



	Years 4 and 5 – Explore and Discover, Create and Challenge		
	Autumn Term 2018	Spring term 2019	Summer term 2019
	Homecomings	All Around The World	Grow Your Own
Termly questions	Why did WW1 begin? Why do wars happen? Why do wars and conflict cause so much pain? How long did it take to build trenches?	What is Earth made of? How does Earth stay in orbit? How did explorers know where they were?	Why are there different habitats? How do plants adapt to different environments?
English (The choice of texts studied may change as this is dependent on the children’s interests.)	Realistic Fiction, Biography, Modern Fiction, Diaries & Autobiographies Texts: Pax Sara Pennypacker The Breadwinner Deborah Ellis War Horse Michael Morpurgo A selection of WW1 Poetry Oranges in No Man’s Land Elizabeth Laird Reading: Phonics & Word Reading, Comprehension	Historical Fiction/Contexts. Fiction from our literary heritage. Reference Books Texts: Shackleton's Journey William Grill The Polar Bear Explorers' Club Alex Bell Around the World in 80 days (Jules Verne) Varjak Paw S F Said A Long Walk To Water Linda Sue Park	Futuristic Fiction. Books from other cultures & traditions. Myths, legends, traditional stories Texts: Just So Stories Rudyard Kipling Lettuce (Grow Your Own) Helen Lanz Where my Wellies Take Me Clare & Michael Morpurgo Holes Louis Sacher



	<ul style="list-style-type: none"> • read and discuss fiction, poetry, plays, non-fiction and reference books or textbooks • become familiar with a wide range of books • recommend books • identifying and discussing themes • learning and preparing poetry and other texts to perform by heart and read aloud • show understanding of what has been read through: checking, inferring, predicting and summarising. • discuss how authors use language, including figurative language • discussing their understanding and exploring the meaning of words in context • provide reasoned justifications for own views 	<p>Water Wings Morris Gleitzman Northern Lights Phillip Pullman</p> <p>Reading: Phonics & Word Reading, Comprehension</p> <ul style="list-style-type: none"> • read and discuss fiction, poetry, plays, non-fiction and reference books or textbooks • become familiar with a wide range of books • recommend books • identifying and discussing themes • learning and preparing poetry and other texts to perform by heart and read aloud • show understanding of what has been read through: checking, inferring, predicting and summarising. • discuss how authors use language, including figurative 	<p>Reading: Phonics & Word Reading, Comprehension</p> <ul style="list-style-type: none"> • read and discuss fiction, poetry, plays, non-fiction and reference books or textbooks • become familiar with a wide range of books • recommend books • identifying and discussing themes • learning and preparing poetry and other texts to perform by heart and read aloud • show understanding of what has been read through: checking, inferring, predicting and summarising. • discuss how authors use
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	<p>Writing: Spelling, Handwriting & writing composition Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> Expanded noun phrases Pronouns for cohesion & to avoid repetition Use of paragraphs to organise ideas round a theme Devise to build cohesion within a paragraph (e.g: then, after that, this, firstly) Lining ideas across paragraphs paragraphs using 	<p>language</p> <ul style="list-style-type: none"> discussing their understanding and exploring the meaning of words in context provide reasoned justifications for own views <p>Writing: Spelling, Handwriting & writing composition Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> Plural and possessive Apostrophes to mark singular and plural possession Use of inverted commas and other punctuation to indicate direct speech Converting nouns or adjectives to verbs using suffixes: ate, ise, ify Verb prefixes: Dis, De, Mis, 	<p>language, including figurative language</p> <ul style="list-style-type: none"> discussing their understanding and exploring the meaning of words in context provide reasoned justifications for own views <p>Writing: Spelling, Handwriting & writing composition Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> Fronted adverbials Use of commas after fronted adverbials Use of commas to clarify meaning or avoid ambiguity Standard English for verb inflections – we were not we was Relative clauses beginning with who, which, where, when, whose, that or an
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	<p>adverbials of time, place, number or tense choices</p> <p>Vocabulary: Word Wizard</p> <p>Genres: Recounts Non chronological Reports Discursive writing Poetry Narrative</p> <p>Handwriting & Presentation: Letter Join</p>	<p>Over, Re</p> <ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis <p>Vocabulary: Word Wizard</p> <p>Genres: Recounts Persuasive and promotional writing Narrative</p> <p>Handwriting & Presentation: Letter Join</p>	<p>omitted relative pronoun</p> <ul style="list-style-type: none"> • Possibility through modal verbs and adverbs <p>Vocabulary: Word Wizard</p> <p>Genres: Recounts Non Chronological Reports Narrative Poetry</p> <p>Handwriting & Presentation: Letter Join</p>
Mathematics	<p>White Rose Planning, NRICH Number – Place Value Number- Addition and Subtraction Number- Multiplication and Division Measurement - Length and Perimeter Fluency, Problem Solving & Reasoning</p>	<p>White Rose Planning, NRICH Number- Multiplication and Division Measurement - Area and Volume Fractions Decimals Fluency, Problem Solving & Reasoning</p>	<p>White Rose Planning, NRICH Decimals Money (Y4) Percentages (Y5) Statistics Measurement: Time and converting units Geometry- Properties of Shape</p>



