge</u></b><br/>Climate zones, Biomes and Vegetation Belts.</p> |

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| <b>Art</b>                     | <b>Greek Art</b><br>Drawing, sculpture, painting                                                   |                                                                                                                 | <b>American Art</b><br>John Singer Sargent.<br>Jean-Michel Basquiat<br>Helen Frankenthaler<br>Diego Rivera |                                                                                                                                                                                                                                                                                                                      | <b>The Seaside</b><br>Drawing, painting.                                                      |                                       |
| <b>Design &amp; Technology</b> | <u><b>Mechanical Systems:</b></u><br>Cams                                                          |                                                                                                                 | <u><b>Mechanical Systems:</b></u><br>Structures                                                            |                                                                                                                                                                                                                                                                                                                      | <u><b>Mechanical Systems:</b></u><br>Pulleys or Gears                                         |                                       |
| <b>Music</b>                   | Using the Body as a Musical Instrument.<br><br>Contemporary composer Anna Meredith's 'Connect It'. | Young Voices preparation: Singing and performance-based skills.<br><br>School nativity performance preparation. | Young Voices preparation: Singing and performance-based skills.                                            | Musical Nationalism<br>Finlandia – Sibelius<br><br>Enigma Variations – Elgar<br><br>New World Symphony – Dvorak<br>Hall of the Mountain King – Grieg<br>Symphony No 10 – Shostakovich<br><br>Investigate the different ways composers showed their love of their country through music and how we would do the same. | 20th Century music from the 1970s, including: soft rock, heavy metal, pop, disco and R and B. | Singing and performance-based skills. |

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| <b>R.E.</b>            | <b>Creation</b><br>Creation and science<br>conflicting or<br>complimentary? (UC)                                                                                                                                                                                        | <b>Incarnation</b><br>Was Jesus the<br>Messiah? (UC)                                                                                                                                                         | <b>Gospel</b><br>What would<br>Jesus do? (UC)                                                                                                                                                                                         | <b>Should we forgive<br/>others? (FU2.12)</b>                                                                                             | <b>Why do some people<br/>go on Pilgrimage?<br/>(CU2.4)</b>                                                                                                                                                                                     | <b>Why are rites of pas-<br/>sage important?<br/>(FU2.13)</b>                                                                                                |
| <b>Computing</b>       | <b>Desktop Publishing<br/>linked to History<br/>Work.</b><br><br>Text boxes<br>Advanced formatting<br>Importing text and im-<br>ages<br>- Using internet<br>search tools<br>responsibly<br>- Identifying reliable<br>sources and fact<br>checking                       | <b>Internet safety<br/>(D:side)</b><br><br><b>LOGO Programming</b><br><br>Writing and editing pro-<br>cedures.<br>Repeat/loop functions.<br>Variables.<br>(Link to Maths 2D<br>shape, measuring an-<br>gles) | <b>Safer Internet Day<br/>Linked learning</b><br><br><b>Stick Figure anima-<br/>tion</b><br><br>Introduction to<br>stopframe anima-<br>tion.<br>Creating figures<br>Storyboards<br>Editing and Improv-<br>ing                         | <b>Combining images<br/>and animations.</b><br><br>Adding sound<br>Multi-media anima-<br>tions and films<br>File types and their<br>uses. | <b>Internet skills and<br/>safety</b><br><br>- Using internet<br>search tools<br>responsibly<br>- Identifying reliable<br>sources and fact<br>checking                                                                                          | <b>Internet skills and<br/>safety</b><br><br>- Using emails<br>effectively<br>- Email etiquette<br>- Identifying ways to<br>report concerns<br>about content |
| <b>P.E.</b>            | <b>Tag Rugby<br/>Team Games</b>                                                                                                                                                                                                                                         | <b>Health and Fitness In-<br/>door Sports</b>                                                                                                                                                                | <b>Dance<br/>Hockey</b>                                                                                                                                                                                                               | <b>Gymnastics<br/>Football</b>                                                                                                            | <b>Team Games<br/>(Summer Sports)<br/>Athletics</b>                                                                                                                                                                                             | <b>Outdoor Team Games<br/>Orienteering and<br/>map skills</b>                                                                                                |
| <b>MFL<br/>Italian</b> | <b>What is the date?</b><br><b>Ask when somebody has a birthday and<br/>say when they have their birthday.</b><br><br><b>The weather</b><br><br><b>Grammar</b><br><b>Verbs in the 3rd person.</b><br><b>Phonics</b><br><b>The Italian Alphabet – Italian vowels and</b> |                                                                                                                                                                                                              | <b>Il corpo e I vestiti (Body and Clothes)</b><br><br><b>Grammar</b><br><b>I verbi regolari (regular verbs)</b><br><br><b>Phonics</b><br><b>The Italian Alphabet – Italian vowels<br/>and<br/>consonants – Italian Letter Strings</b> |                                                                                                                                           | <b>I Romani (The Romans)</b><br><br><b>Grammar</b><br><b>I verbi irregolari (Irregular verbs)</b><br><b>The negative form</b><br><br><b>Phonics</b><br><b>The Italian Alphabet – Italian vowels and<br/>consonants – Italian Letter Strings</b> |                                                                                                                                                              |

