




‘Learning together, supporting each other’

YEAR GROUP: 4/5 (Maple Class)		TERM: Summer 1	Key Text:	The Wonder Brothers by Frank Cottrell-Boyce	
Subject	Prior Learning	Knowledge	Skills	Objectives	Future Learning
English	The Present by Jacob Frey				
	The Blue Umbrella Ash Cycle A	Reading -To know inference is reading between the lines using clues from a text that is not directly stated. -To know that we can look for clues to find reasons behind characters’ thoughts, feelings and actions. Writing -To know a relative clause provides additional information about a noun in the main clause. -To know cohesion links ideas across paragraphs. -To know parenthesis adds extra information. Spelling -Know words ending in -cian. -Know words with irregular spelling patterns -Know words that are homophones -Know words containing ‘ough.’ -Know words with irregular spelling patterns.	Reading -To use strategies to work out the meaning of new words using the context of the text. -To make predictions using what is stated and implied. -To use evidence and explanations to support our point or opinion. -To make inferences around characters’ thoughts, feelings and actions using evidence from the text. Writing -To use relative clauses beginning with who, which, where, when, whose or an omitted relative pronoun. -To indicate the likelihood of something happening using adverbs. -To create cohesion across paragraphs using adverbials of time, place and number.	Reading -To explain the meaning of words in context of the text. -To make predictions based on information stated and implied. -To justify responses to the text using point, evidence and explanation. -To make inferences around characters’ thoughts, feelings and actions and justify with evidence from the text. Writing -To use relative clauses beginning with who, which, or an omitted relative pronoun. -To indicate degrees of possibility using adverbs. -To link ideas across paragraphs using adverbials of time, place and number. -To indicate parenthesis using brackets, dashes or commas.	Paperman Elder Cycle A

		-Know words that are homophones or near homophones.	-To use brackets, dashes or commas for parenthesis. Spelling -The suffix ‘cian’ is used when the base words end in ‘c’ or ‘cs.’ -‘ough’ can make a range of different sounds and there is no specific rule. -Homophones are words that sound the same but are spelt differently and have different meanings.	Spelling - Words ending in -cian -Words with irregular spelling patterns -Words that are homophones - Words containing ‘ough.’ -Words with irregular spelling patterns -Words that are homophones or near homophones.		
	Key Vocabulary	Cohesion, parenthesis, relative clauses, inferences.		Deeper Learning	Create their own a story about a different type of ‘present.’	
	Hammer the Grammar					
	Prepositions Ash	-To know a fronted adverbial can give more information about when or where something is happening. -To know a relative clause can give additional information about a noun. -To know a relative clause is often introduced using a relative pronoun such as who, which, etc.	-To create fronted adverbials for when and where. -To create sentences which include relative clauses.	-To use fronted adverbials for when and where. -To use relative clauses with relative pronouns such as who, which, etc.	Semi colon and colon for independent clauses Elder	
	Key Vocabulary	Fronted adverbials, relative clauses, relative pronoun.		Deeper Learning	Children to create a treasure hunt using their new skills.	
Maths	- Number: Decimals (including money for Yr4) - Measurement: Time - Statistics		Select the files to the right for more detailed guidance.	 Year 4_5 Decimals_including_m	 Year 4_5 Time Guidance.pdf	 Year 4_5 Statistics.pdf
What happens to humans as they get older?						
Science (Animals inc. Humans)	- How do animals, including Humans, survive? (Ash Class, Autumn 1, Cycle A)	- The human life cycle includes: birth, infancy, childhood, adolescence, adulthood, and old age. - Each stage is associated with different physical, cognitive, and emotional developments.	- Sequence stages chronologically and describe observable changes using diagrams, timelines, and life cycle charts. - Gather and interpret data from graphs, videos, or secondary	- Identify and describe the main stages of the human life cycle. - Describe the changes that happen as humans develop from birth to old age.	- Why is diet and exercise so important for the Human body? (Elder Class, Autumn1, Cycle A)	

