



Oak Class – Year 4 / 5

Mr Brown

Curriculum Information

Summer 2024

Maths

Year 4

Decimals – 2 weeks

Money – 2 weeks

Time – 2 weeks

Shape – 2 weeks

Statistics – 1 week

Position and direction – 2 weeks

Year 5

Shape – 3 weeks

Position and direction – 2 weeks

Decimals – 3 weeks

Negative numbers – 1 week

Converting measurement units – 2 weeks

Volume – 1 week

Within these units, the children will have the opportunity to complete a range of problem solving and reasoning questions and activities.

Art

Using charcoal and chalk for a Blitz composition.

Design & Technology

Research and cook a dish using ingredients available during rationing.

Music

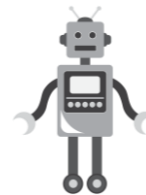
Year 4 Spring 1 – Ballads

Year 4 Spring 2 – Haiku, music and performance (inspired by the Hanami festival)

Year 5 Spring 1 – Songs of World War Two

Year 5 Spring 2 – Composing and performing a song

This term's topic is: War and Peace (WW2) and Technology and Fashion



English

Books:

- Our castle by the sea by Lucy Strange
- My secret war diary by Marcia Williams
- Runaway robot by Frank Cottrell-Boyce

Writing genres

- Diary in the role of a main character during the war
- Newspaper report on an event in a story
- Write a narrative inspired by the text
- Explanation of what a robot can do

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.

Science

Year 4 – Plants (Summer 1)

Identify and describe the functions of different parts of flowering plants, explore the requirements of plants for life and growth and how they vary from plant to plant, investigate the way in which water is transported within plants, explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Year 5 – Living things and their habitats (Summer 1)

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird, describe the life process of reproduction in some plants and animals, describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals, give reasons for classifying plants and animals based on specific characteristics.

Year 4 – Animals including humans (Summer 2)

Identify that animals, including humans, need the right types and amount of nutrition and get nutrition from what they eat, identify that humans and some other animals have skeletons and muscles for support, protection and movement, describe the simple functions of the basic parts of the digestive system in humans, identify the different types of teeth in humans and their functions, construct and interpret a variety of food chains, identifying producers, predators and prey.

Year 5 – Animals including humans (Summer 2)

Describe the changes as humans develop to old age, identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood, recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function, describe the ways in which nutrients and water are transported within animals, including humans.

Computing

Programming: Music with Sonic Pi

- To know that a soundtrack is music for a film/video and that one way of composing these is on programming software.
- To understand that using loops can make the process of writing music simpler and more effective.
- To know how to adapt their code while performing their music.

Online Safety:

- To know different ways we can communicate online.
- To understand how online information can be used to form judgements.
- To understand some ways to deal with online bullying.
- To know that apps require permission to access private information and that you can alter the permissions.
- To know where I can go for support if I am being bullied online or feel that my health is being affected by time online.

Spanish

Summer 1: Describing things and people

Summer 2: Expressing likes and saying what I and others do

Phonics: the SSC (sound and symbol correspondences) taught this term are:

Vocabulary: adjectives for describing animals, story creation, loves and hates, Hungry Caterpillar (rojo), Todo un año (amarillo) revisit days, months

Grammar: revisit hay, regular plural marking on nouns (-es), revisit definite articles & adjective agreement, plural definite articles, using amar|odiar + definite article, revisit intonation question

Personal and Social Development

Managing safety and risk

- How do I feel in risky situations and how might my body react?
- Can I make decisions in risky situations and might my friends affect these decisions?
- When might I meet adults I don't know & how can I respond safely?
- What actions could I take in an emergency or accident and how can I call the emergency services?
- What are the benefits of using the roads and being near water and how can I reduce the risks?
- How is fire risky and how can I reduce the risks?
- How do I keep myself safe during activities and visits?
- How can I stop accidents happening at home and when I'm out?

Healthy lifestyles

- What does healthy eating and a balanced diet mean?
- What is an active lifestyle and how does it help me to be healthier?
- What is mental wellbeing and how is it affected by my physical health?
- How much sleep do I need & what happens if I don't have enough?
- How do nutrition and physical activity work together?
- How can I plan and prepare simple, healthy meals safely?
- How can I look after my teeth and why is it important?
- Who is responsible for my lifestyle choices and how are these choices influenced?

Relationships and Sex Education

- What are male and female sexual parts called and what are their functions?
- How can I talk about bodies confidently and appropriately?
- What happens to different bodies at puberty?
- What might influence my view of my body?
- How can I keep my growing and changing body clean?
- How can I reduce the spread of viruses and bacteria?

SPARKLE

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

Physical Education

Autumn 1:

Athletics (outdoors)

Striking and fielding – rounders (outdoors)

Autumn 2:

Swimming (outdoors)

Striking and fielding (outdoors)