



Class 4 Learning Journey (Cycle B)

R.E.
Does the language of scripture matter?



ART

Print, Colour, Collage: Making Monotypes



P.E.

Netball & Athletics

DT
Frame Structures



PSHE
Safety & the Changing Body

FRENCH

Family



END OF YEAR

- Sports Day
- Class 4 and 5 End of Year Production
- Founders Day



RSE

- Year 4 and Year 5

TRANSITION

- Class Swap Day



Assessment

COMPUTING
Audio Production



GEOGRAPHY
Natural Resources



SUMMER 2

PSHE
Health & Well-being
FRENCH
Shopping

MUSIC
Traditional Instruments & Improvisation



R.E.
Why is the Bible the best-selling book of all time?



ART

Print, Colour, Collage: Exploring Pattern



R.E.
Who is Jesus really?

ART
Print, Colour, Collage: Working with Shape and Colour

P.E.

Swimming & Tennis

MUSIC
Composition & Notation



PSHE
Health & Well-being
FRENCH
Food



SUMMER 1

HISTORY
Who Let the Gods Out?
Ancient Greece



SCIENCE
All Living Things and Their Habitats

COMPUTING
The Internet



P.E.
Cricket & Rounders



Assessment



SCIENCE
Plants

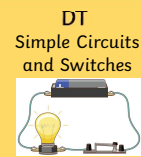
COMPUTING
Desktop Publishing

GEOGRAPHY
The Water Cycle



SPRING 2

PSHE
Safety & the Changing Body
FRENCH
Weather



R.E.
Just how important are our beliefs?

ART

Drawing and Sketchbooks: Typography and Maps



R.E.
What makes a text sacred?

ART
Drawing & Sketchbooks: Storytelling through Drawing



P.E.
Gymnastics & Rugby

DT
Healthy and Varied Diet

PSHE
Safety & the Changing Body
FRENCH
Clothes



SPRING 1

HISTORY
King Tut's Tomb: Ancient Egypt



SCIENCE
All Living Things and Their Habitats

COMPUTING
Branching Databases



P.E.
Swimming & Dance



Assessment



SCIENCE
Properties of Materials
COMPUTING
Stop Frame Animation

GEOGRAPHY
Settlements

AUTUMN 2

PSHE
Health & Well-being
FRENCH
Portraits



MUSIC
Body & Tuned Percussion



R.E.
Are All Religions Equal?

