

# Yearly Plan 2019/20

## Class 7 (Year 4/5)

	Autumn Term		Spring Term		Summer Term	
Term dates	02/09/19 - 25/10/19 (8 weeks)	04/11/19 - 20/12/18 (7 weeks)	06/01/20 - 14/02/20 (6 weeks)	24/02/19 - 03/04/20 (6 weeks)	20/04/20 - 22/05/20 (5 weeks)	01/06/20 - 17/07/20 (7 weeks)
<b>Key Learning Challenges</b>	Which wild animals and plants thrive in your locality? (S)  Y5 - Do all animals and plants start life as an egg? (S)  Can you use an atlas, globe and compass to help defeat The White Witch? (G)	Could you be a CSI investigator? (S)  Could we survive without rivers? (G)	How could we cope without electricity for one day? (S)  Y5 - Can you feel the force? (S)  What is fantastic about Mexico? (G)	How different will you be when you are as old as your grandparents? (S)  Who were the Mayans and what have we learnt from them? (H)	What happens to the food we eat? (S)  Does the punishment fit the crime? (H)	Will we ever send another human to the moon? (S)  What impact did the Railways have on Britain? (H)
<b>Wow moments (visits/visitors)</b>	Visit to local river Classroom turned into Narnia	CSI crimescene		Grimm and Co workshop - visit	'Stupid crimes' video making	The Railway museum - visit
<b>Parental engagement</b>	Going through the wardrobe production	CSI crime scene investigation	Carnival!	Storytelling	Crime and Punishment workshop	
<b>Core Text</b>	The Lion, the Witch and the Wardrobe.	Author study: Michael Morpurgo Diary of Rose Blage WW1 poetry	The Spider and the Fly Night of the Gargoyles	Harry Potter and The Sorcerer's Stone.	Millions	The Railway Children
<b>English</b> 	Spoken Language: Pupils to practice and develop storytelling skills and participate in a performance. Focus on gaining and maintaining audience interest.  Reading: Pupils to study and discuss how when and where a book is set can alter our understanding and perceptions. Pupils to compare a fantasy world to the real world.	Spoken language: Pupils to use spoken language to develop their understanding of rivers through speculating, hypothesising, imaging and exploring ideas.  Reading: Pupils to consider different types of text including fiction and non-fiction,  Writing: Pupils to create an instructional leaflet entitled	Writing: Pupils to create a leaflet and non-chronological report about the history of railways. Spoken language: Pupils to focus on articulating and justifying answers, arguments and opinions.  Reading: Pupils to infer character's feelings by following a character through the story.	Spoken language: Pupils to listen and respond appropriately to adults and their peers. In addition, pupils to ask relevant questions to extend their knowledge and understanding.  Reading: Pupils to look at a range of information texts and decide which would be the most appropriate to use to create their own information text on Mayan	Spoken language: Pupils to focus on giving well-structured descriptions, explanations and narratives for different aspects of the workshop.  Reading: Pupils to consider different types of prose fiction with a focus on first and third person narration.  Writing: Pupils to re-write the story from a first-person	Spoken language: Pupils to participate in discussions and debates regarding the History of Railways while considering and evaluating different viewpoints, attending to and building on the contributions of others.  Reading: Pupils to read sources relating to the text and consider how this contributes to their understanding of the story.

# Yearly Plan 2019/20

## Class 7 (Year 4/5)

	Writing: Pupils to write a narrative set in winter. Pupils to write a diary extract as one of the children. Pupils to create an instructional leaflet advising the reader on how to use an atlas, globe and compass.	'How to investigate a crime scene'. Pupils to create different types of fiction texts based on WW1, including a diary extract, poem, short play and story.	Writing: Pupils to decide how to present their findings to the question 'How different will you be when you are as old as your grandparents?' Pupils to write a traditional fairytale then retell their fairytale by creating a picture book in gothic style.	life.	Writing: Pupils to write in role as Harry, Ron or Hermione, recounting the events. Pupils to write an article for the Daily Prophet. Pupils to create an information text on Mayan life.	perspective.	
<b>Maths</b> 	reasoning with 4-digit numbers  addition and subtraction	multiplication and division  interpreting and presenting data	securing multiplication facts  fraction  time	decimals  area and perimeter	solving measure and money problems  2-D shape and symmetry	position and direction  reasoning with patterns and sequences  3-D shape	
<b>Science</b> 	<u>Living things and their habitats</u>  Pupils should be taught to:  -recognise that living things can be grouped in a variety of ways  -explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  -recognise that environments can change and that this can sometimes pose dangers to living things  -describe the differences	<u>States of matter</u>  Pupils should be taught to: -compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ( $^{\circ}\text{C}$ ) -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature -know that some materials will dissolve in liquid to form a solution, and	<u>Electricity</u>  Pupils should be taught to: -identify common appliances that run on electricity construct a simple series electrical circuit,  -identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  -identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery  -recognise that a switch opens and closes a circuit and associate this with	<u>Animals, including humans</u>  Pupils should be taught to:  -construct and interpret a variety of food chains, identifying producers, predators and prey.  -describe the changes as humans develop to old age  -recognise that a switch opens and closes a circuit and associate this with	<u>Animals, including humans</u>  Pupils should be taught to:  -describe the simple functions of the basic parts of the digestive system in humans  -identify the different types of teeth in humans and their simple functions	<u>Earth and Space.</u>  Pupils should be taught to:  -describe the movement of the Earth, and other planets, relative to the Sun in the solar system  -describe the movement of the Moon relative to the Earth  -describe the Sun, Earth and Moon as approximately spherical bodies  -use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	

