

English Reading:

Books this term:
When Hitler Stole Pink Rabbit by Judith Kerr
Sea Prayer by Khaled Hosseini
Cloud Busting by Malorie Blackman



As well as spending time reading individually and as a class, we will continue to develop our reading skills using VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summary) in our Guided Reading and English lessons. This term, we will specifically focus on:

- Regularly reading a range of fiction and poetry from different authors. Using the recommended book lists on the school list for year 4 and 5, we aim to inspire children to try a different genre or unfamiliar author.
- Reading a range of non-fiction texts, reference books and text books linked to our history and science learning to develop knowledge.
- Building vocabulary using active reading strategies to decipher meaning from the text.
- using PPE (point, point, evidence) to answer comprehension questions with a particular focus on inference and supporting our responses with evidence from the text.

English Writing:

Using a 'writer's eye' to look at a range of different text types, we will learn how to write for a range of different purposes including to inform, to recount, to report and to entertain for a variety of different audiences.

We will develop the following knowledge and skills:

- Focus on how authors that we are studying use characterisation to convey feelings and viewpoints.
- Use figurative language to convey mood and atmosphere.
- Consistently link ideas across paragraphs using time conjunctions and fronted adverbials.
- Use a comma after a fronted adverbials to separate it from the main clause.
- With the audience in mind, plan our writing to effectively use the structural and language features of different text types.
- To ensure accuracy and excellent attention to detail, proofread work using CUPS (capital letters, understanding, punctuation and spelling).



Our vision is simple. We want everyone to SHINE.

'Do not light a lamp and cover it with a bowl or put it under the bed. Instead, they put it on a lampstand, so that people will see the light as they come in'. Luke 8 v16



Year 4 and 5 Curriculum Learning Overview – Autumn 2023

Enrichment Opportunities:

Yorkshire Dales River Trust - Rivers2U Workshop
Y5 Beverley Park Residential Trip

How can I help with my child's learning?

- Listen to your child read as often as you can. Ask them questions about what they have read (please record when your child reads with you in their new Reading Record)
- Support your child to read up on our topics e.g. history, science this will help them to develop their knowledge and build confidence. The local libraries have a wealth of non-fiction books to help you
- Support your child to practise their times tables regularly. Encourage them to log on to TT Rockstars at home
- Support your child to learn their spellings every week and encourage them to use Spelling Shed to complete their homework

Geography: The Journey of a River

In this unit, we will explore the concepts of the physical features and processes of a river system – from source to sea. We will also learn about human processes – how people interact with rivers; and how we are positively and negatively affecting our waterways. Our Case Study will focus on the River Nidd, using OS maps to identify its source then moving on to looking at local water pollution. A *Knowledge Organiser*, which is accessible via the school website, will outline the key knowledge we would like all children to know and remember. They will start with the following knowledge:

- Rivers are an important part of the water cycle and responsible for transferring water to oceans.
- A river is a moving body of water that flows from its source on high ground, across land, and then into another body of water, which could be a lake, the sea, an ocean or even another river.

Maths:

We will be mastering the following in maths:

Unit 1 – Numbers to... 10,000 (Y4) 100,000 (Y5)

- Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100. Apply this to identify how many multiples of 100 there are in any given number.
- Recognise the place value of each digit.
- Reason about the location of a number on a number line, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.
- Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/ number lines.
- Scaling facts by 100
- Solve number and practical problems with increasingly large positive numbers.

Unit 2 – Decimal fractions

- Know that 10 tenths are equivalent to 1 one and that 1 is 10 times the size of 0.1
- Know that 100 hundredths are equivalent to 1 one and that 1 is 100 times the size of 0.01
- Know that 10 hundredths are equivalent to 1 tenth and that 0.1 is 10 times the size of 0.01
- Recognise the place value of each digit in numbers with up to 2 decimal places
- Reason about the location of any number with up to 2 decimal places on a number line including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each
- Divide 1 into 2, 4, 5 and 10 equal parts and read scales and number lines.
- Solve known addition and multiplication facts using and applying our place value knowledge
- Learn how tenths, hundredths and thousandths are composed

Unit 3 - Money

- Estimate, compare and calculate different monetary values in pounds and pence
- Use decimal notation to record metric measures that include money.
- Use our knowledge of addition and subtraction to solve a variety of problems that involve money

Unit 4 – Negative Numbers:

- Use negative numbers in context and calculate intervals across zero.
- Count backwards through zero.
- Solve problems including missing number problems involving multiplication and division
- Interpret negative numbers in context.