ART

Drawing & Sketchbooks: Gestural Drawing with Charcoal



AUTUMN 1

HISTORY
Hunter Gatherers: Stone Age to Iron Age



SCIENCE
States of Matter

COMPUTING
Key Skills



P.E.
Football & Basketball



THE POCHIN SCHOOL PUPILS

Class 4 Autumn 1 Overview

| English Writing - Unit 1 Writing to Entertain: Setting Description: | English Writing – Unit 2 Writing to Entertain: Character Description: | Reading, Spelling and Handwriting |
|--|---|--|
| Y4 Ready to Write: Adverbs and Prepositions <ul style="list-style-type: none"> Prepositions and prepositional phrases Using adverbs to express time and cause (adverbs of time and cause) Y5 Ready to Write: Word Class <ul style="list-style-type: none"> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (pronouns and nouns for clarity and cohesion) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (noun phrases) | Y4 Ready to Write: Conjunctions <ul style="list-style-type: none"> Co-ordinating and Subordinating conjunctions Y4 Pronouns <ul style="list-style-type: none"> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (nouns) Y4 Ready to Write: Punctuation <ul style="list-style-type: none"> Inverted commas Y5 Ready to Write: Punctuation <ul style="list-style-type: none"> Using and punctuating direct speech (speech verbs) | Reading: Children will read a range of fiction, non-fiction and poetry and work on a range of question types. Children will develop oracy through book discussion on 'The Wild Way Home' Spelling: <i>See No Nonsense Spelling Pathway</i> Handwriting The Ladder Family (l, i, u, t, y and j) |
| Maths | Science – States of Matter | Computing – Key Skills |
| Place Value Y4 Read and write numbers to 10,000 Y4 Compare and order numbers to 10,000 Y4 Round to the nearest 10, 100 and 1000 Y5 Roman Numerals to 1000 Y5 Read and write numbers to 1,000,000 Y5 Compare and order numbers to 1,000,000 Y5 Round to the nearest 10, 100 and 1000 Negative Numbers Y5 Counting, ordering, calculating with negative numbers Addition and Subtraction Y4 Add and subtract up to 4-digit numbers Y5 Add and subtract more than to 4-digit numbers Y5 Calculate missing numbers | Enquiry Questions: <ol style="list-style-type: none"> What are solids, liquids and gases Liquid Investigation How do materials change state What is the water cycle? Evaporation Investigation | <ol style="list-style-type: none"> Parts of a PC Using a computer mouse or laptop trackpad Using a computer or laptop keyboard Launching applications Saving, finding and opening files Using our computer skills |
| History – Stone Age to Iron Age | RE – Are All Religions Equal? (Kapow) | PSHE – Health and Well-being (Kapow) |
| Enquiry Questions: <ol style="list-style-type: none"> What is prehistory and how do we know about it? What can we learn about life in the Stone Age from Skara Brae and Stonehenge? Is it true to say that the Stone Age man was just a simple hunter gatherer only interested in food and shelter? How did Bronze change life in Britain? What was life like in the Iron Age and how do we know? Who killed the 52 bodies at Maiden Castle? | Enquiry Questions: <ol style="list-style-type: none"> How can we talk about religions and worldviews respectfully? How are different religious worldviews connected? Is there more than one way to understand God? Why is religious harmony important? How can people from different worldviews live in harmony? How and why should we celebrate religious equality? | <ol style="list-style-type: none"> Looking after our teeth (Year 3 Lesson 1) Celebrating Mistakes (Year 3 Lesson 3) My Happiness (Year 3 Lesson 5) Emotions (Year 3 Lesson 6) Mental Health (Year 3 Lesson 7) |
| Art – Gestural Drawing with Charcoal (Access Art) | DT - Food - Healthy and varied diet Link to History (Stone Age) | Music – History of Music |
| Key Concepts: <ol style="list-style-type: none"> That when we draw we can use gestural marks to make work. That when we draw we can use the expressive marks we make to create a sense of drama. That when we draw we can move around. That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama. | Enquiry Questions: <ol style="list-style-type: none"> What ingredients have been used? How does this fit the Eat Well Guide? How can we improve the taste? How can we describe the taste/texture/smell? How do the sensory characteristics affect your liking for the food? | |
| P.E. – Football and Basketball | French – Portraits | Events/Visits |
| Pupils should be taught to: <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending take part in outdoor and adventurous | Year 4 <ol style="list-style-type: none"> To begin to understand that adjectives change if they describe a feminine noun. To understand a simple description of hair and eye colour. To create simple sentences. To understand simple descriptive sentences. To write descriptive sentence. | September: <ul style="list-style-type: none"> 13th Roald Dahl Day 15th Mawlid 23rd National Coding Week 26th European Day of Languages Harvest Festival TBS October <ul style="list-style-type: none"> Black History Month 3rd National Poetru Dau |

