

## English Reading:

### **Books this term:**

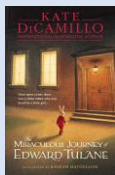
#### ***The Miraculous Journey of Edward Tulane***

by Kate DiCamillo

#### ***Journey* by Aaron Becker**

#### ***The Day the Crayons Quilt***

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 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.



Our vision is simple:

**Love Learn Shine**

## **Hérons Class Curriculum Learning Overview Spring 2026**

### 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: Sustainable world: does it matter how we live?

- In this 'human geography' unit, we will be studying:
  - What sustainability means and start to identify choices that can be made with this in mind.
  - What a carbon footprint is and identify changes to make a positive difference.
  - Ways to reduce fossil fuels and explain why this matters.
  - Understand which foods have the highest carbon footprint.
  - What biodiversity is and give some reasons why nature matters for a sustainable world.
  - Ways in which cities can become more sustainable.

## Maths:

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).

Short multiplication and short division

1. Multiplication by partitioning leading to short multiplication for 2- and 3-digit numbers.
2. Division by partitioning leading to short division.

Next, we move onto area and scaling:

1. Understand the concept of area
2. Link area of rectangles to multiplication
3. Compare and describe measurements using knowledge of multiplication and division.

To end the term, we will study calculating with decimal fractions.

### **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. 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.



**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:** What do Hindus believe God is like?

**Year 4's Big Question 2:** What does it mean to be Hindu in Britain today?

**Year 5's Big Question 1:** Why do Hindus want to be good?

**Year 5's Big Question 2:** Creation and science, conflicting or complementary?

## 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 themes are...

**My Home and in the classroom**

- Say and write in French whether we live in a house or an apartment.
- Say what room we have and do not have at home using the key
- Use the conjunction 'et' (and) to link two sentences together.
- Recall from memory a selection of nouns and indefinite articles for common classroom objects.
- Describe what we have and do not have in our pencil case.
- • Respond to simple classroom commands.

## 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? And how can we act in an accident and emergency.**

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: Light and Sight**

We will be learning all about:

- How there must be light for us to see. Without light it is dark. We need light to see 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

### **Y5: Light and Sight**

We will be learning all about:

- Light travels in straight lines
- We need light to be able to see things. Light waves travel out from sources of light in straight lines. These lines are often called rays or beams of light
- Light from the sun travels in a straight line and hits an object. The light ray is then reflected off the objects and travels in a straight line to our eyes, enabling us to see the object
- A shadow is always the same shape as the object that casts it. This is because when an opaque object is in the path of light travelling from a light source, it will block the light rays that hit it, while the rest of the light can continue travelling

## Art and Design

### **Digital Media: Cartoon superheroes**

We will use a range of tools to create different textures, lines, tones, colours and shapes. Create images, video and sound recordings and explain why they were created

## 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** – Gymnastics (Tuesdays)

**Session 2** – Football (Wednesdays with Sporting Influence)

On Wednesdays, during our PE session, some of our year 5 children will join Starlings class to go swimming at the Hydro.

## History

### **Iron Age Britain: What have historians learnt about Iron Age Britain?**

This unit focuses on important archaeological finds that help historians learn about life during this time. We will learn about the discovery of the Lindow Man, the Snettisham Torc and the Battersea Shield and understand how these finds help us learn about the past. We will also be learning about the Celts, and how art was important to them, as well as female warriors and Celtic Britain's connections with Europe.