

The Good Shepherd Catholic Primary School



Year 4

Autumn Curriculum Newsletter

In this booklet, we have included some information we feel you may find useful about the work your child will be doing this term. As well as the modules we will be covering in class, we have also included the objectives and expectations for each subject. We hope you will find this information useful and supportive and look forward to working with you across the year.

Mrs L Hover & Mrs H Rathbone

Father, creator of all,
you 'ordered the earth' to bring forth
life and crowned its goodness by
creating family life.

Teach us the beauty of human
love, show us the value of family
life and help us to live in peace
with everyone. Amen.

SUBJECT	TOPIC INFORMATION	
RELIGIOUS EDUCATION	<p>Creation and Covenant</p> <p>Prophecy and promise</p>	<p>Hear -The first section for each unit is the 'Hear' section. This section of the resource should not be changed, as the scripture should be the starting point and foundation of the learning. Catholic children's Bibles should be used to share this scripture. The scripture that the children will explore in this branch is: The story of Abraham, focusing on the following key texts: • The call of Abram (Gen 12:1-5)• The Abrahamic covenant (Gen 15:1-6)• Abraham and Sarah (Gen 18:1-15)</p> <ul style="list-style-type: none"> • Abraham and Isaac (Gen 22:1-18)• (Optional) The story of Joseph, focusing on the following key texts:• Gen: 37:2-35, 41:1-42, 44:1-17, 33-34, 45:1-5, 16-2 • Believe – This section details the Catholic belief and teaching related to the scripture or church teaching being studied and suggested ways to share this with the children. God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity • Faith is believing in God, trusting what God reveals, and following God's loving purpose to live a good life. • Through living out virtues of faith, hope, and love (sometimes referred to as charity), Christians are drawn into a closer relationship with the Holy Trinity. • Abraham is a model of how to pray <p>Live- This section has a range of activities that you could use to help the children to understand how Catholics respond to the scripture and belief and to enable them to better understand it and how they are also invited to live it out in their own lives. The virtues of faith, hope, and love. • The life and work of a person who was an example of faith made active in love.</p> <p>Celebrate – Age-appropriate extracts from prayers of faith in God from the Catholic tradition. (For example, Ps 40:1, the St Therese prayer, 'May today there be peace within', St John Henry Newman's 'Mission of my Life', Bl Charles de Foucauld's 'Prayer of Abandonment'.)</p>
ENGLISH	CUSP CURRICULUM – SEE BELOW	