Class 4 Autumn 2 Overview

| English Writing - Unit 1 Writing to Inform: Information Text | English Writing – Unit 2 Writing to Instruct: Instructions | Reading, Spelling and Handwriting |
|---|---|---|
| Y4 Ready to Write: Determiners <ul style="list-style-type: none"> Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel Y4 Ready to Write: Tenses <ul style="list-style-type: none"> Present perfect form in contrast to the past tense Y5 Ready to Write: Punctuation <ul style="list-style-type: none"> Indicating possession by using the possessive apostrophe with plural nouns | Y4 Fronted Adverbials <ul style="list-style-type: none"> Using fronted adverbials and commas after fronted adverbials Y5 Ready to Write: Punctuation <ul style="list-style-type: none"> Using fronted adverbials Y5 Adverbs <ul style="list-style-type: none"> Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] | Reading: Children will read a range of fiction, non-fiction and poetry and work on a range of question types. Children will develop oracy through book discussion on 'The Wild Way Home' Spelling: <i>See No Nonsense Spelling Pathway</i> Handwriting The One-Armed Robot Family (n, m and h) |
| Maths | Science – Properties of Materials | Computing – Creating Media – Stop Frame Animation |
| Multiplication and Division A Y4 Multiples of 3, 6, 9, 7, 11 and 12 Y4 Multiply by 1 and 0 Y4 Multiply 3 numbers Y5 Multiples and Factors Y5 Prime, Square and Cube Numbers Y5 Multiply and Divide by 10, 100 and 1000 Area Y4 Area and counting squares Y5 Area of rectangles and compound shapes Y5 Estimating area Fractions and Fractions A Y4 Understand the whole and counting in fractions Y5 Equivalent Fractions Y5 Improper Fractions and mixed numbers Y5 Compare and order fractions Y5 Add and subtract fractions | Enquiry Questions: <ol style="list-style-type: none"> Can you describe and compare properties? Insulating Investigation What is dissolving? How can you separate materials? What is an irreversible change? | <ol style="list-style-type: none"> Can a picture move? Frame by frame What's the story? Picture Perfect Evaluate and make it great! Lights, camera, action! |
| Geography – Settlements | RE –What makes a text sacred? (Kapow) | PSHE – Health and Well-being (Kapow) Link to Safety Week |
| Enquiry Questions: <ol style="list-style-type: none"> What are the different types of settlements in the United Kingdom? How has land use changed over time? How is land use different in Thurmaston and London? What are the human and physical features of our local area? Fieldwork Lesson: How is the land in Barkby used? How does land use affect the human and physical features of an area? | Enquiry Questions: <ol style="list-style-type: none"> How do people communicate beliefs without words? What can we find out about scripture? What does it mean if scripture was revealed or remembered? Why do some worldviews have more than one book of scripture? How do some people demonstrate the value of scripture? How do sacred texts play a part in some people's lives? | <ol style="list-style-type: none"> Tobacco (Year 4 Lesson 8) Alcohol, drugs and tobacco: making decisions (Year 5 Lesson 7 - revisit Year 3 Lesson 7) First Aid bleeding (Year 6 Lesson 6) <p>Mini-med Training to be incorporated with Safety Week</p> |
| Art – Storytelling through Drawing (Access Art) | DT - Food - Healthy and varied diet Link to History (Stone Age) | Music |
| Key Concepts: <ol style="list-style-type: none"> That we can tell stories through drawing. That we can use text within our drawings to add meaning. That we can sequence drawings to help viewers respond to our story. That we can use line, shape, colour and composition to develop evocative and characterful imagery. | Enquiry Questions: <ol style="list-style-type: none"> What ingredients have been used? How does this fit the Eat Well Guide? How can we improve the taste? How can we describe the taste/texture/smell? How do the sensory characteristics affect your liking for the food? | |
| P.E. – Gymnastics and Tag Rugby | French – Getting Dressed (Kapow) | Events/Visits |
| Pupils should be taught to: <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through | Year 4 <ol style="list-style-type: none"> To recognise and use vocabulary related to clothing. To add colour adjectives, adapting the suffix in accordance with gender. To understand adjectives position and agreement for gender and number To express an opinion (like/ dislike) To describe an outfit using adjectives correctly. | October <ul style="list-style-type: none"> 28th Safety Week and Individual Photos PTA Halloween Disco TBC November: <ul style="list-style-type: none"> 1st Diwali 5th and 6th Parents Evening 11th Remembrance Day 11th Anti-bullying Week 12th Y5/6 Indoor Athletics 15th Children in Need Stirring the Pudding TBC |

