



HALF TERMLY CURRICULUM OVERVIEW Summer Term (1) 2024 Year group 4/5

Skill for Success – Co-operation

Week	1	2	3	4	5	6
DATE	15/04/24	22/04/24	29/04/24	06/05/25	13/05/24	20/05/24
Events	19 th April – class photographs	25 th April – school disco		6 th May – bank holiday		21 st May – garden day
Visits and Visitors				Year 5 London residential 7-10 th May		
English	Dragonology - Dugald Steer Children to design and create their own dragon. - History and ancestry - Special talents and characteristics - Physiology - Statistics and facts - Story based around their dragon					
Phonics/ Spellings daily	Strategies at the point of writing: Have a go	Strategies at the point of writing: using etymological/morphological strategies for spelling	Strategies for learning words: words from statutory and personal spelling lists	Proofreading for words on statutory list	Homophones (cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)	Strategies for learning words: words from statutory and personal spelling lists
Books for Life (focus books)	Re-visit one of Aesops fables – The Lion and the Mouse			The Book With No Pictures – BJ Novak		
Maths Year 4	Review of fractions Identifying the whole and the parts that make it	Fractions greater than 1 Pupils explain how to express quantities made up of both whole numbers and a fractional part Pupils estimate the position of numbers on a number line using fraction sense				

	up. Explain the size of the part in relation to the hole	Pupils express a quantity as a mixed number and an improper fraction (quarters) Pupils explain how an improper fraction is converted into a mixed number (any unit)				
Maths Year 5	Fractions Pupils explain the relationship between repeated addition of a proper fraction and multiplication of fractions (unit fractions) Pupils multiply a mixed number by a whole number (product is greater than a whole) Pupils explain the relationship between dividing by a whole number and multiplying a whole number by a unit fraction Pupils find a non-unit fraction of a quantity (written calculation) Pupils explain the vertical relationship between numerators and denominators within equivalent fractions (1/5, 1/3 and equivalent)					
No Nonsense Maths daily	Multiplicative understanding including factor pairs	Multiplicative understanding including factor pairs	Multiplicative understanding including factor pairs	Multiplicative understanding including factor pairs	Multiplicative understanding including factor pairs	Multiplicative understanding including factor pairs
Science	use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic		demonstrate that dissolving, mixing and changes of state are reversible changes	explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	
Art Printing and textiles Monoprint	Research Key artist – Sarah Jameson	Design a Anglo-Saxon image to monoprint	Print the designed images onto a range of different textiles – paper, card, felt etc			Evaluate – which textile worked the best and why?

History Explore ancient settlers that have shaped British history	8 th and 9 th Century <ul style="list-style-type: none"> • Know the different roles of men and women in Anglo-Saxon society 	Viking and Anglo Saxon invasions <ul style="list-style-type: none"> • Know when and why the Anglo-Saxons, Vikings and Normans invaded and the impact on existing inhabitants 	Alfred the Great, Harald Hardrada, Harold Godwinson, William the Conqueror <ul style="list-style-type: none"> • Compare life in early Saxon times to time of Norman invasion 			
Computing / Online Safety Online challenges Creating media – Photo editing	Online relationships; I understand some of the difficulties some people may have, including online I can describe what I can do to support others online, both friends and people I know less well I understand how to report problems online and can name a number of reporting routes that I could use or suggest to someone else	Changing digital images I can improve an image by rotating it I can explain why I might crop an image I can use photo editing software to crop an image I understand that editing images can be unethical	Re-colouring I can explain that different colour effects make you think and feel different things I can experiment with different colour effects I can explain why I chose certain colour effects	Cloning I can add to the composition of an image by cloning I can identify how a photo edit can be improved I can remove parts of an image using cloning	Combining I can experiment with tools to select and copy part of an image I can use a range of tools to copy between images I can explain why photos might be edited	Creating I can describe the image I want to create I can choose suitable images for my project I can create a project that is a combination of other images

<p>Music</p> <p>Charanga: Dancing in the street</p> <p>Musician of the month: April- Bessie Smith May - Kishori Amonkar</p>	<p>Listen and Appraise : Dancing In The Street by Martha And The Vandellas</p> <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music</p> <p>Perform the Song - perform and share your learning as you progress through the Unit of Work</p>		
<p>PE</p> <p>Ben Jones – Tri-Golf</p>	<p>To explore different techniques when aiming at a target</p> <p>To be able to hit a target with increased control and accuracy using both a wedge and putter</p> <p>To explore technique when aiming over a short distance</p> <p>To explore aiming over a long distance</p> <p>To be able to apply the skills I have learnt through a variation of challenges across a golf course</p>		
<p>PE</p> <p>Unit 4: Physical</p>	<p>I can effectively transfer skills and movements across a range of activities and sports.</p>	<p>I can perform a variety of skills consistently and effectively in challenging or competitive situations</p>	<p>I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.</p>
<p>Personal, Social, Health Economic and Relationships and Sex education</p> <p>Basic first aid Physical health and fitness</p>	<p>Skill for Success – Co-operation</p> <p>Children know the meaning of the word</p> <p>Children are able to give examples of:</p> <ul style="list-style-type: none"> - when they would see it in action - when they would need to use it - how they can develop their ability <p>Understand the importance of self-respect and how this links to their own happiness.</p> <p>Recognise that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including to those in positions of authority</p> <p>Know what positively and negatively affects their physical, mental and emotional health</p> <p>How can I pay for things?</p> <p>Understand different ways of payment, appropriate to different situations</p> <p>Understand key language relating to debit/credit cards</p> <p>How can I keep my money safe?</p> <p>Revisit discussion and questions children may have since lesson in the autumn.</p> <p>Revisit key facts about the menstrual cycle as a whole class</p> <p>Recognise the importance of permission-seeking and giving in relationships with</p>		

					Understand why some people might use a bank account Know some of the risks with spending online	friends, peers and adults.
RE Christians and how to live “what would Jesus do?”	We are learning to interpret biblical texts.	We are learning to interpret biblical texts.	We are learning to understand how Christians try to live as Jesus would do through prayer.	We are learning to understand how Christians try to live as Jesus would do about righting wrongs.	We are learning to understand how Christians try to live as Jesus would do about healing.	We are learning to understand how Christians try to live as Jesus would do about forgiveness
French	I can remember parts of the body and explain why I don't feel well or what hurts.	I can take part in a role play dialogue at the doctor's.	I can understand and name jungle animals in French.	I can understand a story and adjectives to describe jungle animals in French.	I can write a sentence using a noun, a verb and adjectives to describe animals.	I can write my own jungle explorers' story.
Garden Days						Garden day – Team building games, town trail (links with local history)