MATHS

		Block 1											
		1	2	3	4	5	6	7	8	9	10	11	12
Y4		Place value (U1)	Addition and subtraction (U1)			Multiplication and division (U1)		Time	Fractions (U1)	Multiplication and division (U2)		Geometry	
	[1] Reading and writing numbers to 4,000 in numerals	[1] + facts for 100 and associated problem solving ☼MQ	[1] 8 × table (revision)	[1] Convert time between analogue and digital 12- and 24-hour clocks ☼MQ	[1] Finding fractions of quantities	[1] 6 × table (revision)	[1] Angles						
	[2] Reading and writing numbers to 4,000 in words	[2] + and - facts for 100 and associated problem solving	[2] Reasoning about multiplication	[2] Convert between minutes and seconds ☼MQ	[2] Counting in fractional steps	[2] Multiplying multiples of ten by 1-digit numbers ☼MQ	[2] Ordering and comparing angles						
	[3] Counting forwards in steps of six to 198	[3] Using 'friendly number pairs'	[3] 6 × table ☼MQ	[2] Convert between hours and minutes ☼MQ	[3] Mixed numbers in the linear number system ☼RTP 4F-1←	[3] Column method for multiplying 2-digit nos by a 1-digit no (expanded and compact - revision)	[3] Triangles and quadrilaterals						
	[4] Counting forwards in steps of six past 198	[4] Scaling addition facts by 100 ☼RTP 4NF-3	[4] 9 × table ☼MQ	[3] Convert between years to months and weeks to days	[4] Comparing and ordering fractions	[4] Multiplying 3 digit numbers (expanded method)	[4] Symmetry						
	[5] Counting forwards and backwards in steps of six	[5] Mental calculation Next/previous ten; near doubles ☼MQ	[5] 7 × table ☼MQ	[4] Changing years to months and weeks to days	[4] Equivalent fractions	[5] Symmetry	[5] Symmetry						
	[6] Identifying and representing numbers ☼MQ	[6] Mental calculation Left to right addition; number line ☼MQ	[6] Dividing by 6 ☼MQ	[4] Changing years to months and weeks to days	[5] Equivalent fractions [a]	[6] Symmetry	[6] Symmetry						
	[7] Comparing and ordering numbers	[7] Mental calculation	[7] Dividing by 9 ☼MQ	[4] Changing years to months and weeks to days	[6] Equivalent fractions [b] ☼MQ	[7] Coordinates	[7] Coordinates						
	[8] Rounding numbers [a]	[8] Estimation	[8] Dividing by 7 ☼MQ	[4] Changing years to months and weeks to days	[7] Mixed number equivalents	[8] Coordinates	[8] Coordinates						
	[9] Rounding numbers [b]	[9] Column addition: numbers with up to 4 digits (exchanging ones)	☼RTP 4NF-1← 3 RTP quizzes covering Y3 and Y4 × and ÷ facts	[4] Changing years to months and weeks to days	[8] Improper fraction equivalents	[9] Coordinates and translations	[9] Coordinates and translations						
	[10] Equivalence of 10 hundreds and 1 thousand ☼RTP 4NPV-1←	[10] Column addition: numbers with up to 4 digits (exchanging, ones, tens and hundreds)			[7] Short division [a]								
		[11] Column subtraction: numbers with 3-digits (exchanging ones)			[6] Short division [b]								
		[12] Column subtraction: numbers with 3-digits (exchanging ones and tens)			[7] Division with remainders ☼RTP 4NF-2								

☼ indicates a quiz linked to the content of the lesson/s. ☼MQ means the quiz is accessible via mathsquiz.org. ☼RTP means it is a Ready to Progress quiz. Where a RTP quiz also has a backward arrow symbol, ←, this is to indicate that the RTP focus also encompasses key content from earlier lessons: see RTP page on main website for details.

Quizzes for maths

www.Mathsquiz.org login details username- tgs@mathsquiz.org password- 13579

SCIENCE		CUSP CURRICULUM – SEE BELOW
HISTORY		CUSP CURRICULUM – SEE BELOW
GEOGRAPHY		CUSP CURRICULUM – SEE BELOW
COMPUTING	The Internet	Children will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.

	Audio Editing	Children will initially examine devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices (speaker or headphones) if available. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.
MUSIC		CUSP CURRICULUM – SEE BELOW
PE	Real PE - Unit 1 Fundamental Movement Skills Tag Rugby	Personal - Accept Challenge Develop personal skills to recognise where they are in their learning and know not to move on until they have secured their learning. Recognise that, in order to improve, the ability to challenge themselves is essential. <ul style="list-style-type: none"> • Coordination - Footwork • Static Balance - One Leg Balance <ul style="list-style-type: none"> • To travel with the ball. • To defend by removing a player's tag. • To keep a horizontal line with others when running. • To work together with others. • To catch the ball whilst on the move. • To play games against others that require tactics to be used to try score
	Real PE - Unit 2 Fundamental Movement Skills Dance	Social - Support Others Develop social skills to be able to show respect by listening to others' ideas and be happy to share their own ideas. Begin to develop leadership skills to help organise roles and responsibilities in small teams and giving and receiving feedback. <ul style="list-style-type: none"> • Dynamic Balance to Agility - Jumping and Landing • Static Balance - Seated Balance