Class 4 Spring 1 Overview

| English Writing - Unit 1 To Entertain: Setting Description | English Writing – Unit 2 To Explain: Explanation Text | Reading, Spelling and Handwriting |
|--|---|--|
| Y4 Noun Phrases <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (determiners and noun phrases) | Y5 Tenses <ul style="list-style-type: none"> Using the perfect form of verbs to mark relationships of time and cause (past/present perfect) Using the perfect form of verbs to mark relationships of time and cause (perfect progressive) | Reading: Children will read a range of fiction, non-fiction and poetry and work on a range of question types. Children will develop oracy through book discussion on 'Secrets of a Sun King' Spelling: <i>See No Nonsense Spelling Pathway</i> Handwriting The One-Armed Robot Family (k, b, p and r) |
| Maths | Science – All Living Things and Their Habitats 1 | Computing – Data and Information – Branching Databases |
| Multiplication and Division B Y4 Factor Pairs Y4 Multiply and Divide by 10 and 100 Y4 Multiply and Divide 2 and 3-digit by 1-digit Y5 Multiply 4-digit by 1-digit Y5 Multiply 2, 3 and 4-digit by 2-digit Y5 Short division and remainders Fractions B Y5 Multiplying fractions Y5 Fractions of amounts and finding the whole | Enquiry Questions: <ol style="list-style-type: none"> What are the 7 life processes? How can we sort and group animals? What are vertebrate animals? Which living things can be found in the local area? What is a classification key? How is our environment changing? | <ol style="list-style-type: none"> Yes or No Questions Making Groups Creating a Branching Database Structuring a Branching Database Planning a Branching Database Making a Dinosaur Identifier |
| History – Ancient Egyptians | RE – Just how important are our beliefs? (Kapow) | PSHE – Safety and the changing body (Kapow) Link to Safer Internet Day |
| Enquiry Questions: <ol style="list-style-type: none"> How can we discover what Ancient Egypt was like over 5,000 years ago? What did the River Nile offer the Egyptians? Who were the most influential Egyptians? (Queens and Pharaohs) Who opened Tutankhamun's tomb? What was the hierarchy of society? (Slaves and Pyramids) What did the Ancient Egyptians believe about the after-life? How did the Ancient Egyptian empire end? | Enquiry Questions: <ol style="list-style-type: none"> What do promises mean? What promises do we make? Can we see the importance of someone's beliefs on the outside? How else might some people show their commitment? What else might people give up for their beliefs? What might someone sacrifice? | <ol style="list-style-type: none"> Fake emails (Year 3 Lesson 1) Internet safety: Age restrictions (Year 4 Lesson 1) Share aware (Year 4 Lesson 2) Privacy and Settings (Year 4 Lesson 4) Online friendships (Year 5 Lesson 1) Staying safe online (Year 5 Lesson 2) |
| Art – Typography and Maps (Access Art) | DT – Electrical – Simple Circuits and Switches Link to Lighting for Habitats | Music |
| Key Concepts: <ol style="list-style-type: none"> That when designers work with fonts and layout it is called Typography. That we can use the way words look to help us communicate ideas and emotions. That we can create our own typography and combine it with other visual elements to make artwork about chosen themes. | Enquiry Questions: <ol style="list-style-type: none"> Where and why is 'x' product used? What are the key features of this product? What is the product's purpose? What is its intended purpose? How could this be dangerous? What are the benefits of battery power? What are the benefits of mains power? | |
| P.E. – Dance and Swimming | French – French Weather and the Water Cycle | Events/Visits |
| Pupils should be taught to: <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement compare their performances with previous ones and demonstrate improvement to achieve their personal best. swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations | Year 4 <ol style="list-style-type: none"> French weather phrases French weather rap Compass points in French The temperature in French The Water Cycle in French | January: <ul style="list-style-type: none"> 6th INSET Day 13th Energy Saving Week 28th Y5/6 Dodgeball Tournament 29th Chinese New Year February: <ul style="list-style-type: none"> 3rd Children's Mental Health Week 4th Y3/4 Dodgeball Tournament 11th Safer Internet Day PTA Valentine Disco TBC |

