



# Oak Class – Year 4 / 5

## Mr Brown

### Curriculum Information

#### Autumn 2023

#### Maths

##### Year 4

#### **Place Value**

Represent numbers to 10,000. Partition numbers to 10,000 (including flexible partitioning). Find 1, 10, 100, and 1,000 more or less. Use a number line to 10,000 (including estimations). Compare and order numbers to 10,000. Round to the nearest 10, 100 or 1,000. Roman numerals to 100.

#### **Addition and Subtraction**

Add and Subtract two 4 digit numbers (including exchanges). Develop strategies for efficiency, estimation and checking answers.

#### **Measurement**

Understanding area. Calculating and comparing area.

#### **Multiplication and Division**

Multiply and divide numbers by 3, 6, 9, 7, 11, 12, 1, 0 and itself. Multiply three numbers,

#### Art

Designing, developing and creating a Roman mosaic.

#### Design & Technology

Design and make a labyrinth maze.

Research and cook own savoury healthy Greek food.

#### Music

Adapting and transposing motifs – Year 4 Autumn 1

Developing singing technique – Year 4 Autumn 2

Looping and remixing – Year 5 Autumn 1

Blues – Year 5 Autumn 2



## This term's topic is: Battle of the Empires



#### Maths

##### Year 5

#### **Place Value**

Recognise, represent (including number lines), partition, read and write numbers to 1,000,000. Compare and order numbers to 1,000,000. Understand powers of 10. Find 10, 100, 1,000, 10,000 and 100,000 more or less. Round to any degree within 1,000,000.

#### **Addition and Subtraction**

Add and Subtract two numbers with more than 4 digits. Using rounding and invers operations to check answers. Solve multi-step addition and subtraction problems. Compare calculations. Find missing numbers.

#### **Multiplication and Division**

Calculate multiples (including multiples of 10, 100 and 1,000. Find and calculate common multiples, factors, common factors, prime numbers, square numbers and cube numbers. Multiply and divide by 10, 100 and 1,000.

#### **Fractions**

Find fractions equivalent to unit and non-unit fractions. Recognise equivalent fractions. Convert between improper fractions and mixed numbers and vice-versa. Compare and order fractions less than 1 and greater than 1. Add and subtract fractions with the same denominator. Add and subtract fractions within 1 and with totals greater than 1. Add and subtract fractions to/from mixed numbers and calculate using two mixed numbers.

#### English

##### **Books:**

- Escape from Pompeii
- Queen of darkness
- Perseus and the Gorgon's Head
- Theseus and the Minotaur

##### **Writing genres**

Writing a narrative story about escaping from Pompeii.

Biography of Boudicca.

Information booklet about Boudicca..

Writing a narrative about defeating a mythical creature.

Information text about a mythical creature.

##### **Spelling**

Children are given spellings to learn each week and they practise these within the class during regular spelling sessions/opportunities. These spellings are a combination of the spelling rules and the statutory spellings for that year group.

##### **Big Write**

Every 2/3 weeks the children carry out an extended write.

##### **Guided reading**

Each child will receive regular guided reading sessions a week where the focus will be on vocabulary, inference, prediction, explanations, retrieval and summarising.

##### **Grammar and Punctuation**

Children are taught these skills through the genres of writing that they are learning, Links are made to the genre to make it more connected with the intended writing outcomes.

#### **Physical Education**

##### **Autumn 1:**

Games – Ball on the ground (outdoor)

OAA – Problem solving and trust activities (outdoor)

##### **Autumn 2:**

Games – Ball on the ground (outdoor)

Dance – Cold Places (indoor)

## Science

### Year 4

#### **Forces and Magnets – Autumn 1**

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 everyday materials as to whether they are magnetic or not, and identify some magnetic materials. Describe magnets as having two poles and predict whether they will attract or repel, depending on which poles are facing.

#### **Light – Autumn 2**

Recognise we need light to see things and dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and learn how to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.

## Science

### Year 5

#### **Electricity – Autumn 1**

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.

#### **Light – Autumn 2**

Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

## Computing

### **Computing Systems and Networks: Collaborative Learning**

Understand computer networks, including the internet. Use technology, safely, respectfully and responsibly.

#### **Programming: Further Coding with Scratch**

Design, write and debug programs. Use sequence, selection, and repetition in programs. Use reasoning to explain how algorithms work and detect and correct errors. Select, use and combine a variety of software on a range of devices.

#### **E-safety**

Learning how to use computing technology safely, respectfully and responsibly.

## History

### **Roman Empire:**

- To understand how and why the Roman's built an Empire.
- To know how and why it was successful.
- To know the impact of the Empire in England.

### **Greek Empire:**

- To know what life was like in Ancient Greece.
- To understand how and why they built an Empire and its impact.

### **Geography**

- To know how to use maps and atlas's to discover the geographical features of Greece, Italy and Europe.

## RE

### **Autumn 1:**

Stories and Culture - Religion: Hinduism

### **Autumn 2:**

Christmas - Religion: Christianity  
Celebrations including Harvest, Yom Kippur, Diwali and Christmas.

## Personal and Social Development

### **Beginning and belonging**

What is my role in helping my school be a place where we can learn happily and safely? How can we build relationships in our class and how does this benefit me? What does it feel like to be new or to start something new? How can I help children and adults feel welcome in school? What helps me manage a new situation or learn something new? Who are the different people in my network who I can ask for help?

### **Family and friends**

How do good friends behave on and offline and how do I feel as a result? What is a healthy friendship and how does trust play an essential part? What skills do I need for choosing, making and developing friendships and how effective are they? How can I help to resolve disagreements positively by listening and compromising? Can I empathise with other people in a disagreement? How can I check with my friends that their personal boundaries have not been crossed? How do my family members help each other to feel safe and secure even when things are tough? Who is in my network of special people now and how do we affect and support each other?

### **Anti-Bullying**

How are falling out and bullying different? How do people use power when they bully others? What are the key characteristics of different types of bullying? How can lack of respect and empathy towards others lead to bullying? What is the difference between direct and indirect forms of bullying? What are bystanders and followers and how might they feel? Do I understand that bullying might affect how people feel for a long time? How can I support people I know who are being bullied by being assertive? How does my school prevent bullying and support people involved?

### **SPARKLE**

We will talk about and focus on our SPARKLE values across the term.