		In this unit, the children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.
ART		CUSP CURRICULUM – SEE BELOW
DESIGN AND TECHNOLOGY		CUSP CURRICULUM – SEE BELOW
FRENCH		CUSP CURRICULUM – SEE BELOW
PSHE	Get Heartsmart	Get HEARTSMART Introduction to HeartSmart Words have power Demonstrating consequences of the words we use about ourselves and others Reap what you sow Suggesting ways we can grow a desired characteristic e.g. kindness Wily wolf Thinking about and discussing how we know who we can trust Family Recipe Thinking about the characteristics that make a healthy family life Healthy Minds Recognising what positively and negatively affects our mental health Get HEARTSMART Reflection What we have learned about Get HEARTSMART
	Don't Forget to Let Love in!	Don't Forget to Let Love in! Introduction to the 1st HeartSmart principle Heart to heart Looking at ways we feel loved Brilliant me ball Celebrating our strengths and achievements One in a million Comparing measurements to determine our uniqueness Don't agree with I don't like me Highlighting things about our bodies we are grateful for Hands up! Creating a catchy rhyme/song or rap to remind others about the importance of hand washing Don't Forget to Let Love in Reflection What we have learned about Don't Forget to Let Love in!
HOMEWORK	Friday: Spelling	End of week worksheets
	Friday: Maths	Learning times tables https://www.timestables.co.uk/ https://mathszone.co.uk/calculating-x%b7/hit-the-buttontopmarks/
	Reading	Children are expected to read daily. Your child will be given a school reading book according to a particular book band colour. Reading records should now be completed online.

English

Poems Which Explore Form

Part 1
Explicit teaching of the grammatical structures and text conventions required
Execution of extended task and focused editing teaching

[here](#) to import the quiz for this unit to your *Socrative* account.

At the end of this unit, pupils will ...	
Know	Be able to
The formation of a haiku and a cinquain	Perform poetry, using deliberate intonation, volume and tone changes
What imagery and onomatopoeia are	Write poems, using imagery, a known form and onomatopoeia
Intonation, volume and tone are important when performing	

Persuasive writing – Adverts

- The unit is set in the context of online safety.
- The structure of the unit is outlined below.

Part 1	Part 2
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task and focused editing teaching

At the end of this unit, pupils will ...	
Know	Be able to
How superlatives are formed	Use appropriate presentation and language to write a persuasive advert
What a slogan is used for	
The purpose of a rhetorical question	
Presentational devices to use in an advert	

First Person Diary Entries

The unit is set in the context of the CUSP History unit *Britain's settlement by Anglo-Saxons and Scots*.
The structure of the unit is outlined below.

Part 1	Part 2
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task and focused editing teaching

At the end of this unit, pupils will ...	
Know	Be able to
The difference between direct and reported speech	Write in the past tense from the first person perspective.
Devices for informal tone	Use a range of sentence structures.

Critical Analysis of Narrative Poetry

- The structure of the unit is outlined below.

Part 1	Part 2
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended outcome

At the end of this unit, pupils will ...	
Know	Be able to
A narrative poem tells a story Key poetic conventions, e.g. similes, alliteration	Use quotations to illustrate a point Critique a poem Give an opinion about a poem

Third Person Adventure Stories

Part 1	Part 2	Part 3
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task	Execution of the extended task and focused editing teaching

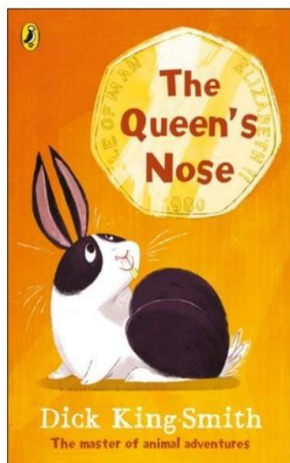
At the end of this unit, pupils will ...	
Know	Be able to
The third person perspective The progressive and simple past tense A range of descriptive devices	Plan and execute a third person adventure story Use a balance of dialogue and description to tell the story

News Reports

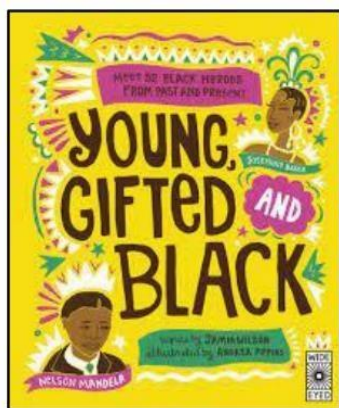
The unit is set in the context of the Year 4 CUSP Unit *Rivers*.
The structure of the unit is outlined below.