# Yearly Plan 2019/20

## Class 7 (Year 4/5)

	<p>in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>-describe the life process of reproduction in some plants and animals.</p>	<p>describe how to recover a substance from a solution</p> <p>-use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p>	<p>whether or not a lamp lights in a simple series circuit</p> <p>-recognise some common conductors and insulators, and associate metals with being good conductors.</p>			
<b>History (H) and Geography (G)</b>  	<p><b>Physical Geography</b></p> <p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><b>Geographical knowledge</b></p> <p>-know the difference between the British Isles, Great Britain and UK?</p> <p>-name up to six cities in</p>	<p><b>Physical Geography</b></p> <p>physical geography, including: vegetation belts, rivers and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><b>Geographical Enquiry</b></p> <p>-complete a survey to discover features of cities and villages</p> <p>-label the same features on an aerial photograph as on a map</p> <p>-accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)</p> <p><b>Human Geography</b></p> <p>-explain why people are attracted to live in cities</p> <p>-explain why people may choose to live in a village rather than a city</p> <p>-explain how a locality</p>	<p><b>History – Knowledge and interpretation</b></p> <p>-explain how events from the past have helped shape our lives</p> <p>-appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences</p> <p>-know that people who lived in the past cooked and travelled differently and used different weapons from ours</p>	<p><b>History – Historical Enquiry/Chronological understanding</b></p> <p>-plot recent history on a timeline using centuries</p> <p>-place periods of history on a timeline showing periods of time</p> <p>-use their mathematical skills to round up time differences into centuries and decades</p> <p>-research two versions of an event and say how they differ</p> <p>-research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings</p> <p>- give several reasons to support an historical</p>	<p><b>History – Historical Enquiry/Chronological understanding</b></p> <p>-plot recent history on a timeline using centuries</p> <p>-place periods of history on a timeline showing periods of time</p> <p>-use their mathematical skills to round up time differences into centuries and decades</p> <p>-research two versions of an event and say how they differ</p> <p>-research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings</p> <p>- give several reasons to support an historical</p>

# Yearly Plan 2019/20

## Class 7 (Year 4/5)

	<p>the UK and locate them on a map? -name the areas of origin of the main ethnic groups in the UK &amp; in their school?</p>		<p>has changed over time with reference to human features -find and consider different views about an environmental issue -suggest different ways that a locality could be changed and improved</p>		<p>argument -communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out</p>	<p>argument -communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out</p>
<b>Art/DT</b> 	<p><b>Printing</b> Create and make printing blocks to create visual representation of the music the children are writing, using a relief or impressed method.</p>	<p><b>Digital media</b> Record and collect images using digital cameras and video recorders. Present recorded visual images using software.</p>	<p><b>Painting</b> Experiment with different effects and textures and work on a range of scales while creating different effects.</p>	<p><b>Textiles</b> Use a variety of techniques such as printing and dyeing to create different textual effects.  <b>Collage</b> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p>	<p><b>Drawing</b> Form and shape - experiment with different grades of pencil and other implements to draw different forms and shapes.</p>	<p><b>3-D</b> Plan, design and make models from observation and imagination. Join clay adequately and construct a simple base for extending and modelling other shapes.</p>
<b>Music</b> 	Mamma Mia (Charanga)	Glockenspiel (Charanga)	Stop! (Charanga)	Lean On Me (Charanga)	Blackbird (Charanga)	Reflect, Rewind & Replay (Charanga)
<b>MFL</b> 	Revision of Colours Parts of the body	Zoo animals Christmas theme	Members of the family Questions about family	Pets Easter theme	Hobbies Numbers	Leisure activities Weather
	Hockey	Dance	Basketball	Gymnastics	Athletics	Rounders