		<ul style="list-style-type: none"> - Growth patterns (e.g., height, weight) and skill development (e.g., walking, speaking). - Cognitive and emotional changes across stages. - Physical changes like grey hair, wrinkling, and reduced mobility in old age. - Puberty includes hormonal changes, body growth, voice deepening, menstruation, and emotional fluctuations. - These changes prepare the body for adulthood and reproduction. - Some animals (e.g. mammals) have similar life cycles to humans; others differ greatly (e.g. insects, amphibians). - Not all animals experience extended childhood or adolescence. 	<p>sources showing how humans grow and change.</p> <ul style="list-style-type: none"> - Use age-related information to compare rates of development. - Analyse text or video sources to extract key scientific vocabulary and concepts. - Make comparisons between male and female puberty changes in a scientific, sensitive manner. 	<ul style="list-style-type: none"> - Recognise that puberty is part of the human life cycle and describe some of the physical and emotional changes that occur. - Compare the development of humans with other animals, identifying similarities and differences. - Use scientific vocabulary to explain the different stages of human growth and the changes that occur. 	
	Key Vocabulary	- Human life cycle, Growth, Development, Stages, Sequence, Compare, Birth, Infant / Infancy, Toddler, Childhood, Adolescence, Teenager, Adulthood, Elderly / Old age, Life expectancy, Growth rate, Observation, Data	Deeper Learning	<ul style="list-style-type: none"> - Invite a nurse, doctor, or midwife to talk about human development and aging. - Children bring in or create drawings/photos of people at different life stages to build a giant classroom timeline. 	
Why is North America a good tourist destination?					
Geography	<p>What can we learn from our local area?</p> <p>Ash Cycle B</p>	<ul style="list-style-type: none"> -To know that the USA is made up of states. -To know there are 11 time zones in North America. -To know there are a range of climate zones including tropical, subtropical, tundra, ice cap. 	<ul style="list-style-type: none"> -To locate the continent North America. -To identify and locate the different countries within North America using atlases, maps, globes and digital maps. -To name and locate five states (California, New York, Florida, Alaska and Washington) -To explore key features of North America e.g. Grand Canyon, 	<ul style="list-style-type: none"> -To locate the continent North America. -To identify and locate the different countries within North America, -To name and locate five states. -To explore key features of North America. -To explore the various time zones and climate zones across North America. 	<p>Where would you choose to settle in Russia? Eastern European study</p> <p>Elder Cycle B</p>

			Niagara Falls, Rocky Mountains, Hoover Dam. -To identify key physical and human characteristics of Alaska in North America and compare these to our local area.	-To identify physical and human characteristics of Alaska in North American and compare these to our local area.	
	Key Vocabulary	North America, states, time zones, climate zones, tropical, tundra, ice cap, equator		Deeper Learning	Make links between music and their origin within North America.
Design Technology (Food)	<ul style="list-style-type: none"> - Know the names of the 6 main food groups (Yr3) - Follow a simple recipe to create a dish (Yr3) - Cut, chop and prepare ingredients (Yr3) 	<ul style="list-style-type: none"> - Know how ingredients are caught and reared. - Know where and how ingredients are grown and processed. 	<ul style="list-style-type: none"> - Use cooking techniques to prepare a recipe. - Check measurements carefully. - Suggest improvements to a final design. - Create food for a purpose. - Use wider range of savoury ingredients. - Use exploded diagrams to sketch designs. 	<ul style="list-style-type: none"> - To know how ingredients are reared and caught e.g. fish, beef, chicken. - To use a range of cooking techniques to prepare a recipe. - To carefully check measurements for accuracy. - To suggest improvements once my final design has been made. - To know where and how ingredients are grown and processed. - To use a wider range of ingredients. - To create foods for a purpose. - To sketch design ideas using exploded diagrams. - To use research to develop design criteria as a class. 	<ul style="list-style-type: none"> - Understand nutritional information on food labels (Yr6) - Select appropriate ingredients for a healthy, balanced diet (Yr6)
	Key Vocabulary	Grown, processes, reared, caught, design criteria, exploded diagram		Deeper Learning	<p>Investigate food waste and its impact on the environment.</p> <p>Consider why so many foods are imported in the UK.</p> <p>Can you create a meal containing produce reared and grown in the UK only? How does this plate differ to meals you might usually eat?</p>

