

Reading:

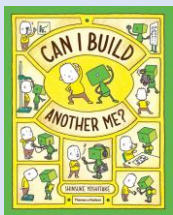
Books this term:

Can I Build Another Me? by Shinsuke

Yoshitake

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 whole class Guided Reading and English lessons. This term's focus:

- 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.
- Answering comprehension questions with a particular focus on inference and supporting our responses with evidence from the text.

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.
- **Adverbs & Adverbials**: Consistently link ideas across paragraphs using **adverbs of time** 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).



Children can practise their weekly spellings on **EdShed**. Click on 'Assignments' for the link to the spelling list they need to learn for that week's test.



St. Peter's

Church of England Primary School



Yorkshire Causeway

SCHOOLS TRUST

Our vision is simple: **LOVE, LEARN, SHINE**

"The light shines in the darkness and the darkness has never put it out"

(John 1.5)

Herons Class Curriculum Learning Overview Autumn 2025

Enrichment Opportunities:
Geography VR Experience
Harrogate Town Library Visit

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 Ed Shed to complete their homework.

Science:

This term, the class will focus on Chemistry, specifically 'Materials'. This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.

For each weekly Science lesson, Herons Class is split into Year 4 and 5, and each group is taught the unit of learning specific to that year group:

- Year 4 will investigate '**States of Matter**' and '**Rocks and Soils**'.
- Year 5 will investigate '**Properties and changes of materials**'.

Math:

We adapt the resources from the National Oak Academy Learning Platform to master the following concepts and skills (*click on pupil links to find out more, or to reinforce learning at home*).

Our first unit, Place Value, covers the following:

1. [Place Value](#)
2. [Calculation and conversion of measures](#)
3. [Comparing, ordering and rounding 4-digit numbers](#)
4. [Column addition and subtraction with 4-digit numbers](#)

Next, we move onto decimals:

1. [Understand tenths as part of a whole, represent and calculate mentally](#)
2. [Compose and calculate with decimals including column addition and subtraction](#)
3. [Understand hundredths as parts of a whole and represent](#)
4. [Use knowledge of decimals to solve problems in different contexts: length](#)

To end the term, we will study [Negative numbers](#).

Fluent in Five (Third Space Learning)

During morning registration, children answer their 'Fluent in Five' – a set of daily arithmetic questions aimed at improving speed, confidence and accuracy in maths. It covers both mental and written calculation methods, helping children learn when to use each.

Mastering Number (NCETM)

Every day, the class will work towards 'Going for Gold' when they can recall all multiplication facts with automaticity.

Times Tables Practice

Year 4 children will practise their times tables daily in a times tables booklet. Meanwhile, Year 5 children will use known multiplication facts to apply to mental multiplication e.g. multiples of 10/100, multiplying decimals by a whole number.

Your child will also practise times tables fluency via **TIMES TABLES ROCK STARS**. [Times Tables Rock Stars](#). All children will receive personal login details. To play, just enter our school postcode (**HG1 1JA**) and login.

Year 4 children will take the [Multiplication Check](#) in the summer term.

Religious Education:

For Religious Education, Herons' Class is split into Year 4 and 5, and each group is taught the unit of learning specific to their year group. What are we learning?

Year 4 Autumn Term 1:

Key Question: What kind of world did Jesus want?

Year 4 Autumn Term 2:

Key Question: What is the trinity and why is it important for Christians?

Year 5 Autumn Term 1

Key Question 1: Christians and how to live – what would Jesus do?

Year 5 Autumn Term 2

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

Physical Education:

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

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.

Swimming – all Year 4 children will go swimming this year. In Herons, this will be spread across the year. You will receive a letter when it is your child's turn.

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

As a whole school, we will be introducing the science-backed programme called 'My Happy Mind'.



Autumn Term 1:

THEMES: Managing Relationships

Unit: What strengths 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.

History:

Stone Age Britain: what do archaeologists think they know about it?

As historians, we will be investigating the following:

- The chronology of the earliest humans in Britain (and how our understanding of this is constantly evolving).
- What archaeologists think they know about the Palaeolithic Era and the evidence it is based on.
- How archaeologists know about Homo sapiens' early settlement of Britain.
- How humans lived in the Mesolithic Era.
- Why archaeologists think humans began to farm in Britain during the Neolithic Era (link to Skara Brae).
- Place evidence that archaeologists have found from the different periods of the Stone Age in Britain on a timeline.

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.

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

Geography:

Climate zones: what are they and why do they matter?

As Geographers, we will be investigating the following:

- Understand the position of the Earth in space in relation to the sun and how this affects climate.
- Understand what the main climate zones are and describe where they are found.
- Read information from climate graphs and identify patterns in data
- Understand and explain the difference between climate zones and **biomes**.
- Understand how plants and animals have **adapted** to live in different biomes.
- Recognise that sudden changes in climate have an effect on living things.

Art:

Our focus this term is on Cave art – sketching and printing :

- To understand how prehistoric man-made art, and to reflect this style in their work
- To scale up drawings and sketches in a different medium
- To experiment with the pigments in natural products to make different colours
- To select and apply a range of painting techniques
- To apply painting skills when creating handprints onto a textured background.

Design Technology

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

Our unit this term is **Cooking and nutrition: adapting a recipe** where children will learn to:

- Describe the process of beef production
- Research a traditional recipe and make changes to it.
- Add nutritional value to a recipe by selecting ingredients.
- Prepare and cook a version of Bolognese sauce.