



The London Acorn School

Curriculum Plan
Chestnut – Summer 1

Programmes of Study

Class/ Year class 5 year 4 Term Summer First half term

Unit title :

Literacy Genres **Argument & Debate: World In Danger: Tomorrow could be a very different Day, Frankie Morland (3 weeks)**

Film & Play script: **Macbeth (The Weird Sisters), William Shakespeare (3 weeks)**

Performance Poetry: **Revolting Rhymes, Roald Dahl (1 week)**

Reading Enhancements

World In Danger: Tomorrow could be a very different Day, Frankie Morland

Literacy

Grammar

To recognise how commas, connectives and full stops are used to join and separate clauses.

To identify in their writing where each is more effective.

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

Letter

Poster

Progression in Reading Comprehension

Vocabulary /Inference/ predict/ explain/ retrieve/ summarise

Maths

Mental addition and subtraction; Decimals, percentages and their equivalence to fractions; Problem solving, reasoning and algebra

Add mentally 2-place decimal numbers in the context of money using rounding; add several small amounts of money using mental methods; mentally subtract amounts of money including giving change; calculate the difference between two amounts using counting up; solve word problems, including 2-step problems, choosing an appropriate method

Fractions, ratio and proportion; Problem solving, reasoning and algebra; Written multiplication and division

Multiply fractions less than 1 by whole numbers, convert improper fractions to whole numbers; use short multiplication to multiply 3-digit and 4-digit numbers by 1-digit numbers; use long multiplication to multiply 2-digit and 3-digit numbers by teens numbers

Decimals, percentages and their equivalence to fractions; Problem solving, reasoning and algebra; Number and place value

Read, write and compare decimals to three decimal places, understanding that the third decimal place represents thousandths; multiply and divide numbers by 10, 100 and 1000 using 3-place decimal numbers in the calculations; place 2-place decimals on a number line and round them to the nearest tenth and whole number; read, write, order and compare 3-place decimal numbers; understand and use negative numbers in the context of temperature

Geometry: position and direction; Problem solving, reasoning and algebra;

Geometry: properties of shapes

			<p>Read and mark co-ordinates in the first two quadrants; draw simple polygons using co-ordinates; translate simple polygons by adding to and subtracting from the co-ordinates; reflect simple shapes in the y axis or in a line, noting the effect on the co-ordinates; translate simple shapes and note what happens to the co-ordinates; draw regular and irregular 2D shapes using given dimensions and angles; use the properties of 2D shapes, including rectangles, to derive related facts; identify 3D shapes from 2D representations; create 3D shapes using 2D nets and draw 3D shapes</p> <p>Written Addition and Subtraction; Problem Solving, reasoning and algebra Add 5-digit numbers using written column addition; subtract 5-digit numbers using written method (decomposition); check answers to subtractions using written column addition; solve subtractions of 4-and 5-digit numbers using written column subtraction or number line counting up</p>
<p>Art</p>	<p>ART PRINTING – BLOCK</p> <ul style="list-style-type: none"> • Know that there are a range of block printing techniques to create layers (including polymer tiles) • Create a line design for polymer printing • Create a string design for string printing • Use a craft knife to etch a design onto a polymer tile • Use colour, a brayer and a polymer tile to transfer block patterns onto paper for the first layer <p>Use colour, a brayer and a string block to create the second layer of the design (over printing)</p>	<p>Humanities</p>	<p>ENVIRONMENT</p> <ul style="list-style-type: none"> • An environmental issue caused by a changing environment • Understand and gain knowledge of attempts to manage the environment sustainably • Describe and understand human geography including land use and economic activity <ul style="list-style-type: none"> Observe measure and record human features in the local area
<p>Relationships and Health</p>	<p>Stonewall- Emma’s story</p> <ul style="list-style-type: none"> • Know that marriage represents a formal and legally recognised commitment of 2 people and that this is one way that commitment may be expressed • Know that stable family relationships are at the heart of families for children’s security and that they may be different • Know the different range of families and cultures that people come from • Know the most important thing is that families love each other <ul style="list-style-type: none"> Know that some people have negative attitudes towards others because of who they love e.g LGBT 	<p>Forest School</p>	<p>Weave willow hotplates, dreamcatchers. Crush mussel shells : calcium soil mulch – note our need for calcium in diet. ID mayfly larvae, lifecycle of dragonfly.</p>

Design and technology / Woodwork	<p>PACKAGING</p> <ul style="list-style-type: none"> • Explore why food needs packaging, and the packaging types used • Explore the positive & negative impact of packaging • Know how and where there are recycling solutions • Know and understand what sustainable, non-renewable, fossil fuel, pollution, global warming, greenhouse effect, carbon footprint, landfill, recycle and biodegradable means • Use research and surveys to collate audits in relation to recycling (<i>e.g How much packaging do we use? What can we recycle in school? Home audit on food packaging, audit of over packaged items</i>) <p>Use surveys and audits to inform thinking on packaging solutions and explore alternative options</p>	Science	<p>CHEMISTRY – MATERIALS</p> <ul style="list-style-type: none"> • Explore changes that cannot be reversed in relation to recycling. • Know how chemical changes have an impact on our lives. <p>Know how existing materials can be utilised to create new materials.</p>
Religious Studies	<p>JUDASIM (FAMILY & COMMUNITY)</p> <ul style="list-style-type: none"> • Important aspects of social life (e.g. doing good deeds, the importance of the Sabbath and life in the Jewish community). • The importance of home and family life: details of the Shabbat meals and family activities; the use of blessings and the value of expressing gratitude; food laws (Kashrut). • Life rituals: marriage, funerals, mourning and remembrance. Bar/Bat Mitzvah – significance within the Jewish family. • What Jewish values tell us with regard to fairness. • How Jews respond to environmental issues. The special importance of Israel for Jews. • The synagogue – its main features and components, and its functions as a community centre and place of study as well as a place of corporate worship; the significance of the mezuzah, tefillin, tallit and kippah. • Identifying the Synagogues used by Jewish people in Oldham • The calendar and the origins of these festivals: Pesach, Hannukah and Sukkot. <p>The symbolic value of: the Menorah; the fringes on the tallit (tzitzit) and the Star of David (Magen David).</p>	PE	<p>SAILING</p> <p>Can identify the different parts of a boat. Can control the boats movement using the sail and the rudder for direction. Be able to answer questions about boat safety.</p> <p>STRIKE & FIELD</p> <p>Can strike a static ball and ball travelling towards forward with equipment (bat) and good timing. Can use sport specific sending skills and apply in practise and the game. Can strike and travel with purpose and to stay in the game whilst using simple striking and fielding strategies.</p>
French	<p>To re-cap colours and directions in French Learn to tell the time in French To learn about money in French To count in tens and hundreds in French To re-cap what has been learned</p>	Music	<ul style="list-style-type: none"> - 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