Part 1	Part 2
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task and focused editing teaching

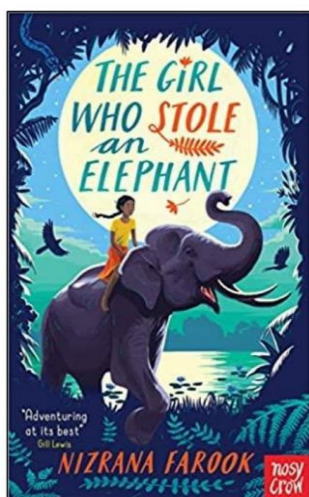
At the end of this unit, pupils will ...	
Know	Be able to
The perspective is the viewpoint that something is written from. The tense tells us when an event has happened.	Plan, draft and write a simple news report. Include accurately punctuated direct quotations.



Harmony Parker thought animals were much nicer than people and saw everyone she knew as some non-human species. Her mother, for example, was a tubby, fussy Pouter Pigeon. But Harmony's parents would not allow her to have real pets of any kind, not even a gerbil. Then, Uncle Ginger arrived from India and gave Harmony a very special present. Harmony's uncle sends her on a treasure trail, which ends in finding a fifty pence coin. But the coin is a magic one, and when you rub the Queen's nose, your wishes will come true.



Meet 52 icons of colour from the past and present in this collection of stories about change-makers to encourage, inspire and empower children, young and old. Written in the spirit of Nina Simone's song, *To Be Young, Gifted and Black*, this vibrant book is a perfect introduction to figureheads, leaders and pioneers such as Martin Luther King Jr., Nelson Mandela and Rosa Parks, as well as cultural trailblazers and athletes like Stevie Wonder, Oprah Winfrey and Serena Williams. All children deserve to see themselves represented positively in the books they read. Strong, courageous, talented and diverse, these extraordinary men and women's achievements will inspire a new generation to chase their dream ... whatever it may be.



Chaya is a young girl living in the Sri Lankan village of Nirissa. She is driven by a deep sense of fairness and the desire to help the most needy who live around her. Her light-fingered habits find her causing havoc, following the theft of the Queen's jewels. After her best friend is arrested, she pledges to help him escape and does so in the most dramatic of fashions – on the back of an elephant. Having escaped General Siri and the King's guards, Chaya and her friends resolve to return to the village to overthrow the King and restore a fairer and kinder way of life to the community.

Curriculum navigation

Share the big ideas that you will be studying.

HISTORY

The study of the past - learning about people, places, events and changes.

INVASION

When a county or area is taken over by an armed force.

POWER

1. The power to make change. For example, art, culture and architecture.
2. The power over another country or its people.

COMMUNITY

A group of people living in the same place with similar values and beliefs

INVASION | POWER | COMMUNITY

Britain's settlement of Anglo-Saxons and Scots



Big Picture, Small Picture Adapted from Walkiria by Tom Sherrington and Oliver Caviglioli

Geography

Curriculum navigation

Share the big ideas that you will be studying.

GEOGRAPHY

Geography is the study of where places are found, what they are like, and the relationships between people and their environments.