|                            | consonants – Italian Letter Strings                                                                                                                                                                    |                                                                                                          |                                                                                                                                                                                                                                                                                                                              |                                                                         |                                                                                                                                                                                                                                        |                                                                                      |
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| PSHE                       | <b>Mental health and emotional wellbeing</b><br>Dealing with feelings<br>Healthy minds§<br><br><u><b>Pol-Ed –Relationships</b></u><br>What are my personal boundaries?<br>How can we challenge sexism? |                                                                                                          | <b>Identity, society and equality</b><br>Human rights<br><br><b>Sex and relationship education</b><br>Healthy relationships §<br><br><b>Sex and relationship education</b><br>How a baby is made*<br><br><b>Pol-Ed – Understanding the Law</b><br>How do rules help our community?<br>What are the different types of crime? |                                                                         | <b>Keeping safe and managing risk</b><br>When things go wrong / Keeping safe – out and about §<br><br><u><b>Pol-Ed – Understanding the Law</b></u><br><br>How can we keep our things safe?<br>What is antisocial behaviour? Not online |                                                                                      |
|                            | § = safeguarding topic                                                                                                                                                                                 |                                                                                                          | *Year 6 only<br>§ = safeguarding topic                                                                                                                                                                                                                                                                                       |                                                                         | § = safeguarding topic                                                                                                                                                                                                                 |                                                                                      |
| External Visits & Visitors | D:Side<br>Internet Safety<br><br>Harvest<br><br>Christmas Celebrations                                                                                                                                 |                                                                                                          | Young Voices<br><br>D:Side<br>Drugs and Alcohol<br><br>Herd Farm Residential                                                                                                                                                                                                                                                 |                                                                         | Bikeability<br><br>End of Year Celebration                                                                                                                                                                                             |                                                                                      |
| English                    | <u>Texts for reading</u><br>Mark of the Cyclops:<br>An Ancient Greek<br>Mystery<br>by<br>Saviour Pirotta                                                                                               | <u>Texts for reading</u><br>Mark of the Cyclops:<br>An Ancient Greek<br>Mystery<br>by<br>Saviour Pirotta | <u>Texts for reading</u><br>Kensuke's King-<br>dom by Michael<br>Morpurgo                                                                                                                                                                                                                                                    | <u>Texts for reading</u><br>Kensuke's Kingdom<br>by Michael<br>Morpurgo | <u>Texts for reading</u><br>The boy at the back of<br>the Class<br>by Onjali Q. Raúf                                                                                                                                                   | <u>Texts for reading</u><br>The boy at the back of<br>the Class<br>by Onjali Q. Raúf |

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|  | <p><u>Writing</u><br/><u>Unit: Mark of the Cyclops</u></p> <p>Character description<br/>Setting description<br/>Diary entry<br/>Play script<br/>Book review</p> <p><u>SPaG</u><br/>Termly and Statutory Spellings</p> | <p><u>Writing</u><br/><u>Unit: Ancient Athens based on Assassin's Creed Odyssey video clip</u></p> <p>Character description<br/>Setting description<br/>To write an amplification<br/>To write a flashback</p> <p>Report writing: The Parthenon</p> <p><u>Unit: Ancient Greece</u><br/>Balanced argument:<br/><i>Did the events of the Trojan Horse story really happen?</i></p> <p><u>SPaG</u><br/>Termly and Statutory Spellings</p> | <p><u>Writing</u><br/><u>Unit: The Black Hat</u></p> <p>Story writing</p> <p><u>Unit: Sir David Attenborough</u></p> <p>Biography<br/>Poems celebrating Sir David Attenborough</p> <p><u>SPaG</u><br/>Termly and Statutory Spellings</p> | <p><u>Writing</u><br/><u>Unit: Wonders of America</u></p> <p>Non-Chronological report</p> <p><u>SPaG</u><br/>Termly and Statutory Spellings</p> | <p><u>Writing</u><br/><u>Unit: The boy at the back of the Class</u></p> <p>Information text<br/>Formal letter</p> <p><u>SPaG</u><br/>Termly and Statutory Spellings</p> | <p><u>Writing</u><br/><u>Unit: The boy at the back of the Class</u></p> <p>Story writing "The Big Fight"<br/>Newspaper report</p> <p><u>SPaG</u><br/>Termly and Statutory Spellings</p> |
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| <b>Maths</b> | <b>TTRS</b>                          | <b>TTRS</b>                                          | <b>TTRS</b>       | <b>TTRS</b>                                | <b>TTRS</b>    | <b>TTRS</b>                   |
|              | <b>Place Value</b>                   | <b>Multiplication and Division B<br/>(Continued)</b> | <b>Fractions</b>  | <b>Area, Perimeter and Volume (Y6)</b>     | <b>Ratio</b>   | <b>Position and Direction</b> |
|              | <b>Addition and Subtraction</b>      | <b>Multiplication and Division B</b>                 | <b>Decimals A</b> | <b>Decimals B</b>                          | <b>Algebra</b> | <b>Statistics</b>             |
|              | <b>Multiplication and Division A</b> |                                                      |                   | <b>Fractions, Decimals and Percentages</b> | <b>Shape</b>   | <b>Converting Units</b>       |