

## English Reading:

### Books this term:

**The Day the Crayons Quit** by Drew Daywalt  
**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 textbooks 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 adverbial 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).



St. Peter's  
Church of England Primary School



Yorkshire  
Causeway  
SCHOOLS TRUST

Our vision is simple. We want everyone to SHINE.

*"The light shines in the darkness and the darkness has never put it out"*  
(John 1.5)



## Year 4 and 5 Curriculum Learning Overview – Autumn 2024

**Enrichment Opportunities:**  
Local Area Fieldwork

## 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

## Local History: Victorian Harrogate

Our key knowledge is as follows:

- Know that the 'Victorians' were British people named after the monarch, Queen Victoria, living from 1837-1901
- Know that historical sources help us to interpret the past.
- Know that the Victorian era was a time of change, with industrial revolution, medicinal and technological inventions, and be able to name some of these.
- Know some things that were different/the same about the Victorian times from today – child labour, education, technology, jobs etc.
- Know why Harrogate was an important town during Victorian times.
- Know some significant Victorian buildings and people from Harrogate and the surrounding area – churches/hotels in Harrogate, pump rooms, theatre/Royal Hall, Babbage, Lupton, Bown.

## 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:

Year 4 and Year 5 are taught RE separately so that they access the curriculum in line with their peers.

### **Key Questions for Year 4:**

1. Why is Jesus inspiring to some people?
2. Why are festivals important to religious communities?

### **Key Question for Year 5:**

1. Why do some people believe God exists?
2. What matters most to Christians and Humanists?

## Geography:

In this unit, we will investigate the enquiry question 'How and why has Harrogate changed over time?'

- Create enquiry questions about how my local place has changed.
- Use maps to measure and investigate settlement growth over time.
- Collect data to investigate changes in my local area and evaluate the impact of these changes.
- Interpret fieldwork data to find out more about where I live and how it is changing.

## Physical Education:

We have two sessions a week. One lesson will be with a [Sporting Influence](#), and the other lesson will be taught by Mr Radcliffe.

Our PE Curriculum incorporates the Sporting Influence lesson planning, and 'REAL PE' (a scheme) which focuses on developing children's balance, agility and coordination. This term we will be learning:

- **Outdoors Adventurous Activities - Orienteering.**
- **Multi-skills**
- **REAL Dance**
- **Handball**

## PSHE (Personal, Social, Health and Economic Education):

### **How can we be a good friend and communicate effectively?**

- Identify a range of emotions and what triggers these emotions.
- Identify how to communicate feelings.
- Identify how our emotions affect our actions, and how our actions affect the emotions of others.
- Understand the importance of friendship and the nature of positive relationships, identifying what it means to be a good friend.

### **What are families like?**

- Know that differences and similarities between families arise from a number of factors including culture, age, gender, belief.
- Recognise we have shared interests and experiences with others.
- Understand that families might be similar or different to each other but can live alongside each other in mutual tolerance and respect.

## Computing:

We teach computing using a scheme of learning called Kapow. This unit is called 'Computing systems and networks: Journey inside a Computer' in which we will assume the role of computer parts and create paper versions of computers to consolidate an understanding of how a computer works, as well as identifying similarities and differences between various models.

- To know the roles that inputs and outputs play on computers.
- To know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together.
- Drawing comparisons across different types of computers.
- Explaining the purpose of an algorithm

## French: Ice Creams

Each of our 'Language Angels' units will support children to develop their French with lessons that are structured to support the following key areas of early language development:

- Speaking
- Listening
- Reading
- Writing
- Grammar

## Music:

**Haiku, music and performance (Theme: Hanami festival)**

We teach Music using a scheme of learning called Kapow. This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance.

## Science:

**Year 4 and Year 5 are taught separately. Y4's will study 'Sound and Hearing':** Identify how sounds are made using the term 'vibration'.

- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases.

**Y5's will study 'Earth and Space', children will be able to:**

- Describe the sun, Earth and Moon as approximately spherical bodies
- Describe the movement of the Earth and other planets relative to the sun in the solar system
- Explain how the planets move in our solar system.
- Using the idea of the Earth's rotation, explain day and night and the apparent movement of the Sun across the sky.
- Investigate night and day in different parts of the Earth.
- Explain how the Moon orbits the Earth.