				How could modern technology and electricity be used to reduce the amount we import? Improve how produce is reared and crops grown?	
Computing (Programming)	<ul style="list-style-type: none"> - Test algorithms and spot problems (Yr3) - Use repeat commands (Yr3) - Sequence programming commands correctly (Yr3) 	<ul style="list-style-type: none"> - Know how to write programmes by ordering and sequencing commands. - Know that algorithms can be checked / tested for mistakes (debugging) - Know how to control an external device. - Understand how algorithms work. 	<ul style="list-style-type: none"> - Write algorithms using sequence, repetition and selection. - Debug an algorithm. - Use directional commands to control an external device. - Design an algorithm to solve a specific problem. - Use repeat function to improve an algorithm. - Use 'if' and 'then' commands. - Change input to achieve a different output. 	<ul style="list-style-type: none"> - To independently write algorithms using sequence, repetition and selection. - To debug algorithms. - To use directional commands to control an external device (e.g. innoBots) - To design an algorithm to solve a specified problem (e.g. Espresso Coding). - To use repeat commands to improve a program (e.g. Scratch). - To use a variable to increase programming possibilities. - To change an input to achieve a different output. - To use 'if' and 'then' commands. - To detect and correct errors in algorithms using logical thinking. 	<ul style="list-style-type: none"> - Design, write and debug programmes (Yr6) - Debug using logical thinking (Yr6) - Evaluate and improve an algorithm (Yr6)
	Key Vocabulary	Algorithm, debug, sequence, repetition, selection commands, external device, input, output		Deeper Learning	Encourage pupils to think critically and solve problems by providing them with coding challenges.
PSHE (Economic Wellbeing)	<ul style="list-style-type: none"> - Economic Wellbeing (Yr 2 and Yr 3/4 Cycle A) 	<ul style="list-style-type: none"> - Know that when money is borrowed it needs to be paid back, usually with interest. - Know that it is important to prioritise spending. - Know that income is the amount of money received and expenditure is the amount of money spent. - Know some ways that people lose money. 	<ul style="list-style-type: none"> - Discuss risks associated with money. - Make a budget based on priorities. - Discuss the role of money in selecting a job. - Discuss how income can change and the feelings associated with this. 	<ul style="list-style-type: none"> - Understand that borrowing money is a way to pay for something but this has to be repaid. - Understand what income and expenditure are and how these can be recorded. - Understand that there are risks associated with money and what some of these are. - Understand how to create a weekly budget, including prioritising needs over wants. 	<ul style="list-style-type: none"> - Economic Wellbeing (Yr5/6: Cycle A and B)

				- Understand that stereotypes can exist in the workplace and how these can affect people.	
	Key Vocabulary	Discrimination , expenditure, giving back, income, interest, repayment		Deeper Learning	Why is the opportunity to borrow money important? When should borrowing be denied? Allow children to explore scenarios and ask them to consider action that should be taken (borrow/save) and answer key question: Which action carries the least risk? Why?
Physical Education (O.A.A. and Striking and Fielding: Cricket)	Outdoor and Adventurous Activities				
	O.A.A. (Yr 3/4 Cycle A) O.A.A (Yr 5/6 Cycle A)	- Know that ‘fear of failure’ can prevent us taking on challenges. - Know that ‘cooperating’ is another word meaning working together.	- Work as part of a team. - Cooperate and work together as a team. - Demonstrate encouragement and support. - Explain how they worked together. - Recognise individual strengths.	- To demonstrate working as part of a team to solve challenges. - To demonstrate cooperating as a team to solve challenges. - To show encouragement and support to team members. - To explain how they worked as a team to solve challenges. - To explain how they chose their team roles.	O.A.A (Yr3/4 Cycle B) O.A.A. (Yr 5/6 Cycle)
	Key Vocabulary	fear of failure, cooperation, problem solving, teamwork, strengths, encouragement.		Deeper Learning	- Demonstrate the ability to lead others within a problem-solving situation.
	Striking and Fielding				

