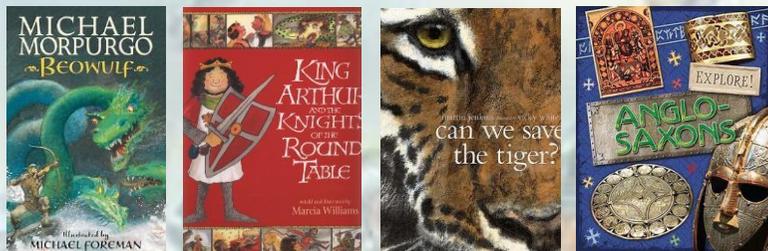


Year Four and Year Five Autumn Term – ‘Invaders and Traders’

As readers, our children will use the following texts to support their learning:



Fiction

‘Beowulf’ by Michael Morpurgo

‘King Arthur and the Knights of the Round Table’ by Marcia Williams

Non-Fiction

‘Anglo Saxons’ by Jane Bingham

‘Can we Save the Tiger?’ by Martin Jenkins

‘Such Stuff: A story-maker’s inspiration’ by Michael Morpurgo

Poetry

Beowulf Poem

Our children will use the texts and the links to the curriculum to develop their skills as writers of:

- **persuasion texts** – *can the children save the tigers?*
- **poems** – *comparing the poem Beowulf to the story. Retelling part of the story as a poem*
- **non-chronological reports** – *based on The Sutton Hoo treasure*
- **narrative paragraphs** – *description of the monster linked to Beowulf*
- **biographies** – *based on the life of Michael Morpurgo*
- **narrative texts** – *writing a section of ‘Beowulf’*

Marshland Moments

31. Visit the ice cream van
32. Improve the local area through democracy

Key Events

Ice Cream Van Visitor

Engaging Parents Performance

Children to perform to parents following their music unit on Mamma Mia

Multiplication Tables Competition

Following an introduction to the Multiplication Tables Check, the children and their parents will take place in a competition

As Y4 mathematicians, our children will access the ‘Mathematics Mastery’ programme and study:

- Reasoning with 4-digit numbers - *place value, deepening their understanding of numbers with up to 4 digits*
- Addition and subtraction - *mental strategies and formal written methods of addition and subtraction whilst building their fluency and using bar models to represent equations and problems that require mathematical reasoning*
- Multiplication and division - *mental and written multiplication and division strategies and increasing their knowledge of multiplication and division facts, up to 12 x 12 in Do Now activities; derived facts and the associative and distributive laws to mentally calculate increasingly complex multiplication and division; short multiplication and division, using place value counters*
- Interpreting and presenting data – *continuous data using time graphs and discrete data, presented in tallies, frequency tables, pictograms and bar charts*

As Y5 mathematicians, our children will access the ‘Mathematics Mastery’ programme and study:

- Reasoning with large whole numbers - *understanding of the number system and place value to include 5 and 6 digit numbers*
- Problem solving with integer addition and subtraction - *fluency and flexibility with a variety of addition and subtraction calculation strategies, exploring mental calculation strategies and formal written layouts*
- Line graphs and timetables - *interpreting information in tables and line graphs and solving comparison, sum and difference problems; reading and interpreting information in timetables, involving converting between units of time and calculating time intervals*
- Multiplication and division - *factors, multiples, square numbers, prime numbers and composite numbers; using multiplication facts up to 12 x 12 to derive other multiplication and division facts; calculation strategies to multiply and divide with increasingly large numbers, including the formal written layout*
- Perimeter and area - *finding the area of shapes by counting squares and measuring and calculating the perimeter and area of shapes made up of rectangles, using a range of units of measure; the relationships between area and perimeter and consider the complications in finding the areas of non-rectilinear shapes, and therefore the importance of estimating these*

<p>As Y4 scientists, our children will work scientifically:</p> <ul style="list-style-type: none"> - asking relevant questions and using scientific different enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making observations and taking accurate measurements, using a range of equipment - gathering, recording, sorting and presenting data in a variety of ways - using scientific language, drawings and diagrams, keys, tables and charts to record findings - reporting from enquiries and using results to draw simple conclusions, make predictions and suggest improvements - identifying differences, similarities or changes related to simple scientific ideas - using straight forward scientific evidence to answer questions or to support their ideas <p>As Y5 scientists, our children will work scientifically:</p> <ul style="list-style-type: none"> - planning different enquiries, taking measurements and using a range of scientific equipment - recording data and results and presenting these using a range of methods - using test results to make predictions and carry out further tests and reporting and presenting their findings - identifying scientific evidence that has been used to support or refute ideas 	<p>The children will also study the following two units:</p> <p>States of Matter</p> <ul style="list-style-type: none"> - 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 investigate the temperature at which this happens - identify the part played by evaporation / condensation in the water cycle and link the rate of evaporation with temperature <p>Classification of Living Things and their Habitats</p> <ul style="list-style-type: none"> - 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 the local and wider environment. 	
<p>As designers and users of technology, our children will develop their cooking skills and their knowledge of nutrition by:</p> <ul style="list-style-type: none"> - evaluating existing products that use shell structures - design and make a shell structure based on a given task - evaluate their own and the structures of others 	<p>As artists, our children will:</p> <ul style="list-style-type: none"> - develop their knowledge and skills when creating a collage - understand the skills and techniques used by 'Katsushika Hokusai' in his work 'The Great Wave' 	
<p>As geographers, our children will:</p> <ul style="list-style-type: none"> - study human geography, looking at settlements and land use and identifying similarities and differences between locations - locate the counties of the United Kingdom - identify different climate zones 	<p>As historians, our children will develop an understanding of:</p> <ul style="list-style-type: none"> - Britain's settlement by Anglo-Saxons and Scots 	
<p>As linguists, our children will study French by:</p> <ul style="list-style-type: none"> - greeting each other - introducing themselves - counting up to 10 - introducing their immediate family 	<ul style="list-style-type: none"> - saying the days of the week - naming colours - counting between 11 and 20 - naming countries - expressing likes and dislikes 	<p>As musicians, our children will:</p> <ul style="list-style-type: none"> - listen with attention to detail to the music genres of 70s pop and instrumental pieces - understand and appreciate a wide range of music, using musical language - use their voices and instruments to sing and perform with increasing accuracy, fluency, control and expression
<p>In physical education, our children will:</p> <ul style="list-style-type: none"> - develop passing and moving skills in netball and basketball games, focus on Invasion - practise their returning skills in net games, playing tennis and volleyball 	<p>In Personal, Social and Health Education, our children will study:</p> <p>Being Me in my World - <i>being part of a team and understanding rights and democracy</i></p> <p>Celebrating Difference - <i>talking about times when our first impressions of someone changed as we get to know them</i></p>	
<p>Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will follow the lines of enquiry:</p> <p>Why is the Bible important for Christians today? – <i>focus on 'believing'</i></p> <p>Why is Jesus inspiring to some people? – <i>focus on 'believing'</i></p>	<p>As computers and users of technology, our children will:</p> <ul style="list-style-type: none"> - use programs to write for different audiences - develop an understanding of how to use search engines effectively - begin to construct simple animations 	