We will also focus on consolidating times tables knowledge and number facts recall. Y4's will take the Statutory Times Tables Test in the summer term

Religious Education:

For Religious Education only, Herons' Class is split into Year 4 and 5, and each group is taught the unit of learning specific to Lower Key Stage 2 and Upper Key Stage 2.

Year 4 Autumn Term 1:

Key Question 1: What do different people believe about God?

- identify and compare the concept of God from a Christian, Hindu, Muslim and atheist/agnostic perspective.

Year 4 Autumn Term 2:

Key Question 1: Why do some people think that life is a journey and what significant experiences mark?

- Investigate the religious metaphor of life as a journey; what the significant milestones on this journey are, including ceremonies which mark growing up and taking responsibility within a faith community.

Year 5 Autumn Term

Key Question 2: What would Jesus do? Can we live by the values of Jesus in the 21st century?

- Learn how Jesus' teachings and example inspire Christians today to practise love, forgiveness, justice, fairness and generosity, and how these values impact communities.

Music:

This Japanese inspired unit, '**Hanami: Haiku, music and performance**' looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers.

We will learn rhythmic, singing and notation knowledge and skills:

- Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings.
- Recognise, name and describe the effect of the interrelated dimensions of music.
- Select instruments and sounds which match their vocabulary.
- Work as a group to create a piece of music.
- Perform a piece of music as part of a group.

PSHCE (Personal, Social, Health and Citizenship Education):

Autumn Term 1:

THEMES: Managing Relationships

Unit: What strengths, skills and interests do we have?

This unit focuses on building the power of self-esteem and resilience.

Autumn Term 2:

THEMES: Mental Health & Wellbeing

Unit: How can the media influence people?

This unit focuses on media and peer pressure and the relationship between the two.

Physical Education:

For our PE curriculum, we have carefully selected specific schemes of learning created by leading experts: Sporting Influence and REAL PE. This term we will be learning:

Autumn Term 1:

Unit 1 - Multi Skills – to develop a variety of skills and techniques to help improve fundamental motor skills through a range of sporting activities.

Unit 2 - OAA (Outdoor Adventurous Activities) – to develop Teamwork, Communication, Following directions, Compass reading, Map reading and Endurance.

Autumn Term 2:

Unit 3 – REAL Dance – a creative exploration of movement, functional skills and creativity and making of a dance

Unit 4 – Handball – to use agility, speed and ball control in this invasion game which involves passing and bouncing a ball using the hands, trying to throw it into the goal of the opposition team.

Science:

This Autumn Term, our focus is Chemistry - Materials. This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed. **We will learn:**

- **States of Matter** - Compare and group materials together, according to whether they are solids, liquids or gases; observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens. Identify the part played by evaporation and condensation in the water cycle.
- **Rocks and Fossils** - Compare and group together different kinds of rocks based on their appearance and simple physical properties, e.g., igneous, sedimentary, metamorphic. Describe how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter

Computing:

We teach Computing using a scheme of learning called Kapow.

In this term's unit, '**Programming: Scratch**', children will use the programming language 'Scratch' to develop their knowledge of what an algorithm is and its purpose by:

- explaining what some of the blocks do; explain what a loop is and include one in their program.
- Suggest possible additions to an existing program
- Use a systematic approach to find bugs.

Art and Design:

Famous artists focus: Picasso and Hokusai

Our focus this term is on Painting – specifically water colour:

- Represent water and movement using different pencils to show line, tone and texture
- Gradate watercolour using tone and tint to produce a background before adding detail
- Use wet on wet and dry on wet techniques when creating a piece of watercolour art

Design Technology:

We teach Design Technology using a scheme of learning called Kapow.

Our unit this term is '**Food: What could be healthier?**' where children will learn to:

- Understand how beef gets from farm to plate.
- Identify what a 'healthy meal' means and amend a recipe with healthy adaptations.
- Design packaging that promotes a product.

French:

This term's unit is '**Les glaces**' (Ice-creams). We will learn to:

- Always look for cognates first (such as chocolat for chocolate, banane for banana) and associating word and phrases to images to help.
 - Learn the phrases necessary to order an ice-cream in French and useful phrases such as 'I would like', 'please' and 'thank you.'
- Each unit will support children to develop their French following key areas of early language development:
- Speaking and Listening,
 - Reading, Writing and Grammar