# Yearly Plan 2019/20

## Class 7 (Year 4/5)

P.E.	<u>Unit 1 - Personal</u> Co-ordination: Floor Movement Patterns	<u>Unit 2 - Social</u> Dynamic balance to agility	<u>Unit 3 - Cognitive</u> Dynamic balance challenges	<u>Unit 4 - Creative</u> Coordination with equipment	<u>Unit 5 - Physical</u> Agility: Reaction/Response	<u>Unit 6 - Health &amp; Fitness</u> Agility: Ball Chasing
R.E.	<u>Judaism</u> (beliefs and practices) How special is the relationship Jews have with God?	<u>Christianity</u> (Christmas) What is the most significant part of the Nativity story for Christians today?	<u>Judaism</u> (Passover) How important is it for Jewish people to do what God asks them to do?	<u>Christianity</u> (Easter) Is forgiveness always possible?	<u>Judaism</u> (beliefs and practices) What is the best way for a Jew to show commitment to God?	<u>Christianity</u> (prayer and worship) Do people need to go to church to show they are Christians?
Computing	<u>e-Safety</u> <ul style="list-style-type: none"> <li>-I use the safety features of websites as well as reporting concerns to an adult.</li> <li>-I know that anything I share online can be seen by others.</li> <li>-I comment positively and respectfully online and through text messages.</li> </ul> <u>Programming</u> <ul style="list-style-type: none"> <li>-I can use an efficient procedure to simplify a program.</li> <li>-I know that I need to keep testing my program while I am putting it together.</li> </ul>	<u>Technology in our lives</u> <ul style="list-style-type: none"> <li>-I can tell you whether a resource I am using is on the Internet, the school network or my own device.</li> <li>-I can identify key words to use when searching safely on the World Wide Web.</li> <li>-I think about the reliability of information I read on the World Wide Web.</li> </ul> <u>Multimedia</u> <ul style="list-style-type: none"> <li>-I can use photos, video and sound to create an atmosphere when presenting to different audiences.</li> <li>-I can change the appearance of text to increase its</li> </ul>	<u>e-Safety</u> <ul style="list-style-type: none"> <li>-I choose a secure password and appropriate screen name when I am using a website.</li> <li>-I can talk about the ways I can protect myself and my friends from harm online.</li> </ul> <u>Programming</u> <ul style="list-style-type: none"> <li>-I recognise that an algorithm will help me to sequence more complex programs.</li> <li>-I recognise that using algorithms will also help solve problems in other learning such as Maths,</li> </ul>	<u>Handling Data</u> <ul style="list-style-type: none"> <li>-I can organise data in different ways.</li> <li>-I can collect data and identify where it could be inaccurate.</li> <li>-I can plan, create and search a database to answer questions.</li> </ul>	<u>e-Safety</u> <ul style="list-style-type: none"> <li>-I choose websites, apps and games that are appropriate for my age.</li> <li>-I can help my friends make good choices about the time they spend online.</li> <li>-I can talk about why I need to ask a trusted adult before downloading files and games from the Internet.</li> </ul> <u>Programming</u> <ul style="list-style-type: none"> <li>-I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts.</li> <li>-I can use a sensor to detect a change which can select an action</li> </ul>	<u>Technology in our lives</u> <ul style="list-style-type: none"> <li>-I can tell you how to check who owns photos, text and clipart.</li> <li>-I can create a hyperlink to a resource on the World Wide Web.</li> <li>-I can recognise that websites use different methods to advertise products.</li> </ul> <u>Handling Data</u> <ul style="list-style-type: none"> <li>-I can choose the best way to present data to my friends.</li> <li>-I can use a data logger to record and share my readings with my friends.</li> </ul>

# Yearly Plan 2019/20

## Class 7 (Year 4/5)

	<p>-I can recognise an error in a program and debug it.</p> <p>effectiveness.</p> <p>-I can create, modify and present documents for a particular purpose.</p> <p>-I can use a keyboard confidently and make use of a spellchecker to write and review my work.</p>	Science and Design and Technology.	feedback to my friends to help them improve their work and refine my own work.	within my program.	-I can use a variety of tools to create a program.	
PSHCE 	<u>Jigsaw</u> Being me in my world	<u>Jigsaw</u> Celebrating difference	<u>Jigsaw</u> Dreams and goals	<u>Jigsaw</u> Healthy me	<u>Jigsaw</u> Relationships	<u>Jigsaw</u> Changing me