HUMAN FEATURES

The built environment

Made by humans

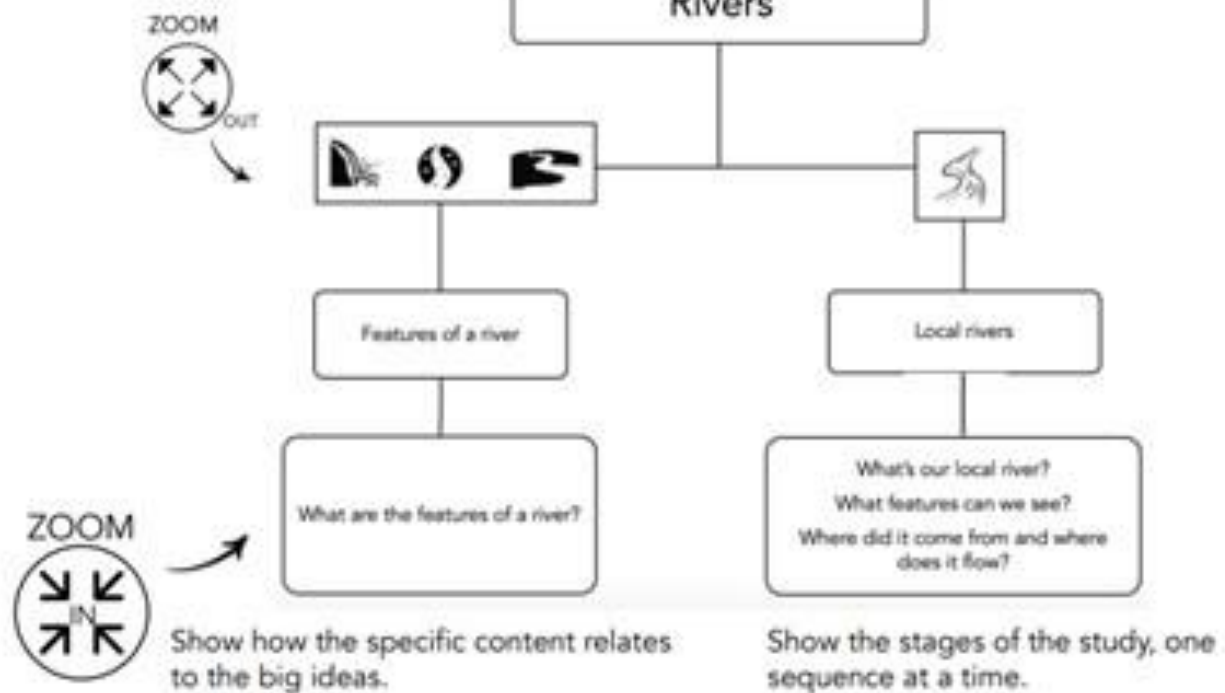
PHYSICAL FEATURES

The natural environment

Shaped by nature

Human and Physical Geography

Rivers



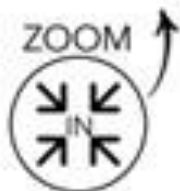
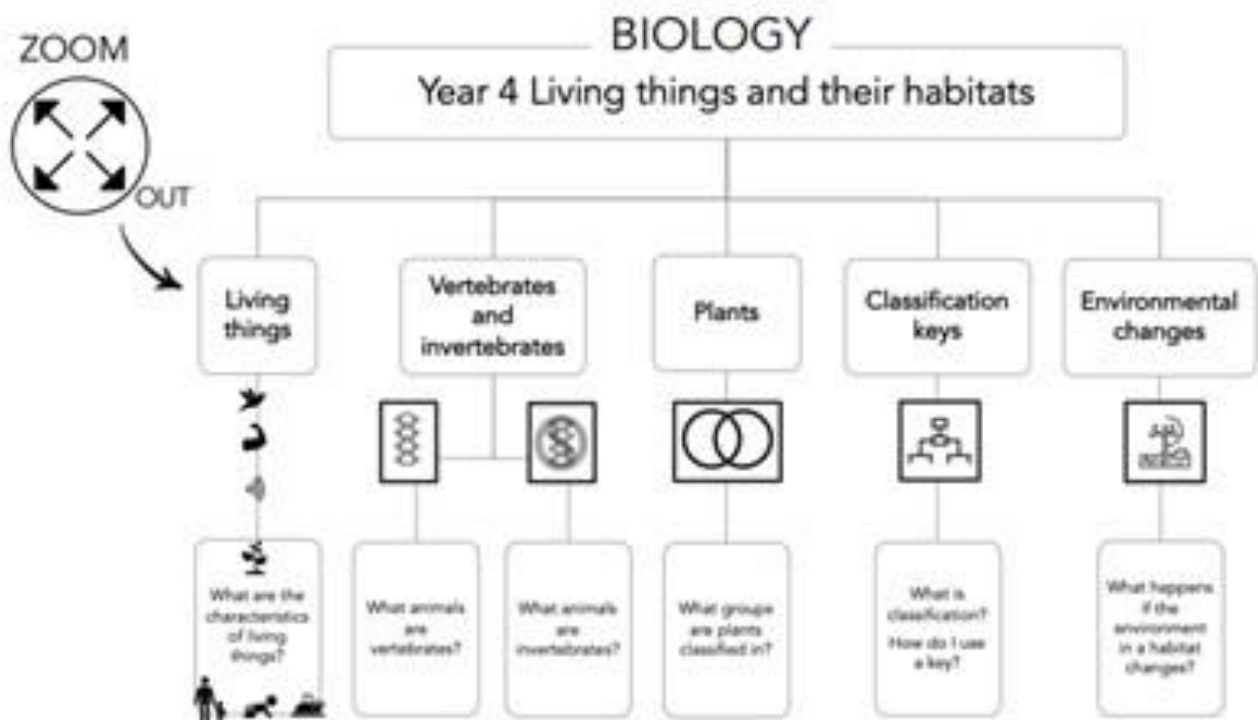
Big Picture, Small Picture Adapted from Walkthru by Tom Sherrington and Oliver Caviglioli

