

Haughmond, Planning Overview	
Term:	Summer Term
Rolling programme:	A
Year Group:	Year 4 / 5
Teacher:	Ms Fowke
English:	<p><u>Writing:</u> The children will write a non-chronological report linked to our reading on pollution and climate change: They will write descriptions, contrasting sentences and a variety of adverbial phrases, to aid cohesion. They will also take part in debates, supporting their points using persuasive examples and providing evidence.</p> <p>The children will take part in role-plays and write diary entries, in-role as a character (related to our work on The Tudors). They will also adapt a classic children's story and turn it into a film script.</p> <p><u>This will include:</u></p> <ul style="list-style-type: none"> • Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Précis longer passages. • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. • Use adverbs to indicate degrees of possibility • Use consistent and correct tense. • Distinguish between the language of speech and writing. • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proofread for spelling and punctuation errors. <p><u>SPAG:</u> Determiners, Word Families, Prepositional Phrases, Verb Tenses, Prefixes and Suffixes, Linking Paragraphs with Adverbials, Direct and Reported Speech, inverted commas, Possessive Pronouns, Fronted Adverbials, Commas, Homophones Commas after Fronted Adverbials, Expanded Noun Phrases, Prepositions, Prefixes, Coordinating and subordinating Conjunctions, Parenthesis.</p> <p><u>Reading:</u> <u>1, Pollution: Behind the scenes</u> (Genre – Information / Recount. Link to writing and science) <u>2, African Tales</u> (Genre – Fiction.)</p> <p><u>Spelling:</u></p> <ul style="list-style-type: none"> • Year 3/4 and Year 5/6 statutory spelling words.

Maths:

● Place value calculation:

<p>Year 4</p> <ul style="list-style-type: none"> • Solve number problems and practical problems that involve all of the above (<i>term 1 & 2 place value</i>) and with increasingly large positive numbers; • Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value; • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate; • Estimate and use inverse operations to check the answers to a calculation; • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why; • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout; • Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as when n objects are connected to m objects. 	<p>Year 5</p> <ul style="list-style-type: none"> • Solve number problems and practical problems that involve all of the above (<i>autumn & spring term's place value objectives</i>); • Read Roman numerals to 1000 (M) and recognise years written in Roman numerals; • Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction); • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why; • Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers; • Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context; • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign; • Use all four operations to solve problems involving measure [for example, length, mass, volume, money].
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● Geometry:

<p>Year 4</p> <ul style="list-style-type: none"> • Describe positions on a 2-D grid as co-ordinates in the first quadrant; • Describe movements between positions as translations of a given unit to the left/right and up/down; • Plot specified points and draw sides to complete a given polygon. 	<p>Year 5</p> <ul style="list-style-type: none"> • Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed.
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● Statistic:

<p>Year 4</p> <ul style="list-style-type: none"> • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs; • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. 	<p>Year 5</p> <ul style="list-style-type: none"> • Complete, read and interpret information in tables, including timetables. • Solve comparison, sum and difference problems using information presented in a line graph;
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● Fractions, decimals and percentages:

<p>Year 4</p> <ul style="list-style-type: none"> • Solve simple measure and money problems involving fractions and decimals to 2 decimal places • Solve problems involving increasingly harder fractions to calculate quantities and fractions to divide quantities, including non-unit fractions where the answer is a whole number. • Add and subtract fractions with the same denominator. 	<p>Year 5</p> <ul style="list-style-type: none"> • Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred' and write percentages as a fraction with denominator 100 and as a decimal; • Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{10}$, $\frac{2}{5}$ and those fractions with a denominator of a multiple of 10 or 25. • Solve problems involving numbers up to three decimal places;
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Science:

Energy: Light and reflection:

- The children will compare sources of light, and learn how light travels and how we see luminous and non-luminous objects. They will also learn about why shadows change size, and why the shape of a shadow matches the object. They will learn what happens to light when it reaches a smooth mirror surface, and identify the relationship between incoming and reflected rays of light and their angles. They will use mirrors and learn about how periscopes work.

