

English Reading:

Books this term:

The Miraculous Journey of Edward Tulane
by Kate DiCamillo
Journey by Aaron Becker
Sea Prayer by Khaled Hosseini



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.
- 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:
Love Learn Shine

Herons Class Curriculum Learning Overview Spring 2025

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: Farms and factories: where does our food come from?

In this 'human geography' unit, we will be studying:

- The geography of food: the processes involved in the food production chain.
- Changes in the food we eat: how food production, processing and distribution has changed over time;
- Sourcing our food: the impact that climatic and seasonal differences have on food availability.
- The distance food travels: what food miles are; the positive/ negative impacts of locally produced & imported
- World food suppliers: why some people don't have enough to eat; potential actions to help tackle world hunger.
- Food and climate change: how food systems contribute to climate change; possible actions that can be taken to reduce the carbon footprint of food.
- The future of food: ways of taking action to make food systems fairer and better for our planet and its people.

Maths:

During the spring term, we will be mastering the following in maths:

Unit 4 Multiplication by partitioning leading to short multiplication (2 by 1-digit followed by 3 by 1 -digit)

- Apply all the multiplication tables and related division facts frequently, commit them to memory and use them confidently to make large calculations (Daily Times Tables Practice).
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for three/two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- multiply numbers up to 3 digits by a one-digit number using a formal written method,
- Multiply and divide numbers mentally drawing upon **known facts**
- Divide numbers up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- Interpret non-integer answers to division by expressing results in different ways according to the context, including with remainders, as fractions, as decimals or by rounding

Unit 5 Area and Scaling

- Find the area of rectilinear shapes by counting squares
- Relate area to arrays and multiplication
- Calculate and compare the area of rectangles and estimate the area of irregular shapes
- Recognise when it is possible to use formulae for area and volume of shapes
- Calculate the area of parallelograms and triangles
- Solve problems including missing number problems, involving multiplication division where n objects are connected to m objects
- Use the distributive law to solve scaling problems
- Solve scaling problems using multiplication and division by using simple fractions and knowledge of factors, multiples, squares and cubes

Unit 7 Calculating with decimal fractions

- Recognise and show using diagrams, equivalent fractions and common equivalent fractions
- Recognise and write decimal equivalents
Compare and order fractions
- Identify, name and write equivalent fractions
- Multiply proper fractions and mixed numbers by whole numbers

We will also be focusing on consolidating number facts recall, mental and written calculation through daily 'Fluent in Five'.

Religious Education:

Year 4's Big Question 1: Why is the Bible so important for Christians today?

Year 4's Big Question 2: Why do people pray?

Year 5's Big Question 1:

Is it better to express your beliefs in arts and architecture or in charity and generosity?

Year 5's Big Question 2:

If God is everywhere, why go to a place of worship?

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.

French

We follow a scheme called Language Angels. This term's theme is...

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

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

In this term's units of work, we will be asking...

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.

Science

Y4: Plants

We will be learning all about:

- the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- the way in which water is transported within plants
- the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Y5: Living Things and Their Habitats

We will be learning all about:

- Amphibians such as frogs are laid in eggs then, once hatched, go through many changes until they become an adult
- Some animals such as butterflies go through metamorphosis
- Birds are hatched from eggs and are looked after by their parents until they are able to live independently
- Most plants contain both male sex cell (pollen) and female sex cell (ovules) but most plants can't fertilise themselves
- Some plants, such as strawberry plants, potatoes and daffodils use asexual reproduction to create a new plant

Design Technology

Structures: Playgrounds

We will teach this unit using an online learning platform called Kapow.

We will research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet a list of specified design criteria.

Physical Education (PE)

We follow a scheme called REAL PE which focuses on developing children's balance, agility and coordination. This term we will be learning:

Session 1 – Tag Rugby (Tuesdays)

Session 2 – Gymnastics (Wednesdays)

On Wednesdays, during our gym session, some of our year 4 children will join Owls class to go swimming at the Hydro.

History

Anglo-Saxons & Vikings: How did England change during the settlement of the Anglo-Saxons and Vikings?

This unit looks at the Anglo-Saxons and Vikings and their achievements from 410 CE to 1066 CE. The first lessons explore life in England after the fall of the Roman Empire and the reasons why the Anglo-Saxons travelled to England's shores and decided to settle. This moves on to finding out how England was ruled during the settlement of the Anglo-Saxons and how they kept control of the 7 different kingdoms across the land.

It finishes with a look at who the Vikings were, why they carried out raids in England and how their arrival impacted the political and social hierarchy of the time.