

Curriculum Plan
Chestnut – Autumn 2



Programmes of Study

Class/ Year Class 4 year 5 Term Autumn Second half term

Unit title : Galactic year

Literacy Genres

Reading Enhancements

Literacy

Grammar

To extend knowledge, understanding and use of expressive and figurative language in stories and poetry through:

- Constructing adjectival phrases
- Examining comparative and superlative adjectives
- Comparing adjectives on a scale of intensity (e.g., *hot, warm, tepid, lukewarm, chilly, cold*)
- Relating them to the suffixes which indicate degrees of intensity (e.g. *-ish, -er, -est*)

Relating them to adverbs which indicate degrees of intensity (e.g., very, quite, more, most) and through investigating words which can be intensified in these ways and words which cannot.

Writing to entertain:

Stories – Myths & legends

Descriptions Poetry

Narrative Poetry

Characters/Settings

Writing to inform:

Recount

Letter

Biography

Newspaper article Explanation

Writing to persuade:

Advertising – leaflets & brochures

Maths

Finding pairs with a total of 100; adding to the next multiple of 100 and subtracting to the previous multiple of 100; subtract by counting up to find a difference; adding several numbers

Read, write 4-digit numbers and know what each digit represents; compare 4-digit numbers using < and > and place on a number line; add 2-digit numbers mentally; subtract 2-digit and 3-digit numbers

Learn \times and \div facts for the 6 and 9 times-table and identify patterns; multiply multiples of 10 by single-digit numbers; multiply 2-digit numbers by single-digit numbers (the grid method); find fractions of amounts

Tell and write the time to the minute on analogue and digital clocks; calculate time intervals; measure in metres, centimetres and millimetres; convert lengths between units; record using decimal notation

Add two 3-digit numbers using column addition; subtract a 3-digit number from a 3-digit number using an expanded column method (decomposing only in one column)

Letter
Poster

Progression in Reading Comprehension

Vocabulary /Inference/ predict/ explain/ retrieve/ summarise

-Double 3-digit numbers and halve even 3-digit numbers; revise unit fractions; identify equivalent fractions; reduce a fraction to its simplest form; count in fractions (each fraction in its simplest form)

-Look at place value in decimals and the relationship between tenths and decimals; add two 4-digit numbers; practise written and mental addition methods; use vertical addition to investigate patterns

-Round 4-digit numbers to the nearest: 10, 100 and 1000; subtract 3-digit numbers using the expanded written version and the counting up mental strategy and decide which to use

-Convert multiples of 100g into kilograms; convert multiples of 100ml into litres; read scales to the nearest 100ml; estimate capacities; draw bar charts, record and interpret information

-Use the grid method to multiply 3-digit by single-digit numbers and introduce the vertical algorithm; begin to estimate products; divide numbers (up to 2 digits) by single-digit numbers with no remainder, then with a remainder

Art

CHARCOAL & PASTELS

- Know that the grade of pencil creates a different tone
- Know that a H pencil indicates the hardness and the B indicates the blackness
- Create a grade scale using different pencils and pressure
- Understand the use of stippling, cross-hatching, tonal and blending to create a 3D image
- Use proportion and scale to create representations of size
- Use grading and shading to create a sphere

Apply the use of colour to the same techniques

Humanities

FAMOUS PEOPLE

- Exploring how and when the telescope was invented and how telescopes work
- Understand Galileo's development of the telescope and the effect it had on astronomy
- Examining the Space Race between the USSR and USA
- Developments in space exploration between 1940 and
- Exploring the details of the Apollo 11 mission of 1969
- Exploring who was involved in Apollo 11 and how they felt to land on the moon (Neil Armstrong)

Examining methods of space exploration used today (space shuttles, the Hubble Telescope, satellites, observatories, space

Relationships and Health	<p>NSPCC Speak out Stay Safe Programme Assembly and Workshops Y5/ 6</p> <ul style="list-style-type: none"> • Know there are different types of abuse • Know how to identify when something 'is not right' • Know the trusted adults they could talk to if they're worried, both in school and out of school. <p>Know what Childline is and how they can get in contact if they're worried or need to talk.</p>	Forest School	<p>Story : The Hunter and the Wolf – positive connections. Make tarp shelters, rope swing, learn basic knots. Continue seasonal arts and obs of familiar plants. Deciduous/coniferous.</p>
Design and technology / Woodwork	<p>STRUCTURES- VIKING LONG HOUSE</p> <ul style="list-style-type: none"> • Explore the features specific to a VLH including the materials used to construct them and the design features. • Know that VLH were single story and compartmentalised for various purposes. • Use floor plans to draw and mark out a plan of a long house from above showing the layout of rooms within the building • Use annotated sketches to identify design specifics • Use various tools and techniques, materials and methods to create a structure which includes interior sections. • Understand the purpose or strengthening joints using triangular axel supports • Critically evaluate the strength of the structure in relation to joints and intended design (floor plan) 	Science	<p>PHYSICS – EARTH AND SPACE</p> <ul style="list-style-type: none"> • Know how the movement of the Earth and other planets area relative to the sun in the solar system. • Know how the earth's rotation relates to day and night. • Explore how seasons and the associated weather are created. <p>Investigate the movement of the moon and sun relative to the Earth.</p>
Religious Studies	<p>CHRISTIANITY (INSPIRATIONAL PEOPLE)</p> <ul style="list-style-type: none"> • Explore some stories about famous Christians who set an example for others to follow e.g. saints and others who live(d) a life of service; martyrdom. • Identify some key figures in the history of the Church, especially with reference to Christianity coming to and developing in Great Britain. • Seek answers to questions about how significant figures in religions and beliefs (e.g founders, inspiring leaders) have demonstrated their beliefs and values • Know that God is understood by Christians as a Trinity of Father, Son and Holy Spirit, ways of understanding God rest upon 	PE	<p>SWIMMING</p> <p>To develop confidence in the water. To enter and leave the pool safely. Be able to answer questions about pool safety. Swims competently, confidently and proficiently over a distance of at least 20m. Uses the stroke of front crawl effectively. Begin to refine the technique of breaststroke and back stroke. Outcome: To swim a width unaided in recognisable stroke.</p> <p>FITNESS</p> <p>Fitness Increase and improve in higher intensity, physical activity for sustained periods of time. Apply skills to solve problems,</p>

important foundations which are revealed and confirmed through scripture, the teaching of the Church, human experience, human experience, and the natural world. Understand that Jesus is believed to be the Son of God, and Saviour of humanity; his life provides help in understanding God

individually and as part of a team. Increase and improve on longevity of physical activity.

French

To be able to name 5 fruits in French To be able to name 5 vegetables To express our preferences about food and drink To use conditional tense to order food To describe mealtimes in French To learn about Christmas in France To describe mealtimes To re-cap what has been learned

Music

- Pupils will develop their performing, composing and listening skills
- Pupils will learn about the interrelated dimensions of music
- Pupils will use a range of classroom instruments to create and manipulate sounds, develop a strong sense of pulse and rhythm and establish good ensemble performance skills.
- Pupils will sing a wide number of songs and develop their vocal range, intonation, articulation, blending and a joy for singing.
- Pupils will learn to analyse music using age-appropriate musical vocabulary and to apply this knowledge in a musical context through solo and small group performance and composition activities.

Trips and or events
