

# Whaley Thorns Primary School

## Year 4/5 Autumn Planning 2024-2025



### English

#### Reading

Apply their knowledge of root words, prefixes and suffixes to the texts they read. Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Recommend books that they have read to their peers, giving reasons for their choices. Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books. Understand through intonation, tone and volume so that the meaning is clear. Ask questions to improve their understanding. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Justify inferences with evidence. Predict what might happen from details stated and implied.

#### Writing

Plan writing based on identifying the audience and purpose of the task. Select the appropriate form for writing. Demonstrate awareness of the chosen audience by using techniques to entertain and engage them. Know and use different ways to open a story. Develop characterisation by showing the reader what characters say and do, and how they feel and react, at different points in a story. Adapt a familiar story by adding scenes, characters and dialogue. Use paragraphs to organise more complex information, including in non-fiction writing and longer stories. Use a wide range of devices to build cohesion within a paragraph. Build cohesion across paragraphs using a range of devices, including adverbials and tense choices. Use noun phrases to convey information precisely. Use modal verbs and adverbials, mostly appropriately. With some support as needed, edit and proofread writing, making it as effective and clear as possible. Use relative clauses to add appropriate detail and description. Adapt sentence length and vocabulary to enhance the meaning of writing. Use basic punctuation accurately. Begin to use brackets, dashes and commas to show parenthesis. Begin to use commas to clarify meaning. Use apostrophes for plural possession, mostly accurately. To begin to spell more complex words with increased accuracy. Writing is mostly fluent and legible, with appropriate joins. **Writing Outcomes:** Character description, battle recount, persuasive speech, South American brochure.

Theme:  
Conviction

Concept:  
Power

Theme:  
Anglo Saxons/  
South  
America

### Anglo-Saxons-Reading Curriculum



### Mathematics Year 4

**Place value**  
Understand and create number lines to 10,000. Estimate on a number line to 10,000. Compare and order numbers to 10,000. Identify Roman numerals. Round to the nearest 10, 100 and 1,000.

**Addition and Subtraction**  
Add and subtract 1s, 10s, 100s and 1,000s. Add and subtract up to two 4-digit numbers – no exchange. Add and subtract two 4-digit numbers with one or more exchanges. Do efficient subtraction. Estimate answers. Check strategies.

**Measure- area**  
Understand area. Count squares. Make shapes. Compare areas.

**Multiplication and Division**  
Identify multiplication and division facts up to 12x12. Multiply by 1 and 0. Divide a number by 1 and itself. Multiply three numbers.

### Mathematics Year 5

**Place Value**  
Read and write Roman numerals to 1,000. Read and write numbers to 10,000. Read and write numbers to 100,000. Read and write numbers to 1,000,000. Read and write numbers to 1,000,000. Powers of 10. 10/100/1,000/10,000/100,000 more or less. Partition numbers to 1,000,000. Represent numbers on a number line to 1,000,000. Compare and order numbers to 100,000.

**Addition and Subtraction**  
Mental calculation strategies. Add whole numbers with more than four digits. Subtract whole numbers with more than four digits. Round to check answers. Inverse operations (addition and subtraction). Multi-step addition and subtraction problems. Compare calculations. Find missing numbers.

**Multiplication and Division**  
Multiples. Common multiples. Step 3 Factors. Common factors. Prime numbers. Square numbers. Cube numbers. Multiply by 10, 100 and 1,000. Divide by 10, 100 and 1,000. Multiples of 10, 100 and 1,000.

### Humanities

**History: The Anglo- Saxons**  
To know how Britain changed between the end of the Roman occupation and 1066. Know who the Anglo Saxons were and why they invaded Britain. To know who the Vikings were and why they had a reputation of being fierce raiders. To understand what the long-term impact of the Anglo-Saxons and Vikings was on our lives today. To know who the famous Anglo-Saxon kings were. To consider how important the Norman conquest of 1066 was.