Curriculum navigation

Share the big ideas that you will be studying.

BIOLOGY

The study of living things



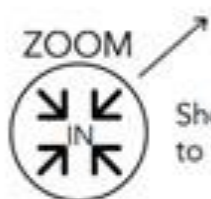
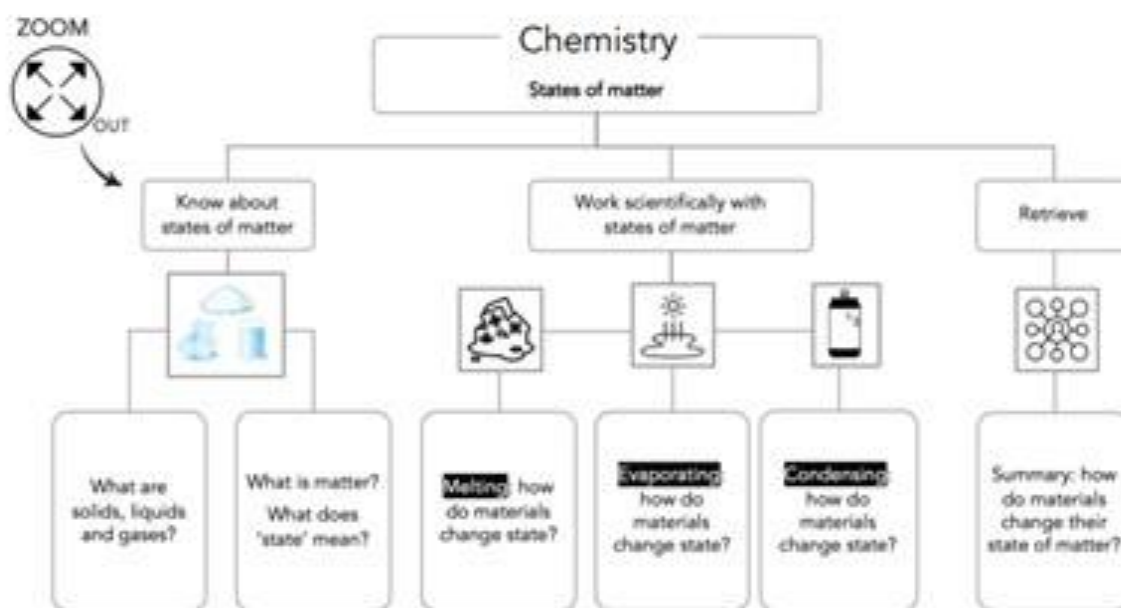
Show how the specific content relates to the big ideas.

Show the stages of the study, one sequence at a time.

Curriculum navigation

CHEMISTRY

Chemistry is the study of the composition, behaviour and properties of matter, and of the elements of the Earth and its atmosphere.
(BBC Bitesize)



Show how the specific content relates to the big ideas.

Show the stages of the study, one sequence at a time.