	Fundamental Movement Skills (Yr2) Striking and Fielding: Rounders (Yr3/4 cycle A)	<ul style="list-style-type: none">- To know an underarm throw is more accurate than an overarm throw.- Know how to use tactics in a game situation.	<ul style="list-style-type: none">- Accurately throw a ball underarm.- Strike a ball from a bowler, batting tee or via drop feed.- Bowl a ball underarm.- Use simple tactics in a game.	<ul style="list-style-type: none">- To demonstrate an underarm throw with accuracy.- To catch a ball in a striking and fielding game.- To demonstrate how to strike a ball from a batting tee or drop feed.- To demonstrate bowling a ball underarm.- To apply simple tactics in a game.	<ul style="list-style-type: none">- Striking and Fielding: Cricket (Yr5/6)- Striking and Fielding: Rounders (Yr5/6)
	Key Vocabulary	Underarm throw, underarm bowl, strike, batting tee, drop feed, tactics.		Deeper Learning	Allow pupils to become coaches, providing tips to other children and feedback on technique.
Why do Muslims fast during Ramadan?					
Religious Education (Islam)	<ul style="list-style-type: none">- Submission to Allah- 5 Pillars (Saum, Zakat, Salah, Hajj, Shahada)	<ul style="list-style-type: none">- The word commitment means to dedicated time and effort to something.- The 5 pillars are the foundations of the Islamic faith.- Muslims make a commitment to follow the 5 pillars of Islam.- Many Muslims fast during the month of Ramadan.	<ul style="list-style-type: none">- Use language to describe how and why Muslims fast during Ramadan.- Make links between Islamic beliefs and values.- Discuss how they show commitment in their life.- Explain the importance of Ramadan	<ul style="list-style-type: none">- To explore Islamic teachings about Ramadan from the Qur'an.- To use subject specific language to describe how and why Muslims fast at Ramadan.- To consider the role of sacrifice within religion and communities.- To reflect on their own beliefs, values and commitments.	<ul style="list-style-type: none">- What is Hajj and why is it important (Year 5/6)- Why is the Qur'an so important to Muslims? (Year 5/6)
	Key Vocabulary	Ramadan, Allah, commitment, Saum, Zakat, Salah, Hajj, Shahada, Mecca, Iftar,		Deeper Learning	How might fasting during Ramadan impact people's lives and families?
French (Weather and Seasons)	<ul style="list-style-type: none">- Show an awareness of gender (Yr3)- Identify the meaning of vocabulary by matching pictures and words (Yr3)	<ul style="list-style-type: none">- Know French terms for the weather.- Know that some words in French are masculine and some feminine.- Know how word order in French differs from English.	<ul style="list-style-type: none">- Write simple phrases in a writing frame.- Read and understand simple written phrases.- Be able to understand the main points from a short, written passage.- Take part in a short, prepared task (e.g. Weather report).	<ul style="list-style-type: none">- To show an awareness of the correct gender for the vocabulary taught.- To write simple, familiar phrases within a sentence writing frame.- To read and understand simple written phrases.- To know how to describe the weather.	<ul style="list-style-type: none">- Develop accurate punctuation when reading aloud (Yr6)- Be aware that adjective endings match gender (Yr6)

				<ul style="list-style-type: none"> - To show an awareness of word order and how it differs from English → noun, adjective - To understand the main points from a short, written passage. - To take part in a short pre-prepared task, e.g. a role-play or weather forecast. 	
	Key Vocabulary	la météo, il fait, chaud, beau, froid, il y a..., du soleil, du vent, des nuages, il neige, il pleut	Deeper Learning	Prepare a short lesson for teaching another year group the different French weather vocabulary.	

Year 4

Year 5