**Geography: South America**  
To learn about biomes and consider if a rainforest be described as one. To explore where the world's most famous rainforests are.

### Science

**The Different Functions of the Digestive System**  
Identify the organs in the digestive system. Describe the functions of the different organs in the digestive system. Identify the types of human teeth and their functions. Investigate the effects of different liquids on the teeth. Understand food chains.

**The changes that happen to a human from a baby to old age**  
Identify the key stages of a mammal's lifecycle. Explore the gestation periods of mammals. Learn about foetal development. Investigate the hand span of differently aged children. Learn about the changes experienced in puberty.

### Music

**Musical Structures:**  
To listen and appraise music. To know and be able to talk about the different ways of writing music down – e.g. staff notation, symbols. To know and be able to talk about improvisation.

**Exploring feelings when you play music**  
Learn how to plan a tune and improvise. To record the performance and compare it to a previous performance.

### French

**Greetings**  
Recognise, say and respond to a variety of basic greetings in French.

**Numbers 1-20**  
Recognise and say numbers 1-20 in French.

**Days of the week and months of the year**  
To recognise and say the days of the week and months of the year.

### Expressive Arts & Design

**Art: Sculpture (linked to architecture)**  
To explore what a 'sculpture' is and evaluate and appraise the work of established artists. To apply an understanding of architecture to design a building. To extend design ideas through research and sketchbook use. To study the work of Mimar Sinan and his links to monumental architecture. To show understanding of what a monument is for by designing a monument that symbolises a person or event.

**DT: Electrical Systems, Doodlers**  
To understand how motors are used in electrical products. To investigate an existing product to determine the factors that affect the product's form and function. To apply the findings from research to develop a unique product. To develop a DIY kit for another individual to assemble their product.

### RE

**Why do some people believe God exists?**  
To explore how many people believe in God. To discuss the question, Is God real? Consider what Christians think? To explore how we know what is true and discuss Why people believe or do not believe in God. To learn what Christians believe about how the world began and find out if they all share the same idea. To discuss the question, Is God Real? To learn why some people believe God exists and why others do not.

**What does it mean to be a Muslim in Britain today?**  
To learn what helps Muslims in their journey through life. To explore what the key beliefs of Muslims are. To discuss the importance of prayer to Muslims. To consider the importance of charity to Muslims and to us. To understand why Muslims fast. To explore why Muslims choose to go on a pilgrimage. To find out where people get advice and guidance from

### Computing

**The Internet:**  
To learn how to create strong passwords. To work together to build a strong digital citizenship community. To learn what spam is and consider strategies to deal with it. To learn how to cite sources when completing research. To consider how photos can be digitally altered and the implications of this.

**Data and Information:**  
To record data taken from online sources. To design a device to sense and record the weather. To learn that sensor data can be used to help predict extreme weather. To recognise what information is included in a weather forecast.

### PSHE & RSE

**Relationships:**  
Recognising what a healthy relationship is. Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support. Recognising different types of relationship; including those between acquaintances, friends, relatives and families. Understanding the true meaning behind civil partnerships and marriage. Resolving conflicts. Understanding about confidentiality and about times when it is necessary to break a confidence.

**Bullying Matters:**  
Understanding that their actions affect themselves and others. Develop strategies for getting support for themselves or for others at risk. Identifying that differences and similarities arise from several factors. Understanding the nature and consequences of discrimination and bullying. Knowing how to recognise bullying and abuse in all forms.

### PE

**Football:**  
Dribble a ball with control. Pass accurately and handle the ball with control. Dribble and pass when moving at speed. Tackle an opponent safely. Shoot accurately from different positions. Use attacking strategies to effectively outwit opponents.

**Gymnastics:**  
Balance on different body parts. Make bridges to show different relationships to the floor and apparatus. Move into and out of bridges with a jump. Work cooperatively with a partner to create a sequence.