French

KNOWLEDGE ORGANISER: Year 4 - The calendar

Days of the week	Days of the week	Numbers	Months of the year	Months of the year
les jours de la semaine M T W T F S S	C'est quel jour aujourd'hui? 	onze 11	janvier Jan	Quelle est la date de ton anniversaire?
lundi M T W T F S S	Aujourd'hui c'est ... 	douze 12	février Feb	Mon anniversaire c'est le ...
mardi M T W T F S S	c'est	treize 13	mars Mar	
mercredi M T W T F S S	avant	quatorze 14	avril Apr	
jeudi M T W T F S S	après	quinze 15	mai May	
vendredi M T W T F S S		seize 16	juin Jun	
samedi M T W T F S S		dix-sept 17	juillet Jul	
dimanche M T W T F S S		dix-huit 18	août Aug	
		dix-neuf 19	septembre Sep	
		vingt 20	octobre Oct	
			novembre Nov	
			décembre Dec	

At the end of this unit ...

Pupils will know ...	Pupils will be able to ...
<ul style="list-style-type: none"> the days of the week the months of the year numbers from 1 to 20 	<ul style="list-style-type: none"> spell the days of the week read and recognise the days of the week read and recognise the months of the year spell numbers correctly read written numbers say when their birthday is

KNOWLEDGE ORGANISER:

Year 4: Colours, emotions and numbers

revisiting numbers	plural nouns	to want and to have	colours	favourite colours
un 1	cinq crayons	Qu'est-ce-que tu veux?	C'est (de) quelle couleur?	Quelle est ta couleur préférée?
deux 2	dix-huit cahiers	Je voudrais ...	c'est ...	Ma couleur préférée c'est le ...
trois 3	seize gommes	Je voudrais un cahier.	rouge	J'aime
quatre 4	douze stylos	Je voudrais quatre cahiers rouges.	bleu	Tu aimes
cinq 5		avoir	blanc	
six 6		J'ai ...	vert	
sept 7		Tu as ...	orange	
huit 8			gris	
neuf 9			marron	
dix 10			rose	

At the end of this unit ...

Pupils will know ...	Pupils will be able to ...
<ul style="list-style-type: none"> how to use numbers from 1 to 20 to count classroom objects. how to use colours to describe nouns. how to write colours in the first and second person singular. how to present themselves. 	<ul style="list-style-type: none"> ask and describe classroom objects using the plural form. conjugate the verb avoir in the first and second person singular. say what colour they like. answer questions about their favourite colours. distinguish between c'est quelle couleur and c'est de quelle couleur.

Music

Untuned percussion – Block A

Week 1	Week 2	Week 3	Week 4	Week 5
Listen and respond	Notate and perform rhythms	Compose using music technology	Combine and layer rhythms on untuned percussion	Perform as an ensemble, record and evaluate



Bhujhangy Group and The Legends Band

At the end of this block, pupils will ...

Know:	Be able to:
The stylistic features of Bhangra music	Play back simple rhythms from standard notation
How rhythms can be represented in notation	Combine and layer rhythms

Introducing texture 2 – Block B

Week 1	Week 2	Week 3	Week 4	Week 5
Introduce harmony	Sing a harmony in two parts	Invent lyrics	Sing rounds and canons	Perform and evaluate



Sea shanty: a folk song traditionally sung by sailors

At the end of this block, pupils will ...

Know:	Be able to:
That a sea shanty is a folk song traditionally sung by sailors	Create harmony by singing as a class in two rounds
Know the terms diction, articulation and refrain	Describe some of the stylistic features of folk music
	Apply singing techniques to extend their vocal range

Art & Design

Lesson 1	Lesson 2	Lesson 3
Explore materials and the effect of combining one medium with another	Explicit teaching of techniques – using a viewfinder to observe and draw parts of natural objects	Applying knowledge, skills and techniques



Natura Morta (1956) by Giorgio Morandi
Teachers should click [here](#) to show pupils other still life drawings and etchings by the artist Giorgio Morandi.

At the end of this block, pupils will ...	
Know:	Be able to:
What is meant by still life	Assemble objects to create an interesting composition
How to use a viewfinder to create a focal point or an area of interest	Use a viewfinder
How to identify details	Use fine control to add detail

In this block, pupils will refine their drawing skills, focusing on lines and detail. They will select drawing materials based on their understanding of the possible marks that can be made. They will use a viewfinder to select a focal point.

