



Oak Class – Year 4 / 5  
Mr Brown  
Curriculum Information  
Spring 2024

**Maths**

**Year 4**

Multiplication and Division – 3 weeks  
Length and Perimeter – 2 weeks  
Fractions – 3 to 4 weeks  
Decimals – 2 weeks

**Year 5**

Multiplication and Division – 2 to 3 weeks  
Fractions – 2 weeks  
Decimals and Percentages – 3 weeks  
Perimeter and Area – 1 week  
Statistics – 1 week

Within these units, the children will have the opportunity to complete a range of problem solving and reasoning questions and activities.

**Art**

Develop compositions with a focus on close up and learn how to mix and blend watercolour and acrylic paint.

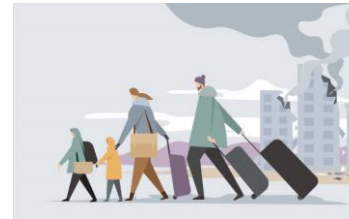
**Design & Technology**

Design a tool to help survival in a desert.  
Research and create a meal from a refugee's homeland.

**Music**

Year 4 Spring 1 – Changes in pitch, tempo and dynamics  
Year 4 Spring 2 – Rock and Roll  
Year 5 Spring 1 – Dynamics, pitch and texture  
Year 5 Spring 2 – Composition to represent the festival of colour

This term's topic is:  
**Deserts and Refugees**



**Science**

**Year 4 – Rocks**

- Compare and group together different kinds of rocks by appearance and simple physical properties.
- Describe how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rocks and organic matter.

**Year 5 – Evolution and Inheritance**

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

**English**

**Books:**

- The Lost Thing by Shaun Tan
- The Arrival by Shaun Tan
- The Rabbits by Shaun Tan
- Dust Road by Tom Huddleston

**Writing genres**

- Narrative based on one of the books by Shaun Tan
- A formal persuasive letter about the management of refugees
- Information text on a survival guide in a desert
- Poetry including senses

**Spelling**

Children are given spellings to learn each week and they practise these within the class during regular spelling sessions/opportunities. These spellings are a combination of the spelling rules and the statutory spellings for that year group.

**Big Write**

Every 2/3 weeks the children carry out an extended write.

**Guided reading**

Each child will receive regular guided reading sessions a week where the focus will be on vocabulary, inference, prediction, explanations, retrieval and summarising.

**Grammar and Punctuation**

Children are taught these skills through the genres of writing that they are learning, Links are made to the genre to make it more connected with the intended writing outcomes.

**Physical Education**

**Autumn 1:**

Gymnastics – Principles of balance (indoor)  
Dance – Rugby and the Haka (indoor)

**Autumn 2:**

Gymnastics – Rotation (indoor)  
Games – Tennis (outdoor)

## Geography

### **Deserts: To know the features of the Arizona Desert and compare with UK geography**

- To know that there are 4 different types of desert (Hot and dry, Semiarid, Coastal, Cold)
- To know that a hot desert is an area that receives very little rain (less than 250ml of rain per year)
- To know some of the biggest hot deserts in the world and locate on map/continents
- To know how hot deserts are formed
- To know the average temperature of the Arizona Desert
- To know the plants and animals that survive in the Arizona Desert.

### **Refugees: To understand the geography (including distance) of the UK to other locations in the world**

- To confidently know where the UK is on a world map and to locate the 7 continents.
- To know countries with an unstable society/environment (Syria, Ukraine, Afghanistan, Sudan)
- To know some of the reasons why these countries are considered unstable and why people are willing to risk their lives to leave.
- To know the route an asylum seeker may take to leave their country for the UK – look at distance and compass direction.

## RE

- Spring 1: Beliefs and Meaning – Humanism
- Spring 2: Beliefs and Meaning – Christianity

## Computing

### **Creating Media: Stop Motion Animation**

- To understand that stop motion animation is an animation filmed one frame at a time using models, and with tiny changes between each photograph.
- To know that decomposition of an idea is important when creating stop-motion animations.
- To know that editing is an important feature of making and improving a stop motion animation.

### **Programming: Music with Sonic Pi**

- To know that a soundtrack is music for a film/video and that one way of composing these is on programming software.
- To understand that using loops can make the process of writing music simpler and more effective.
- To know how to adapt their code while performing their music.

### **E-Safety:**

- Learning how to use computing technology safely, respectfully and responsibly.

## Spanish

Spring 1 – Saying what I and others do

Spring 2 – Saying how many and describing things

Phonics: the SSC (sound and symbol correspondences) taught this term are:

Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12,

Grammar: -AR and -ER present tense (singular), singular definite articles (el, la), hay, regular plural marking on nouns (-s), interrogative cuántos, cuántas, revisit indefinite articles, plural indefinite articles.

## Personal and Social Development

### **Working Together**

- What are my strengths and skills and how are they seen by others?
- What helps me learn new skills effectively?
- What would I like to improve and how can I achieve this? - How could my skills and strengths be used in future employment?
- What are some of the jobs that people do?
- How can I be a good listener to other people?
- How can I share my views effectively and negotiate with others to reach agreement?
- How can I persevere and help others to do so?
- How can I give, receive and act on sensitive and constructive feedback?

### **Financial Capability**

- What different ways are there to gain money?
- What sort of things do adults need to pay for?
- How can I afford the things I want or need?
- How can I make sure I get 'value for money'?
- Why don't people get all the money they earn?
- How is money used to benefit the community or the wider world?
- What is poverty?

### **Relationships and Sex Education**

- What are male and female sexual parts called and what are their functions?
- How can I talk about bodies confidently and appropriately?
- What happens to different bodies at puberty?
- What might influence my view of my body?
- How can I keep my growing and changing body clean?
- How can I reduce the spread of viruses and bacteria?

### **SPARKLE**

We will talk about and focus on our SPARKLE values across the term.