

Year 4 and 5 Thematic Map, Autumn Term 2026

Democracy and Debate



Our Theme Based Curriculum

Our themes run for a term and we try to teach as many subjects as we can through this theme. For Maths, Science, History and Geography, we adopt a blocked and interleaved approach.

Subject	How we teach It	This term, children will learn
Writing	We teach writing in three week cycles, matching writing cycles to the genre of writing. As part of our writing cycle, the children engage with Let's Think in English and Philosophy for Children lessons. These are designed to improve oracy critical thinking skills.	Write letters linked to the Zones of Regulation
		Write setting descriptions
		Write a biography of an Olympian
		Write an alternative ending to a Greek myth
		Write an information text, based on a science experiment, linked to materials
Drama and Oracy opportunities	We try to make learning as creative as possible, ensuring lots of opportunities for talk.	Children will: • Every Monday, the children will have a drama session linked to their termly theme or writing cycle • Children will have the opportunity to speak aloud and present their ideas in a debate • There will be daily reading aloud in book club
Key Texts	Children will read high quality texts and these texts will be linked to their learning.	Children will read: • The Iliad and the Odyssey - Marcia Williams • The Lightning Thief - Percy Jackson • The boy at the back of the class - Louis Sachar • Who let the gods out? - Maz Evans • A visitor's guide to Ancient Greece - Usbourne • Secret Suffragette - Barbara Mitchell Hill • How you can save the planet - Hendrikus Van Hensbergen

Maths	Children will learn about topics in a blocked and interleaved way, repeating key learning in daily maths meeting sessions and in lesson starters, in order to improve retention of knowledge.	Children will study these topics: <u>Place Value</u> • Numbers up to 100,000 • Partitioning • Number lines • Count in 1,000s • More or less • Count in powers of 10 • Count in 25s • Compare and order • Negative numbers - Year 5 only • Numbers to 1,000,000 • Roman Numerals • Rounding <u>Addition and Subtraction</u> • 1s, 10s, 100s, 1000s • Add two numbers • Subtract 2 numbers • Add more than 2 numbers • Bar Models • Efficient subtraction • Inverse operations <u>Multiplication and division</u> • Multiply by 1 and 0 • Divide by 1 • Multiply and divide by 6,9,7 • 6,9,7- times tables • 11 and 12 times-table • Multiply 3 numbers • Multiples • Factors • Multiply 2 digits x 1 digit • Multiply 3 digits x 1 digit • Multiply 2 digits x 2 digits • Multiply 3 digits x 2 digits <u>Fractions</u> • Equivalent fractions • Fractions greater than 1 • Count in fractions • Improper Fractions - Year 5 • Mixed numbers - year 5 <u>Properties of shape</u> • Identifying angles • Comparing angles • Using a protractor (measuring, drawing) • Angles on a straight line- Year 5 only • Angles around a point - Year 5 only • 3D shapes
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Skills Builder	In Skills Builder, the children learn about one of the following skills: Listening, speaking, problem solving, creativity, adapting, leadership, planning and teamwork. They will learn what each skill means and how to apply it in their daily lives.	During this term, we will focus on the following skills and skills steps: Listening • I ask questions if I don't understand • Retelling: I pass on information accurately • Recognising purpose: I know why someone is communicating with me Speaking • I communicate with new people when I need to • Organising thoughts: I order my points to be understood • Knowing the audience: I adapt my communication to what my audience already know
Humanities	The theme includes content in History, Geography and RE. Whenever possible, we link this to writing. In History and Geography, we follow an interleaved curriculum where we re-revisit previous learning at regular intervals to recap and embed knowledge.	<u>Geography:</u> Children will learn about: • Improve our locational knowledge • Understand geographical similarities and differences through a study of human and physical geography of a region of the UK and a region in a European country (Greece) <u>History:</u> Children will learn about: • Ancient Greece, particularly Greek life and achievements and the influence this had on the Western world. <u>RE:</u> In RE, we will be exploring the following questions and ideas: • What can we learn from religion? • Does religion teach us what is right from wrong? • The life of Jesus and asking the questions: 'What would Jesus do?' and 'Can people live by the values of Jesus in the 21st Century?' <u>PSHE:</u> In PSHE, we will explore the following topics from Islington's 'You, Me, PSHE' scheme of work: • Democracy We will learn that Britain is a democratic society and what the word democracy means. We will explore how the UK parliament works, the voting system, the party system and the difference between democracies and dictatorships. • In the Media We will learn that adverts can be misleading. We will learn about how to identify positive role models in the media. We will explore how the media is capable of manipulating images and to be mindful of what we believe.
Science	We follow an interleaved curriculum where we re-revisit previous learning at regular intervals to recap and embed knowledge.	<u>Properties and changes of materials:</u> In this topic, we will explore the following objectives: • Comparing materials according to their properties • Studying thermal conductors and insulators • Looking at which materials conduct electricity and which dissolve