CUSP Art Long-term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	Creative Response
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 4	Drawing	Painting	Printmaking & Textiles	3D & Collage	Painting	Creative Response
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D	Painting	Creative Response

Art & Design

Lesson 1	Lesson 2	Lesson 3
Exploration of materials	Explicit teaching of techniques	Application of knowledge and techniques



The White Flower (1932) by Georgia O'Keeffe
 Click [here](#) to show pupils *White Flower* (1936) and other flower paintings by Georgia O'Keeffe.
 Click [here](#) to show pupils *The Nightjar* (2018) by Matthew F Fisher.

At the end of this block, pupils will ...	
Know:	Be able to:
Similarities and differences between the work of two artists	Make comparisons and form opinions
Know that abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction	Create an abstract painting of a natural object

In this block, pupils will examine in detail a part of a flower using magnifiers and viewfinders before sketching and then enlarging it. They will develop the techniques of overpainting and wet-on-wet, as well as make tertiary colours. They will respond to the work of artists.

CUSP Art Long-term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	Creative Response
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 4	Drawing	Painting	Printmaking & Textiles	3D & Collage	Painting	Creative Response
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D	Painting	Creative Response

Design & Technology

Lesson 1	Lesson 2	Lesson 3
Exploring nutrition	Exploring bread making	Exploring how to make soup
Explicit teaching of culinary skills and techniques	Explicit teaching of culinary skills and techniques	Explicit teaching of culinary skills and techniques
Evaluating outcomes	Evaluating outcomes	Modifying and improving

At the end of this block, pupils will ...	
Know:	Be able to:
Processed foods have many added ingredients	Make, roll and shape bread dough Make a soup


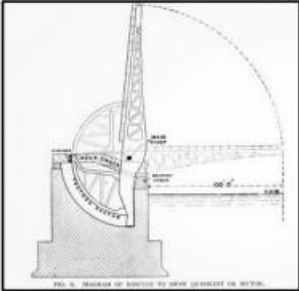
 <p>Pizza</p>	 <p>Mini bread rolls</p>	 <p>Soup</p>
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In this unit, pupils will explore the difference between freshly made food and mass-produced food. The unit will focus on common foods that are part of a healthy diet but are often bought pre-made and can contribute to poor physical and mental health.

CUSP Design & Technology Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Mechanisms	Structures	Food and Nutrition	Understanding Materials	Textiles	Food and Nutrition
Year 2	Textiles	Food and Nutrition	Mechanisms	Understanding Materials	Food and Nutrition	Structures
Year 3	Textiles	Food and Nutrition	Mechanisms	Food and Nutrition	Systems	Structures
Year 4	Food and Nutrition	Mechanisms	Textiles	Structures	Electrical Systems	Food and Nutrition
Year 5	Food and Nutrition	Systems	Textiles	Mechanisms	Structures	Food and Nutrition
Year 6	Food and Nutrition	Mechanisms	Food and Nutrition	Structures	Electrical Systems	Textiles

Design & Technology

Lesson 1	Lesson 2	Lesson 3
Exploring types of hinges	Developing practical skills	Developing practical skills
Developing practical skills	Evaluating outcomes	Evaluating outcomes

London's *Tower Bridge* uses huge hinges to lift up the road to allow boats to pass on the Thames.

At the end of this block, pupils will ...	
Know:	Be able to:
Types of hinges and the related terminology	Make a variety of model hinges
Common uses for hinges	Make and evaluate hinged products using modelling materials

In this block, pupils will investigate how hinges work. They will then select a range of modelling materials and tools to make their own hinged products, evaluating and modifying them throughout.

CUSP Design & Technology Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Mechanisms	Structures	Food and Nutrition	Understanding Materials	Textiles	Food and Nutrition
Year 2	Textiles	Food and Nutrition	Mechanisms	Understanding Materials	Food and Nutrition	Structures
Year 3	Textiles	Food and Nutrition	Mechanisms	Food and Nutrition	Systems	Structures
Year 4	Food and Nutrition	Mechanisms	Textiles	Structures	Electrical Systems	Food and Nutrition
Year 5	Food and Nutrition	Systems	Textiles	Mechanisms	Structures	Food and Nutrition
Year 6	Food and Nutrition	Mechanisms	Food and Nutrition	Structures	Electrical Systems	Textiles