

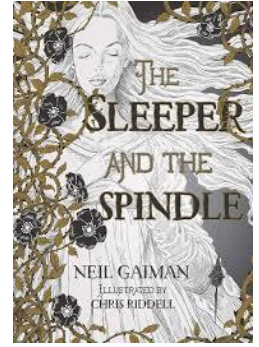
# Year Four/ Five

## Theme: Individuality & Independence

### Summer Term 1

Text: The Sleeper and the Spindle– Fairytale reworkings

Literacy Coverage: Warning posters, diaries, dialogue, descriptions, missing narratives



#### Speaking and Listening:

##### Year Four

- 1.1 - I can ask questions to clarify or develop my understanding.
- 1.2 - I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.
- 1.3 - I can show that I understand the main point and the details in a discussion.
- 1.4 - I can adapt what I am saying to the needs of the listener or audience (increasingly).

##### Year Five

- 1.1 - I can engage the listener by varying my expression and vocabulary.
- 1.2 - I can adapt my spoken language depending on the audience, the purpose or the context.
- 1.3 - I can develop my ideas and opinions providing relevant detail.
- 1.4 - I can show that I understand the main points, including implied meanings in discussions.
- 1.5 - I can listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.

#### P.E.

#### Gymnastics

##### Year Four

- 2.1 - I can work in a controlled way.
- 2.2 - I can include change of speed and direction.
- 2.3 - I can include a range of shapes.
- 2.4 - I can work with a partner to create, repeat and improve a sequence with at least three phases.

#### Extended Gymnastics Objectives for Year Five

- 2.1 - I can make complex, extended sequences.
- 2.2 - I can combine action, balance and shape.

Subjects/ Objectives to be covered alongside in Autumn Term 1 – These can be taught as discrete lessons or within the main topic area.

### White Rose Maths (Year Four and Five):

Weeks 1 – 4 – Place Value

Weeks 5 - 7 – Addition and Subtraction

#### RSHE: Drug Education = Theme: Health and Wellbeing Year Four and Five

- H4. Recognising that habits can have both positive/negative effects on a healthy lifestyle.
- H10. Understanding how medicines, when used responsibly, contribute to health.
- H38. Identifying how to predict, assess and manage risk.
- H39. Understanding what hazards may cause harm or risk and what they can do to reduce risks/keep safe.
- H40. Understanding the importance of taking medicines correctly and using household products safely.
- H41. Identifying strategies for keeping safe.
- H44. How to respond and react in an emergency situation.
- H46. Learning about the risks and effects of legal drugs common to everyday life.

#### Music:

##### Year Four - Listening

- 1.1 - I can begin to identify the style of work of eg. Beethoven, Mozart and Elgar music.
- 1.3 - I can identify the character/mood of a piece of music.
- 1.4 - I can describe the effect it has.

##### Year Five – Listening

- 1.1 - I can contrast the work of a famous composer and explain preferences.
- 1.2 - I can describe, compare and evaluate using musical vocabulary.

## Computing:

### Purple Mash

#### Year Four

#### Online Safety (Unit 4.2)

##### Digital Literacy

3.1 - I can recognise acceptable and unacceptable behaviour using technology.

3.2 - I use technology respectfully and responsibly.

#### Coding (Unit 4.1)

##### Algorithms and Programming

1.1 - I can experiment with variable to control models.

1.2 - I can give an on-screen robot specific instruction that take s them from A to B.

1.3 - I can make an accurate predication and explain why I believe something will happen (linked to programming).

#### Year Five

#### Online Safety (Unit 5.2)

##### Digital Literacy

3.1 - I understand that you have to make choices when using technology and that no everything is true and/or safe.

#### Coding (Unit 4.1)

##### Algorithms and Programming

1.1 - I can combine sequences of instructions and procedures to turn devices on and off.

1.2 - I can use technology to control an external device.

1.3 - I can design algorithms that use repetition and two way selection.

## R.E.

### Year Four and Year Five

#### Believing- Why is Jesus inspiring to some people?

1. Make connections between some of Jesus' teachings and the way Christians live today.

2. Describe how Christians celebrate different festivals.

3. Identify the most important parts of these celebrations for Christians and say why they are important.

4. Give simple definitions of some key Christian terms (e.g., gospel, incarnation, salvation) and illustrate them with events from Christian celebrations.

## French: Spoken Language (Year Four and Five)

1.1 - I can start to speak in sentences.

1.2 - I can give a response using a short phrase.

1.3 - I can have a short conversation (3 or 4 phrases).

1.4 - I can name and describe an object.

1.5 - I can name and describe a place.

1.6 - I can name and describe people.