			<p>Geometry- Position and Direction</p> <p>Fluency, Problem Solving & Reasoning</p>
<p>Science</p>	<p>Sound and Light</p> <p>How sounds are made, vibrations travel to the ear, pitch and volume (distance and energy).</p> <p>Light travels in straight lines, reflects from objects to the eye and why shadows are cast.</p> <p>Working scientifically</p>	<p>Earth and Space</p> <p>Understanding the solar system and the movement of the Sun, Earth and Moon.</p> <p>Working scientifically</p>	<p>Plants and their habitats</p> <p>Describe reproduction in plants and classify into broad groups according to common observable characteristics.</p> <p>Discover and explain how plants are suited to their habitats.</p> <p>Working scientifically</p>
<p>Design Technology</p>	<p>Construction (design, make and evaluate)</p> <p>Building shelters from a range of materials. (link to outdoor learning, link to history) (Tepee, shelters in trenches)</p>	<p>Sheet material (design, make and evaluate)</p> <p>Design and make a floating model. (Link to history/geography)</p> <p>Create an Orrery (link to science)</p>	<p>Cooking and nutrition (design, make and evaluate)</p> <p>Food and nutrition. Research and devise a healthy party meal</p> <p>Food and nutrition.</p> <p>Understand seasonality and how ingredients are grown.</p>



	<p>Explore and evaluate a range of existing products. Evaluate own ideas and products & consider views of others. Understand how key events and Individuals in DT have helped shape the world.</p>	<p>Explore and evaluate a range of existing products. Evaluate own ideas and products & consider views of others. Understand how key events and Individuals in DT have helped shape the world.</p>	<p>Explore and evaluate a range of existing products. Evaluate own ideas and products & consider views of others. Understand how key events and Individuals in DT have helped shape the world.</p>
Computing	<p>E- Safety Use technology safely & respectfully, keeping personal information private.</p> <p>Multimedia Create, organise, store, manipulate, search & retrieve digital content.</p> <p>Use of IT to enhance & support learning across the curriculum & develop understanding of use of Technology in our lives.</p>	<p>E- Safety Use technology safely & respectfully, keeping personal information private. Recognise acceptable and unacceptable behaviour.</p> <p>Programming Algorithms, Design, Write & Debug simple programs.</p> <p>Use of IT to enhance & support learning across the curriculum & develop understanding of use of Technology in our lives.</p>	<p>E- Safety Continue to develop understanding of how to see technology safely & respectfully, keeping personal information private. Identify a range of ways to report concerns about content and contact.</p> <p>Data Handling Collect, analyse, evaluate & present data and information.</p> <p>Use of IT to enhance & support learning across the curriculum &</p>



			develop understanding of use of Technology in our lives.
Art & Design	<p>Drawing: Observational drawing, portraits, use of shade, tone, hatching and other methods and techniques.</p> <p>Sculpture: Create a commemorative WW1 sculpture with the title; Homecoming</p>	<p>Painting & Printing: Water colours of animals and scenes from around the world. Art and textiles work from around the world</p> <p>Aboriginal art Japanese art African art</p>	<p>Artist Study: David Hockney (iPad art)</p> <p>Using natural dyes created from home-grown vegetables and greenery to create a tie dye bag for life (linked to sustainable living). To experiment with a range of textile techniques.</p>
Music	<p>Singing & Listening to a range of high quality music, developing aural memory. Preparation for Young Voices Concert</p>	<p>Composing & Listening to a range of high quality music, developing aural memory. Use Musical Notation to create their own piece for Pluto, through drawing inspiration from Holst. Famous Composer Study Comparing Saint Seans Carnival of the Animals and Holst's Planet suite.</p>	<p>Singing & Listening to a range of high quality music, developing aural memory. Upper Key Stage 2 Performance</p>
History	<p>Conflicts Native Americans</p>	<p>Explorers North America - Lewis and Clark,</p>	<p>Local history study Knaresborough / Ripon / York Ripon</p>



