

English

English – SKILLS – Read Write Inc. (Include but are not limited to below)

Reading

- Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Reads accurately by blending sounds in unfamiliar words
- Reads common exception words
- Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Becomes very familiar with key stories, fairy stories and traditional tales.
- Checks that the text makes sense to them as they read
- Corrects inaccurate reading as they read
- Discusses the significance of the title and events
- Predicts what might happen on the basis of what has been read so far
- **Applies a growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that are met**
- **Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks**
- **Uses dictionaries to check the meaning of words that have been read**

Writing

- Begins to form lower-case letters in the correct direction, starting and finishing in the right place
- Writes sentences by sequencing sentences to form short narratives
- Writes sentences by re-reading what has been written to check that it makes sense
- Spells words containing each of the 40+ phonemes already taught
- Names the letters of the alphabet in order
- Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- **Introduces capital letters, full stops, question marks and exclamation marks to demarcate sentences**
- **Organises paragraphs around a theme**
- **In narratives, creates settings, characters and plot**
- **Proof-reads for spelling and punctuation errors**

History

History Skills:

- Describe how the locality has changed over time e.g. from village to town to city; from agricultural to industrial
- Trace the development of a more complex subject over time, such as a family or an occupation, showing how it changed and why
- Understand why the Romans invaded Britain, can identify some of the benefits they brought, and knows what kind of evidence survives

Activities:

- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Learn about the Roman Empire and its impact on Britain
- Gain historical perspective by placing their growing knowledge into different contexts
- Understand historical concepts such as continuity and change, cause and consequence
- Gain historical perspective by placing their growing knowledge into different contexts
- Identify bias in primary and secondary sources
- Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint
- Compare and contrast two civilisations
- Explain in detail the multiple causes and effects of significant events

Year 4/5- Autumn 2023

Invasion



Opener: cinema moment

Middle: drama performance

End: Museum visit

Science

Skills

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identifying differences, similarities or changes related to simple scientific ideas and processes
- Using straightforward scientific evidence to answer questions or to support their findings.

Activities

Living Things:

- 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 their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things.

States of Matter:

- 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 measure or research the temperature at which this happens in degrees Celsius (°C)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Music

Skills: Understand and use 'Pulse and Metre'

Activities:

- Explore 4, 2, 3 and 6 beats in a bar
- Recognise time signatures
- Appraise and listen
- Identify features and instruments learned
- Assess and reflect on own learning

Maths

Maths Skills: Place Value

Activities: Children have already represented numbers to 100. This small step provides the opportunity to revisit and consolidate their learning before moving on to numbers beyond 100. The main focus of this step is to ensure that children get a sense of the size of numbers to 100 and can see clearly the number of tens and ones each number is made up of. Children should be confident using a range of manipulatives, such as straws, a bead string and base 10, alongside their own drawings and jottings. Place value counters are not used in this particular small step, as they do not show the relative sizes of numbers, and children cannot see that 1 ten is made up of 10 ones.

Maths Skills: Addition and subtraction

Activities: Previously, children learnt to add and subtract two 2-digit numbers, including with exchanges. Throughout these block children build on that knowledge, working towards adding and subtracting 2-digit and 3-digit numbers with exchanges. To be successful with this, it is essential that children are confident in both using and applying their number bonds to and within 10 and this small step provides opportunity to consolidate this. By the end of this small step, children should be more confident at recalling all the number bonds up to 10 in a variety of contexts. They will then apply this knowledge to number bonds to 100, for example: $3 + 2 = 5$, so $30 + 20 = 50$. Children use a variety of representations, including base 10, place value counters, double-sided counters, number lines, part-whole models and bar models.

Maths Skills: Multiplication and division A

Activities: Previously, children recognised, made and added equal groups. This small step revisits and consolidates this learning in order to prepare children for the next steps. It is important that children understand the word "equal" and the use of stem sentences can support this. Concrete resources and images can be used to support understanding when explaining the link between repeated addition and multiplication. Ensure children are exposed to examples where groups are equal but look different, such as a series of objects that are spaced differently. The examples included in this small step refer only to the times-table facts that children will have learned in Year.

Design and Technology - Food

Skills: Understand healthy eating, safety in the kitchen and basic preparation skills.

Activities:

- Prepare a range of foods and meals.
- chop, dice, slice, peel, mash and cut a range of foods.

RE

Skills

Janmashti
Kathia

Activities

Describe, explore and understand differences and similarities between religions including reasoning and questioning skills.

Computing

Skills

Y4:

- Can use logic to explain or correct algorithm, and solve a programming problem by breaking it down into smaller parts

Y5:

Use sequence, selection and repetition in programmes

Activities:

Using J2 code to programme movement by creating an algorithm.

Well being

Skills: Activity passport

Activities:

- Make and bury a time capsule.
- Design and create a bug hotel.
- Discover and identify bugs
- Make a mask
- Tie your shoelaces/practise knots
- Create a Christmas board game
- Christmas games and activities
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Skills: Trampolining

Activities: Being safe whilst using the trampoline and using the correct form to bounce. Only one person bounces at a time and when waiting for your turn you must spot.

Skills: Swimming

Activities: listening to the safety instructions from the instructor, ensuring they are able to enter the pool appropriately and carry out simple different strokes along with using equipment.