		- Investigating processes for mixing materials - Studying the life of a prominent scientist named Ruth Benerito
Art, Design and Technology	We teach Art and DT in an integrated way and often in blocked sessions. We ensure all pupils learn to cook savoury and sweet dishes, developing a range of cookery knowledge and skills over time.	<u>ART: Greek Art</u> In Art lessons, we will: - Study the pottery, sculpture and artwork of the Ancient Greeks. - Use clay to replicate Greek pottery, make vases using collage and papier mache and create a scene of the parthenon using drawing and watercolour. <u>Design and Technology: Frame Structures</u> In DT lessons, we will: - To investigate and analyze a range of existing frame structures (e.g., tents, scaffolding, bridges, pavilions) to identify their purpose and intended user. - To develop and practice techniques for joining materials securely to form a 3D frame, using appropriate joining components - To develop a clear design criteria for an innovative frame structure based on the needs of a specific user and purpose - To construct a functional 3D frame structure, continually checking it against the design criteria and adapting the design and to critically evaluate it.
Music	Children learn to perform, compose and appreciate music. We teach lessons through a scheme named Music Express. Additionally, we offer separate instrument tuition.	<u>Music Title:</u> - Time and Ancient Worlds in the Past We will learn the following objectives: Vocal Skills: Learning to sing a verse-and-chorus style song Melodic Awareness: Understanding that melodies are built out of individual phrases. Textural Layers: Exploring how layers of sound can be built up or stripped away to change dynamics and create a musical narrative. Structural Comparisons: Comparing and contrasting different musical structures, with an introduction to identifying key features of a minimalist structure. Ensemble Playing: Working and playing instruments in small groups, learning how to combine separate sections of music smoothly into a cohesive, layered piece Performance Preparation: Rehearsing, refining, and preparing a final layered performance for an audience.
Computing	Children learn to use technology effectively and safely, to enhance their learning experiences. We use a progressive scheme of work created with borough support.	<u>Computing Title:</u> - Computing systems and networks – The Internet We will learn the following objectives: - Differentiate between a local network, the Internet, and the World Wide Web. - Explain how data moves securely from point A to point B. - Approach online search results with a healthy level of skepticism, utilizing critical thinking before accepting web information as absolute fact