| Class Spring 2 Overview | | |
|---|--|---|
| English Writing - Unit 1 To Persuade: Rainforest Leaflet | English Writing – Unit 2 To Entertain: Haiku Poetry (The Water Cycle) | Reading, Spelling and Handwriting |
| Y4 Apostrophes <ul style="list-style-type: none"> Indicating possession by using the possessive apostrophe with plural nouns Y5 Parenthesis <ul style="list-style-type: none"> Using brackets, dashes or commas to indicate parenthesis Y5 Commas <ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing | Y4 Suffixes <ul style="list-style-type: none"> -tion -sion -ssion -cian Y5 Prefixes <ul style="list-style-type: none"> Verb prefixes: <ul style="list-style-type: none"> Dis- De- Mis- Over- Re- | Reading: Children will read a range of fiction, non-fiction and poetry and work on a range of question types. Children will develop oracy through book discussion on 'Secrets of a Sun King' Spelling: <i>See No Nonsense Spelling Pathway</i> Handwriting The Curly Caterpillar Family (c, a, d, e, s and g) |
| Maths | Science – Plants | Computing – Creating Media – Desktop Publishing |
| Decimals and Decimals and Percentages Y4 Tenths and Hundredths Y4 Partition decimals Y4 Compare, order and round Y5 Tenths, hundredths and thousandths Y5 Rounding Y5 Compare, order and round up to 3 places Length and Perimeter Y4 Kilometres and Metres Y4/5 Perimeter on a grid, rectangles and rectilinear shapes and polygons Y5 Converting units of length, mass and capacity | Enquiry Questions: <ol style="list-style-type: none"> What do plants need? Do the different parts of the plant have a different function? What are roots? How to plants transport water? How do plants reproduce? How are seeds dispersed? | <ol style="list-style-type: none"> Words and Pictures Can you edit? Great Template Can you add content? Lay it out Why DTP? |
| Geography – The Water Cycle | RE – Who was Jesus really? (Kapow) | PSHE – Health and Well-being (Kapow) |
| Enquiry Questions: <ol style="list-style-type: none"> What are the 3 states of water? What are the processes in the water cycle? What order does the water cycle happen? Why is the water cycle closed? What are the physical features linked to the water cycle? How does the water cycle impact humans? Why do some places flood? | Enquiry Questions: <ol style="list-style-type: none"> What do we know about Jesus? Who was around at the time of Jesus? What did people think of the Romans? What is a prophecy? What might miracles suggest about Jesus? What happened when Jesus died? | <ol style="list-style-type: none"> Looking after our teeth (Year 4 Lesson 1) Celebrating Mistakes (Year 4 Lesson 3) My Happiness (Year 4 Lesson 5) Emotions (Year 4 Lesson 6) Mental Health (Year 4 Lesson 7) |
| Art – Working with Shape and Colour (Access Art) | DT – Electrical – Simple Circuits and Switches Link to Lighting for Plants | Music |
| Key Concepts: <ol style="list-style-type: none"> That we can be inspired by key artworks and make our own work in creative response. That we can use shape and colour as a way to simplify elements of the world. That shapes have both a positive and negative element. That we can arrange shapes to create exciting compositions. That we can build up imagery through layering shapes. That we can use collage to inspire prints. | Enquiry Questions: <ol style="list-style-type: none"> Where and why is 'x' product used? What are the key features of this product? What is the products purpose? What is its intended purpose? How could this be dangerous? What are the benefits of battery power? What are the benefits of mains power? | |
| P.E. – Tennis and Swimming | French – French Food – Miam! Miam! (Kapow) | Events/Visits |
| Pupils should be taught to: <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] compare their performances with previous ones and demonstrate improvement to achieve their personal best. swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations | Year 4 <ol style="list-style-type: none"> Ordering food and drink in a French café Managing money in French French shops French Food French Food – Le Menu | February: <ul style="list-style-type: none"> 25th Book Fair 25th and 26th Parents Evening 28th Y5/6 Dodgeball Tournament March: <ul style="list-style-type: none"> 3rd National Careers Week 6th World Book Day 10th British Science Week 15th Comic Relief 16th Holi 18th Y5/6 Basketball Tournament 23rd Mad March Hair Day 24th Class Photos April: <ul style="list-style-type: none"> Easter Service TBC |