	<p>Afghanistan WW1</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British and world history. • develop the appropriate use of historical terms. • notice connections, contrasts and trends over time. • devise historically valid questions about change, cause, similarity and difference, and significance. • Construct responses that involve thoughtful selection of relevant information. • knowledge is constructed from a range of sources. 	<p>Columbus, Marco Polo, Francis Drake, James Cook, Shackleton and Scott.</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British and world history. • develop the appropriate use of historical terms. • notice connections, contrasts and trends over time. • devise historically valid questions about change, cause, similarity and difference, and significance. • Construct responses that involve thoughtful selection of relevant information. • knowledge is constructed from a range of sources. 	<p>– St Wilfred, Police, Workhorse and Courthouse Museum.</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British and world history. • develop the appropriate use of historical terms. • notice connections, contrasts and trends over time. • devise historically valid questions about change, cause, similarity and difference, and significance. • Construct responses that involve thoughtful selection of relevant information. • knowledge is constructed from a range of sources
<p>Geography</p>	<p>Maps Use four figure and six figure grid references and at least 12 symbols/key on an OS map to</p>	<p>The Continents Comparison of the human and physical geography of world locations across the five continents</p>	<p>Local Study linked to History A study of the human and physical geography of the local area</p>



	describe places in the UK and wider world (USA)		
Physical Education	OAA Net Games: Tennis Invasion Games: Tchoukball Invasion Games: Netball	Invasion Games: Basketball Invasion Games Rugby Gymnastics: balance/jumping and landing Dance Billy Elliot Dance	Athletics: Running; speed/obstacles/distance/relay Striking/Fielding Games: Cricket Athletics: Throwing; pull/push/flip Invasion Games: Lacrosse
Religious Education	Can Christian Aid and Islamic Relief change the world? Christmas a year by year approach?	Sacred Journeys and Pilgrimages What does Easter really mean?	Why are there over 50 mosques in Yorkshire? Key figures and faith leaders
French	Ma famille et moi Les fêtes Numbers 10 -69 Alphabet Classroom Language French vocabulary associated with people (family and body) Months, dates, festivals including Christmas, Birthdays	Le monde des animaux Bon appétit Numbers 10 -69 Alphabet Classroom Language The Carnival of the Animals: French vocabulary associated with animals, pets, zoo animals, shopping, vegetables, breakfast	Le temps libre Destination vacances Numbers 10 -69 Alphabet Classroom Language French vocabulary associated with musical instruments, hobbies, clothes, the beach



		Learn to write simple and then more complex sentences, use past tenses.	Use of the future tense
PHSE Staying Safe	<p>Active citizen</p> <ul style="list-style-type: none"> • Laws and democracy • Knowing the consequences of anti-social behaviour and breaking the law. • United nations • Fair trade <p>Visit from Consultant Neurologist: Developing an understanding of the ageing process</p>	<p>Me and my relationships</p> <ul style="list-style-type: none"> • Puberty 	<p>Me and my future</p> <ul style="list-style-type: none"> • Making a good impression • What am I good at? What do I enjoy? • Portraying yourself well • Careers • Money / enterprise / employment
Metacognition	<p>Learning Something New</p> <p>Attitudes to failure, emotional reactions & associated vocabulary Motivation & rewards Learning together Reflection & Evaluation of Learning</p>	<p>Strategies for improving our memories.</p> <p>Problem Solving Strategies including “Trial and Error” and systematic approaches Reflection & Evaluation of Learning</p>	<p>Visualisation</p> <p>Behaviour of effective learners. Awareness of how children learn and how they apply skills. Working and learning with Year 1 & 2 Reflection & Evaluation of Learning</p>



Hookstone Chase Primary School

Year 4 & 5 Long Term Curriculum Plan 2018 - 2019

Achieving Excellence. Passion for Learning. Inclusiveness. Teamwork. Creativity & Innovation. Respect. Character Development & Life Skills.

21 things (including Educational Visits)	Learn names of trees in school grounds Hookstone Woods for shelters (Forest Schools) Royal Armouries Visit	Bewerley Park for Raft building Young Voices Harrogate Town visit	Year 4 residential visit to Lineham Farm Visit to Yorkshire CCC
Homework Challenges	<ul style="list-style-type: none">• Make a book about Native American Indians.• Make a 3D Model of a WW1 artefact. Write about it.• Write a story with at least three chapters that is a little like Private Peaceful.• Produce an artefact or model based on Children of the Oregon Trail.• Design and make a maths game about money.	<ul style="list-style-type: none">• Make a book about Space• Make a 3D Model of a rocket or space ship• Write a story called Lost In Space• Design and make a travel brochure about a country of your choice.	<ul style="list-style-type: none">• Make a healthy meal• Make a 3D Model of Knaresborough Castle/• Produce an artefact or model based on one of our books• Design and make a 3D book about plants