

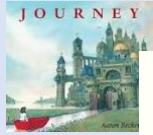
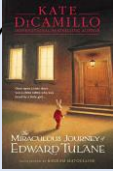
English Reading:

Books this term:

The Miraculous Journey of Edward Tulane

by Kate DiCamillo
Journey by Aaron Becker

The Day the Crayons Quit by Oliver Jeffers



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.
- 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. We will also be looking at unpicking vocabulary where we will be encouraging active reading strategies to decipher meaning from the text.

English Writing:

Over the term we will be looking at a variety of different text types as models for our own writing particularly illustrated story books and traditional tales. We will be writing for a range of different purposes including to entertain, to persuade and inform with a variety of different audiences in mind. We will be working on developing the following within our writing:

- Plan our writing with the audience in mind to effectively use the structural and language features of different text types.
- Use other similar writing as models for our own.
- Proofread work to ensure accuracy and excellent attention to detail.
- Write effectively for a range of different purposes and audiences, selecting appropriate form on drawing upon what we have read.
- Use joined handwriting.
- Develop our understanding of concepts and grammatical terms such as word classes, verb tenses and conjunctions.
- Learning and practising spelling rules which we will apply in our writing.



St. Peter's
Church of England Primary School



Yorkshire
Causeway
SCHOOLS TRUST

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 – Spring 2024

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

History: Ancient Egypt

In this unit, we will explore the concepts of Exploration, Cultural Change, Technological Advancement and Empire.

- Ancient Egypt began 3000BC and ended 30BC when the Roman Empire invaded.
- Ancient Egyptians developed a type of writing known as hieroglyphics.
- The River Nile was important to Ancient Egypt, in terms of farming, fishing, trade and funerals. Link to Geography.
- They developed technology like irrigation to improve farming.
- Ancient Egyptians worshipped many Gods and believed in an afterlife.
- The Ancient Egyptians mummified bodies to prepare them for the afterlife.
- Ancient Egypt was a monarchy ruled by a Pharaoh.
- The discovery of Tutankhamun's tomb by Howard Carter was of significant historical importance.
- The artefacts discovered have significant historical importance and what this told us about the Ancient Egyptians.

Maths:

We will be mastering the following in maths:

Short multiplication and short division:

- Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.
- Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.
- Multiplication: partitioning leading to short multiplication
- Division: partitioning leading to short division

Area and scaling:

- Compare areas and calculate the area of rectangles (including squares) using standard units.
- Multiplicative contexts: area and perimeter 1
- Structures: using measures and comparison to understand scaling

Calculating with decimal fractions:

- Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.
- Calculation: \times/\div decimal fractions by whole numbers.
- Decimal place-value knowledge, multiplication and division

Fractions greater than 1:

- Reason about the location of mixed numbers in the linear number system.
- Convert mixed numbers to improper fractions and vice versa.
- Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.
- Working across one whole: improper fractions and mixed numbers

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:

Key Question 1:

What does it mean to be a Hindu in Britain today? (Yr4)

What do religions say when life gets hard? (Yr5)

To answer these questions we will be learning about:

- How Hindus show their faith within their families. What objects might you find in a Hindu's home and why? E.g. murtis, family shrine, statues and pictures of deities, puja tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita, OM symbols. What kinds of things would Hindu families do during the week? Daily puja, blessing food, aarti ceremony, singing hymns, reading holy texts, visit the temple etc. (yr 4)
- Know Hindu ideas about the four aims of life.
- Different religions help people to live even when times are tough, giving a sense of purpose, acting as a guide and offering opportunities to be together as part of a community. (yr 5)
- Most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. (yr 5)



Music:

Body and turned percussion. Theme: rainforests

- Identify the structure of a piece of music.
- Have an idea as to when there is one layer in a piece of music and when there are two.
- Play a sequence in the correct order in time with their partner.
- Have two contrasting rhythms being played together.
- Have two different melodies being played together.
- Have a complete piece of music with four different layers with an appropriate structure.

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

How can drugs common to everyday life affect health? We will explore the following and more:

- How drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and **medicines**) can affect health and wellbeing.
- How to ask for help from a trusted adult if they have any worries or concerns about drugs.

How can we help in an accident and emergency? We will explore following and more:

- It is important to remain calm in an emergency.
- Some accidents can be treated with basic first aid and it is important to seek adult help.
- Key steps to looking after a casualty If emergency services are needed, call 999 or 112 for an ambulance and provide clear information about what has happened.

Physical Education:

We follow a scheme called REAL PE which focused on developing children's balance, agility and coordination. Our PE days this term are Wednesdays and Thursdays. This term we will be learning:

Real Gym, Unit 1 Football

- Combine dribbling the ball with other actions e.g. shooting, passing
- Change direction when dribbling or moving with a ball
- Use a variety of passing techniques with increasing success
- Catch a ball passed to them using one and two hands with success
- Receive a ball under pressure
- Strike a ball using varying techniques with increasing accuracy
- Change direction to lose an opponent and create and use space
- Use tactics to outwit opponents helping their team score or gain possession.

Science:



Light and sight

- There must be light for us to see. Without light it is dark. We need light to see things even shiny things
- Beams of light bounce off some materials (reflection)
- The pupils control the amount of light entering the eyes. If too much light enters, then it can damage the retina.
- To help protect the eyes, you can wear a hat with a wide brim and sunglasses with a UV rating
- A shadow is caused when light is blocked by an opaque object. A shadow is larger when an object is closer to the light source. This is because it blocks more of the light
- Recognise that I need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes

British Science week: 10th March- 19th March 2024

French



Shapes

- Name, recognise and remember up to 10 shapes in French
- Know how to spell some of these shapes in French
- Know which shapes are un or une
- Review and know numbers 1-5 in French

Instruments

- Recognise, recall and spell up to ten instruments in French with the correct article/determiner
- Know what an article/determiner is
- Know how to say and write 'I play an instrument' in French using the high frequency 1st person verb 'je joue' (I play) with up to ten different instruments

Art

Sculpture – clay/pottery, pinch pot canopic jars

- Canopic jars were used by the Ancient Egyptians and were made to contain the organs after the mummification process
- Canopic jars were made out of pottery
- A pinch pot is a simple form of hand-made pottery. Jars can be formed or shaped by using a methodical pinching process in which the clay walls are thinned by pinching them with the thumb and finger.

Some of the core skills we will be exploring are;

- Sketch a design using canopic jar artefacts as inspiration.
- Use the pinch pot technique to create my canopic jar.
- Using Ancient Egyptian patterns, decorate my pinch pot using clay carving and joining techniques.
- Mix paint according to my design and carefully apply it to my jar.