Class Summer 1 Overview

| Class Summer 1 Overview | | |
|---|---|---|
| English Writing - Unit 1 To Entertain: Narrative | | Reading, Spelling and Handwriting |
| Y4 Speech <ul style="list-style-type: none"> Using and punctuating direct speech (speech verbs) Using and punctuating direct speech (other punctuation and moving the reporting clause) Y4 Paragraphs <ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Y5 Commas <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing Y5 Cohesion <ul style="list-style-type: none"> Linking ideas across paragraphs using adverbials of time, place, and number, or tense choices Linking ideas across paragraphs using adverbials of time, place, and number or tense choices (past perfect) | | Reading: Children will read a range of fiction, non-fiction and poetry and work on a range of question types. Children will develop oracy through book discussion on 'The Wild Way Home' Spelling: <i>See No Nonsense Spelling Pathway</i> Handwriting The Curly Caterpillar Family (f, q and o) |
| Maths | Science – All Living Things and Their Habitats 2 | Computing – Computing Systems and Networks – The Internet |
| Shape Y4 Identify and compare angles Y4 Triangles, quadrilaterals, polygons Y4 Symmetry Y5 Angles and calculating missing angles Y5 Draw and measure angles Volume Y5 Calculating volume Statistics Y4 Charts, sum and difference Y4 Draw and interpret line graphs Y5 Draw, read and interpret line graphs Y5 Tables and two-way tables Y5 Timetables | Enquiry Questions: <ol style="list-style-type: none"> How do mammals reproduce? Do animals reproduce in the same way? How do plants reproduce? What is a life cycle? What are the stages of a life cycle of a plant? | <ol style="list-style-type: none"> Connecting Networks What is the internet made of? Sharing information What is a website? Who owns the web? Can I believe what I read? |
| History – Ancient Greece | RE – Why is the Bible the best-selling book of all time? (Kapow) | PSHE – Health and Well-being |
| Enquiry Questions: <ol style="list-style-type: none"> How can we know so much about the Ancient Greeks who lived over 2,500 years ago? What was life like in Ancient Greece? Would you prefer to live in Athens or Sparta? What was the impact of the Plague of Athens? What does the Olympics tell us about Ancient Greece? What were the greatest Greek achievements and what did the Greeks do for us? | Enquiry Questions: <ol style="list-style-type: none"> How did the Christian Bible come to be? What is in the Bible? How did the Bible become a bestseller? How can the Bible mean different things to different people? Where might we find the Bible? How is the Bible relevant for some people today? | <ol style="list-style-type: none"> The importance of rest (Year 5 Lesson 2) Taking responsibility for my feelings (Year 5 Lesson 5) Healthy Meals (Year 5 Lesson 6) Sun Safety (Year 5 Lesson 7) |
| Art – Exploring Pattern | DT – Frame Structures Link to Ancient Greek Buildings | Music |
| Key Concepts: <ol style="list-style-type: none"> That the act of making drawings can be mindful. That we can use line, shape and colour to create patterns. That we can use folding, cutting and collage to help us create pattern. That we can create repeated patterns to apply to a range of products or outcomes. | Enquiry Questions: <ol style="list-style-type: none"> How well does the frame structure meet users' needs and purposes? Why were materials chosen? What methods of construction have been used? How has the framework been strengthened reinforced and stiffened? How does the shape of the framework affect its strength? How innovative is the design? When, who and where was it made? | |
| P.E. – Cricket and Rounders | French – Shopping in France (Kapow) | Events/Visits |
| Pupils should be taught to: <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending take part in outdoor and adventurous | Year 5 <ol style="list-style-type: none"> To build number and prices confidently in French. To name different foods in French and notice patterns of sound. To be able to join in with and perform a short, repetitive story using voice and actions to communicate to an audience. To be able to use vocabulary to describe a quantity of different food nouns. | May: <ul style="list-style-type: none"> 5th May Day 12th Mental Health Awareness Week 12th KS2 SATS Week 20th World Day for Cultural Diversity |

