

## English Reading:

### Books this term:

**Charlie and the Chocolate Factory**

by Roald Dahl

**A Midsummer Nights Dream**

by William Shakespeare

**The Magician's Elephant**

by Kate DiCamillo



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 books 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 and studying a text by William Shakespeare
- 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. We will be writing for a range of different purposes including to entertain, to persuade and inform. This will be achieved by writing descriptions, biographies, play scripts and explanation texts 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 – Summer 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

### Geography: Mountains, European Countries and Capital Cities

In this unit, our first order concept is investigating patterns. A *Knowledge Organiser* for this unit, which is accessible via the school website, will outline the key knowledge we would like all children to know and remember:

- Greece is located in Southern Europe in a region called the Mediterranean, surrounded by the Mediterranean Sea,
- Greece is divided into three geographical regions.
- The capital city of Greece is Athens.
- We will study both physical and human geography of Greece
- Use an atlas and map reading to locate Greece and the Mediterranean Sea
- Understand that geographers learn about the world by observing and collecting data.

## Maths:

We will be mastering the following in maths:

### Fractions:

- Convert between units of measure, including using common decimals and fractions.
- Find non-unit fractions of quantities.
- Find equivalent fractions and understand that they have the same value and the same position in the linear number system.
- Recall decimal fraction equivalents for  $1/2$ ,  $1/4$ ,  $1/5$  and  $1/10$ , and for multiples of these proper fractions.
- Multiplying whole numbers and fractions
- Finding equivalent fractions and simplifying fractions
- Linking fractions, decimals and percentages

### Factors, multiples and primes:

- Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.
- Multiplication with three factors and volume
- Factors, multiples, prime numbers and composite numbers

### Parallel and perpendicular sides in polygons:

- Draw polygons by joining marked points, and identify parallel and perpendicular sides.

### Symmetry in 2D shapes:

- Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.

### Converting units:

- Convert between units of measure, including using common decimals and fractions.

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

## Religious Education:

### **Key Question 1 (yr5) :What does it mean to be a Muslim in Britain today?**

To answer these questions we will be learning about:

- Know the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action), Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage).
- Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.
- Describe and reflect on the significance of the Holy Qur'an to Muslims.

### **Key Question 1 (yr4) : What does it mean to be a Christian in Britain today?**

- Know how Christians might show their faith within their families and homes via objects and ways of life.
- Know some examples of what Christians do to show their faith within their church communities.
- Know what Christians do to show their faith in how they help their local community.
- Know about some ways in which Christians make a difference in the worldwide community.
- How do they show that they are Christians?

## Music:

### **Compositions for the festival of colour (Holi)**

- Suggest a colour to match a piece of music.
- Create a graphic score and describe how this matches the general structure of a piece of music.
- Create a vocal composition in response to a picture and justify their choices using musical terms.
- Create a vocal composition in response to a colour.
- Record their compositions in written form.
- Work as a group to perform a piece of music.

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

We will explore:

### **Summer Term 1:**

**THEMES:** Being safe and managing risk

**Unit: How can we manage risk in different places?**

### **Summer Term 2:**

**THEMES:** Relationships

**Unit: How will we grow and change?**

## 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.

In the first half term the children will doing cricket and dodgeball.

**Cricket** – Fielding techniques, batting, bowling and game play.

**Dodgeball** – Throwing, catching, jumping, ducking, sidestepping

After May half term the children will be going to the stray with Mr Radcliffe for Athletics and rounders.

**Rounders** – Throwing, catching, batting, fielding, bowling and game play

**Athletics** – jumping, sprinting, shotput, running, using batons and mini olympics

## Science:

**In our third unit of work, 'Movement, Forces and Magnets' and 'Electricity', children will be able to:**

### ➤ **Forces and Magnets**

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Predict whether two magnets will attract or repel each other, depending on which poles are facing

### ➤ **Electricity**

- Construct a simple series circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators and associate metals with being good conductors

## History: Ancient Greece – Achievements and Influence on the Western World

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

- The Ancient Greeks lived in Greece and the countries we now call Bulgaria and Turkey over 4000 years ago.
- The two most important cities in Ancient Greece were Athens and Sparta.
- Ancient Athens and Sparta were similar due to their form of government. They both had an assembly elected by the people.
- The Olympics started in Ancient Greece.
- Greek architecture has influence buildings all over the world.
- Democracy began in Ancient Greece
- Ancient Greek philosophers and how they influenced our society today. Including Socrates and Socrates Law and/or Aristotle's foundation of psychology.
- Ancient Greek Myths; Icarus

## Art and Design

**Our focus this term is on Face and Body Perspective – with an artist focus on Frida Kahlo.**

**We will be learning:**

- Divide the outline of the face using faint lines into quarters to help with the placement of the facial features
- To use more than one grade pencil to produce different lines and effects
- To use sketching techniques such as cross-hatching and hatching
- Create their own self-portrait in the style of Frida Kahlo

## Design Technology – Electric Poster

This unit will link to our science topic of electricity. We will learn:

- To understand that an electrical system is a group of parts (components) that work together to transport electricity around a circuit.
- To understand common features of an electric product (switch, battery or plug, dials, buttons etc.)
- To list examples of common electric products (kettle, remote control etc.)
- To understand that an electric product uses an electrical system to work (function).