Cultural Enrichment & Vocational Experience	We include at least one culturally enriching trip each term and organise visitors to the school, to talk about their professions or teach children about the world.	We plan to take the children to the locations below. Once we have received confirmation, we will let you know: • The Science Museum- The Great Object Hunt: Materials • School Workshop: Freshwater Theatre - Ancient Greece We are always looking for 'experts' and people with interesting jobs to come in and speak to children about what they do and how they got to where they did. If this sounds like you, or you know somebody who could do this, please contact Mr Kreel on Daniel.kreelflynn@draytonpark.islington.sch.uk
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Vocabulary:	
Vocabulary linked to our theme:	Definitions:
City-state:	A small, independent area in Ancient Greece made up of a city and the countryside around it, with its own laws and government.
Democracy:	A system of government where the people have the power to vote and make decisions about how they are ruled.
Citizen:	A person who legally belongs to a place and has special rights, like the right to vote.
Legacy:	Something handed down or left behind from the past that still influences or affects people today.
Myth:	A traditional, ancient story about gods and heroes, used to explain how the world works.
Philosophy:	The study of the nature of knowledge, reality, and how people should behave by asking big questions.
Absorbent:	A material that can easily soak up liquid.
Thermal Insulator:	A material that does not let heat pass through it easily, keeping things warm or cold.
Conductor:	A material that allows heat or electricity to travel through it easily.
Permeable:	A material that has tiny holes in it, allowing liquids or gases to pass through.
Transparent:	A material that is see-through, letting all light pass through it so you can see objects on the other side clearly.

Weekly Home Learning:

- Children are expected to complete their reading homework and fill in their reading records (to be brought in every Friday). Please encourage your children to read for 20 minutes every day and support them with their homework.
- As part of their maths homework, children are expected to complete a task on Doodle Maths every day. Children should complete enough activities to reach the green zone in Doodle Maths every week:
<https://doodlelearning.com/>

Over the course of this term, we would like you and your child to complete the following:

Project: We expect all children to complete a home learning project, linked to the theme. This can be as open ended and ambitious as you like! It does not need to be an arts and crafts topic, or even in English. Projects should be completed by **Thursday 15th October.**

Here are some project ideas (you can use one of these ideas or think of an idea of your own):

- Build your own Parthenon out of sustainable materials
- Make your own Greek costume
- Visit the British Museum and document your experience
- Create a Powerpoint about what daily life was like in Ancient Greece
- Create a poster or speech about life as a woman in Athens vs Sparta
- Construct your own Trojan horse
- Make your own Ancient Greek Gods and Goddesses Top Trump cards
- Create a video about any of your learning
- Document a materials experiment that you've conducted at home



In school, the children will be asked to present their home learning projects to their class. At home, please allow time for the children to practise presenting their home learning projects to you.

Writing: We expect every child to complete three pieces of writing at home every term.

- Write a diary entry from the perspective of a woman in Ancient Greece
- Create an Ancient Greece information text
- Create your own graphic novel about the journey of Odysseus

These are to be handed in by <u>Friday 11th December.</u> Children can choose three writing tasks from the following ideas or they think of their own writing ideas, based on any of the things they have been learning about this term.	● Create a comic book of the labours of Herakles ● Write a fact file about a Greek God or Goddess of your choice ● Write a for or against argument for a debate, answering the question: 'The Greeks contributed more to the world than the Romans' ● Create an information text about sustainable materials and their uses ● Create a persuasive leaflet encouraging people to recycle
Reading recommendations: We advise our students to borrow and read these books at home:	● Who let the gods out? - Maz Evans ● Mission to Marathon - Geoffrey Trease ● Mark of the Cyclop - Saviour Pirotta ● Beasts of Olympus - Lucy Coats ● Percy Jackson and the lightning thief - Rick Riordan ● Greek Tales - Terry Deary ● Hercules - Tom Vaughan ● The orchard book of Greek Myths ● Greek Heroes: Top ten myths and legends! - Marcia Williams ● So you think you've got it bad? A kid's life in Ancient Greece ● A visitor's guide to Ancient Greece - Usbourne ● Secret Suffragette - Barbara Mitchell Hill ● How you can save the planet - Hendrikus Van Hensbergen ● If I ran the country: An introduction to politics where you make the decisions by Rich Knight We also recommend exploring Penguin's 'The Lit in Colour book Lists': https://www.penguin.co.uk/articles/company-article/years-3-4 https://www.penguin.co.uk/articles/company-article/years-5-6