| Class Summer 2 Overview | | |
|--|---|---|
| English Writing - Unit 1: To Inform: Non-chronological Report | English Writing – Unit 2 To Entertain: Figurative Language in Poetry | Reading, Spelling and Handwriting |
| Y5 Ready to Write: Expanded Noun Phrases <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (determiners) Y5 Relative Clauses <ul style="list-style-type: none"> Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e omitted) relative pronoun | Y4 Suffixes <ul style="list-style-type: none"> Spell words ending: <ul style="list-style-type: none"> -ation -ly -ous Y5 Suffixes <ul style="list-style-type: none"> Converting nouns to adjectives <ul style="list-style-type: none"> -ate -ise -ify | Reading: Children will read a range of fiction, non-fiction and poetry and work on a range of question types. Children will develop oracy through book discussion on 'The Wild Way Home' Spelling: <i>See No Nonsense Spelling Pathway</i> Handwriting The Zigzag Monster Family (z, v, w and x) |
| Maths | Science – All Living Things and Their Habitats 2 | Computing – Creating Media – Audio Production |
| Position and Direction Y4 Describe position and plot co-ordinates Y4 Translate on a grid Y4 Symmetrical figures Y5 Read, plot and solve problems with co-ordinates Y5 Translation with co-ordinates Y5 Reflection Time and Converting Units Y4 12 and 24 hour clock Y5 Converting units of time Y5 Timetables | 1. Jane Goodall Project | 1. Recording a sound 2. Editing Audio 3. Planning a Podcast 4. Creating a Podcast 5. Combining Audio 6. Evaluating Podcasts |
| Geography – Natural Resources | RE – Does the language of scripture matter? (Kapow) | PSHE – Safety and the changing body and Transition (Kapow) |
| Enquiry Questions: <ol style="list-style-type: none"> What are natural resources? How have human needs for resources changed over time? How is energy generated and distributed? How is water generated and distributed? Why are foods imported and exported? How can we reduce energy, food and water waste? | Enquiry Questions: <ol style="list-style-type: none"> What came before written scripture? How has Biblical Hebrew evolved? Is all Arabic the same? Should prayers be said in their 'original' languages? How important are translations of religious scripture? Why does some religious scripture contain artwork? | Year 4 Only: <ol style="list-style-type: none"> Introducing puberty (Year 4 Lesson 7) Year 5 Only: <ol style="list-style-type: none"> Puberty (Year 5 Lesson 3) Menstruation (Year 5 Lesson 4) All: <ol style="list-style-type: none"> Transition (Year 4 Lesson 1) |
| Art – Making Monotypes (Access Art) | DT – Frame Structures Link to Ancient Greek Buildings | Music – End of Year Production |
| Key Concepts: <ul style="list-style-type: none"> That Monotype is a process where we make images by transferring ink from one surface to another to make a single print. That we can use the “distance” that monotype gives us between mark making and outcome to make images with texture and a sense of history/process. That we can combine monotype with other disciplines such as painting and collage. That we can make art by expressing our own personal response to literature or film. | Enquiry Questions: <ol style="list-style-type: none"> How well does the frame structure meet users' needs and purposes? Why were materials chosen? What methods of construction have been used? How has the framework been strengthened reinforced and stiffened? How does the shape of the framework affect its strength? How innovative is the design? When, who and where was it made? | Children to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression |
| P.E. – Athletics and Netball | French – Meet my French Family (Kapow) | Events/Visits |
| Pupils should be taught to: <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] take part in outdoor and adventurous activity challenges both individually and within a team | Year 5 <ol style="list-style-type: none"> To recognise and use phrases to say if I have a brother or sister. To be able to name different family members on a family tree. To be able to build descriptive sentences into a short paragraph. To be able to understand and express simple opinions. To plan and prepare a short presentation about my family. | June: <ul style="list-style-type: none"> PRIDE Month Y4 MTC 9th Healthy Eating Week 9th Money Sense Week 16th Arts Week 16th National School Sports Week 20th Sports Day 20th Summer Fayre July: <ul style="list-style-type: none"> Transition Days TBC 8th Class 4 and 5 End of Year Production 9th Reports 11th Founders Day |