



The London Acorn School

Curriculum Plan
Chestnut – Summer 2

Programmes of Study

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

Unit title :

Literacy Genres **Persuasive writing –leaflets E-Safety: (3 weeks)**

Stories by Significant Authors: **Michael Morpurgo, Kensuke's Kingdom (4 weeks)**

Reading Enhancements **Michael Morpurgo, Kensuke's Kingdom**

Literacy

Grammar

To be aware of the use of connectives, e.g., Adverbs, adverbial phrases, conjunctions, to structure an argument, e.g. *“If, then”, “on the other hand...”, “finally”, “so”*.

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 Multiplication and division; Problem Solving, reasoning and algebra; Fractions, ratio and proportion

Identify factors and multiples, find factor pairs; revise equivalent fractions; compare and order fractions with related denominators; add fractions with same or related denominators, then convert answer into a mixed number; subtract fractions with same and related denominators, revise multiplying fractions by whole numbers

Written Multiplication and Division

Use short division to divide 3-digit numbers by 1-digit numbers and 4-digit numbers by 1-digit numbers, including those which leave a remainder; express a remainder as a fraction; use long multiplication to multiply 3-digit and 4-digit numbers by teens numbers

Problem Solving. Reasoning and algebra; Measurement

Find the area and perimeter of squares and rectangles by calculation and pursue a line of enquiry; estimate and find the area of irregular shapes; calculate the perimeter and area of composite shapes; use the relations of area and perimeter to find unknown lengths; begin to understand the concept of volume; find the volume of a cube or cuboid by counting cubes; understand volume as measurement in three dimensions; relate volume to capacity; recognise and estimate volumes

Decimals, percentages and their equivalence to fractions; Fractions, ratio and proportion; Number and place value

Understand what percentages are, relating them to hundredths; know key equivalences between percentages and fractions, finding percentages of amounts

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| | | | <p>of money; find equivalent fractions, decimals and percentages; solve problems involving fraction and percentage equivalents; write dates using Roman numerals</p> <p>Number and Place Value; Statistics; Measurement; Written multiplication and division; Problem solving, reasoning and algebra</p> <p>Find cubes of numbers to 10; draw and interpret line graphs showing change in temperature over time; begin to understand rate; use timetables using the 24-hour clock and use counting up to find time intervals of several hours and minutes; solve problems involving scaling by simple fractions; use factors to multiply; solve scaling problems involving measure</p> |
| Art | <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> | Humanities | <p>LOCATIONAL KNOWLEDGE</p> <ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude, equator • Locate the northern hemisphere and southern hemisphere • Know the relevance of the Tropics of Cancer and Capricorn • Identify the position of the arctic and Antarctic circle <p>Understand the Prime/Greenwich Meridian and time zones (including night and day)</p> |
| Relationships and Health | <p>ONLINE SAFETY</p> <ul style="list-style-type: none"> • Know that there are age restrictions and what they are for common sites • Know that being on sights designed for older people could result in them viewing content that can upset, frighten or confuse them • Know the importance of being honest with adults about what they are viewing on line or who they are talking to online • Know that the internet can also be a negative place where online abuse, trolling, bullying or harassment can take place and that it can affect mental health • Know that their online actions can affect others and know how to recognise and display respectful behaviour <p>Know strategies to stop online bullying</p> | Forest School | <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> |

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| 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>BIOLOGY – LIVING THINGS AND THEIR HABITATS</p> <ul style="list-style-type: none"> • Explore the work of naturalist and animal behaviour such as David Attenborough. • Explore the difference between life cycles of mammals, amphibians, insects and birds. • Classify sea animals by Groups including crustaceans and molluscs. |
| 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, ant 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 learn about French speaking countries To review letter strings and pronunciation To learn methods of transport in French To use ‘aller’ to talk about holidays To understand a conversation about ‘aller’ Write a brief passage about a holiday Re-cap all vocabulary and grammar learned in the year</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. |

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- 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