Animals, including humans: Human timeline:

- The children will learn about the stages of growth and development from birth to old age. They will describe and explain the physical and developmental changes from a baby through to old age. The children will also learn about changes that occur in males and females during puberty. They will learn ways

	<p>to manage the changes that occur during puberty. The children will also learn how gestation varies across animals, and compare this to humans.</p> <p><u>This will include:</u></p> <ul style="list-style-type: none"> • Planning and predicting. • Observing and measuring. • Recording. • Analysing and drawing conclusions • Evaluating. • Raising questions throughout the enquiry process. • Drawing and annotating scientific diagrams. • Using scientific vocabulary. • Designing results tables with increasing independence. • Using identified patterns to predict new values or trends. • Identify where on the graph the rate of growth changes. • Use a line graph to make predictions about height. • Choose a suitable title and axes labels for the scatter graph and plot data on the scatter graph.
<p>Geography:</p>	<p><u>European Region - Greece:</u> The children will learn: How to locate Greece on a map; about Greek food; about Greece’s major cities; about Greek customs and traditions; and about the climate in Greece. They will explore Greece’s human and physical features, and compare Greece with Shrewsbury.</p> <p><u>This will include knowing:</u></p> <ul style="list-style-type: none"> • That Greece is situated in southern Europe. • That the language spoken is Greek. • That Greece is sometimes referred to as the birthplace of civilisation. • That the first Olympic Games took place in Olympia. • About famous Greek philosophers, such as Socrates and Plato.
<p>History:</p>	<p><u>What was life like in Tudor times?</u> The children will extract information about Henry VIII from portraits and written records, using evidence from sources to justify their opinions about him. They will make deductions about Henry VIII’s wives and use evidence to support deductions. They will also make deductions from a range of sources about marriage, power and punishment. The children will select the relevant evidence required from sources and write an eyewitness account of Elizabeth I’s Worcester Progress. They will also make deductions using inventories about the wealth and position of an ordinary Tudor person.</p> <p><u>This will include:</u></p> <ul style="list-style-type: none"> • Explaining how inventories are useful to historians, and creating their own Tudor inventory. • Identifying the reasons for changes and continuity, using the vocabulary and terms of the period. • Recognising and explaining primary and secondary sources, exploring their reliability. • Using a range of sources to find out about a particular aspect of the past.

	<ul style="list-style-type: none"> • Evaluating the usefulness of historical sources. • Identifying how conclusions were arrived at by linking sources. • Addressing and devising historically valid questions. • Recognising 'gaps' in evidence. • Making connections, drawing contrasts and analysing within a period and across time.
MFL:	<p><u>My town, your town</u> The children will revisit colours, and learn how to say some commands in French. They will also learn how to say and write some places in town.</p>
ICT:	<p><u>Vector drawing</u> The children will be introduced to vector drawings and begin to have an understanding that they are made up of simple shapes and lines. They will use the main drawing tools within a software package.</p> <p><u>Video editing</u> The children will be introduced to video as a media format. They will see examples of videos featuring production and editing techniques that they will work towards using their own videos. They will be able to explain what the medium of video is, and analyse and compare examples of videos.</p>
Music:	<p><u>Mama Mia (Pop)</u> 1, The children will listen to and Appraise Abba hits. They will learn to sing, play, improvise and compose, with the well-known Abba song, Mamma Mia.</p>
Art:	<p><u>1, Collaboration and community / Textiles:</u> Using Art to explore global issues (linked with reading on pollution and climate change).</p> <p><u>2, Paint, surface, texture:</u> Drawing and making inspired by Maurice Sendak</p>
DT:	<p><u>Structures</u> Linked with work done in reading on pollution and climate change, the children will explore endangered animals, including polar bears, and make frame structure sculpture of a polar bear.</p>
RE:	<p><u>For Christians, when Jesus left; what was the impact of the Pentecost?</u> The children will consider how Christians see the world. They will find out about the Pentecost, to build up understanding. They will look at Bible extracts and stories.</p> <p><u>Why is the Torah so important to Jewish people?</u> The children will learn about Judaism and Jewish customs and beliefs. They will find out about holy artefacts for Jewish people and days of religious significance.</p>
PHSE:	<p><u>Health and Well-being</u></p> <ul style="list-style-type: none"> • Identify and share key facts about dental health. • Describe a calm place that helps them to feel relaxed. • Describe how they feel when they make a mistake and explain what can be learned from making mistakes. • Write or describe their strengths and how they could use these in school. • Describe what makes them happy, suggesting how they could work towards this as a goal. • Explain that there are some things they can control and others they cannot.

	<ul style="list-style-type: none">• Understand the range of emotions we can experience.• Understand what mental health is and that sometimes people might need help.
PE:	<u>Swimming</u> <u>Athletics</u>