



## Rotherhithe Primary School Half Termly Curriculum Plan 2023 Year 4/5 Spring 2

Topic: Victorians						
Subject Read aloud text: A Bad Beginning: A series of unfortunate events	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Shared Reading</b>	<b>Non-Fiction:</b> <u>Victoria Diary entry</u>  - To retrieve information from a text -To consider word meaning  CL: History: Victorians	<b>Reading comprehension practice:</b> Sneaky Peek  - To retrieve information from a text -To consider word meaning - To summarise a text - To make inferences	<b>Fiction:</b> Street Child  - To make inferences - To retrieve information from a text -To consider word meaning  CL: History: Victorians	<b>Fiction:</b> Street Child  -To comment on specific vocabulary choices - To understand how author's choice of vocabulary can impact the reader - To draw inferences  CL: History: Victorians	<b>Fiction:</b> Street Child  - To make predictions - To make inferences - To summarise the main ideas from a text  CL: History: Victorians	<b>Fiction:</b> Street Child - To retrieve information from a text -To consider word meaning - To make inferences  CL: History: Victorians
<b>Writing</b>	<u>The Big Issue Seller</u>  -Setting description -Character description Action, Description, Dialogue	<u>The Big Issue Seller</u>  -Character description -Alternative ending	<u>Street Child</u>  - Story whoosh -Text language gathering -Diary entry plan	<u>Street Child</u>  -Diary entry plan -Diary entry write Focus: Fronted adverbials	<u>Street Child</u>  -Diary entry plan -Diary entry write Focus: Subordinating conjunctions	<u>Street Child</u>  -Diary entry plan -Diary entry write Focus: noun phrases and ambitious vocabulary in description
<b>Maths (Y5)</b>	Add, subtract fractions with denominators that are multiples of the same number	Multiply fractions (and mixed numbers) by a whole number.  Explore percentage, decimal, fractions equivalence	Explore percentage, decimal, fractions equivalence	Coordinates in all four quadrants	Translation and reflection Calculate intervals across zero as a context for negative numbers	Calculate intervals across zero as a context for negative numbers
<b>Maths (Y4)</b>	<u>Time</u>  •Analogue to digital, 12- hour and 24-hour •Convert between units of time	<u>Revision</u>  Arithmetic revision: four operations, fractions, decimals	Assessment Week  Arithmetic revision: four operations, fractions, decimals	<u>Decimals</u> •Decimal equivalents to tenths, quarters and halves •Compare and order numbers with same number of decimal places	<u>Decimals</u> •Decimal equivalents to tenths, quarters and halves •Compare and order numbers with same number of decimal	<u>Decimals</u> •Decimal equivalents to tenths, quarters and halves •Compare and order numbers with same number of



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		Reasoning revision: place value, fractions, time, geometry, statistics	Reasoning revision: place value, fractions, time, geometry, statistics	•Multiply and divide by 10 and 100 including decimals	places •Multiply and divide by 10 and 100 including decimals	decimal places •Multiply and divide by 10 and 100 including decimals
<b>Science</b>	<b>Chemistry: Materials Properties of materials/separating materials Kent Scheme</b>  Classify materials according to a variety of properties Understand mixtures & solutions Know about reversible changes; identify irreversible	<b>Chemistry: Materials Properties of materials/separating materials Kent Scheme</b>  Classify materials according to a variety of properties Understand mixtures & solutions Know about reversible changes; identify irreversible	<b>Chemistry: Materials Properties of materials/separating materials Kent Scheme</b>  Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	<b>Chemistry: Materials Properties of materials/separating materials Kent Scheme</b>  Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	<b>Chemistry: Materials Properties of materials/separating materials Kent Scheme</b>  -Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	<b>Chemistry: Materials Properties of materials/separating materials Kent Scheme</b>  -Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
<b>History</b>	<b>UNIT: VICTORIANS</b>  A day in the life of a Victorian	<b>UNIT: VICTORIANS</b>  I can compare a modern-day classroom with a Victorian classroom.	<b>UNIT: VICTORIANS</b>  I can describe the lives of rich and poor Victorians	<b>UNIT: VICTORIANS</b>  I can describe major inventions during Queen Victoria's reign	<b>UNIT: VICTORIANS</b>  I can explain why Queen Victoria was such a significant figure from the Victorian era.	<b>UNIT: VICTORIANS</b>



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<p><b>Computing</b></p>	<p><b><u>Lesson 1</u></b> <b><u>Introduction to Scratch</u></b></p> <p>To explore a new programming environment</p> <p>I can identify the objects in a Scratch project (sprites, backdrops)</p> <p>I can explain that objects in Scratch have attributes (linked to)</p> <p>I can recognise that commands in Scratch are represented as blocks</p>	<p><b><u>Lesson 2</u></b> <b><u>Programming sprites</u></b></p> <p>To identify that commands have an outcome</p> <p>I can identify that each sprite is controlled by the commands I choose</p> <p>I can create a program following a design</p> <p>I can choose a word which describes an on-screen action for my plan</p>	<p><b><u>Lesson 3 Sequences</u></b></p> <p>To explain that a program has a start</p> <p>I can start a program in different ways</p> <p>I can create a sequence of connected commands</p> <p>I can explain that the objects in my project will respond exactly to the code</p>	<p><b><u>Lesson 4 Ordering commands</u></b></p> <p>To recognise that a sequence of commands can have an order</p> <p>I can explain what a sequence is</p> <p>I can combine sound commands</p> <p>I can order notes into a sequence</p>	<p><b><u>Lesson 5 Looking good</u></b></p> <p>To change the appearance of my project</p> <p>I can build a sequence of commands</p> <p>I can decide the actions for each sprite in a program</p> <p>I can make design choices for my artwork</p>	<p><b><u>Lesson 6 Making an instrument</u></b></p> <p>To create a project from a task description</p> <p>I can identify and name the objects I will need for a project</p> <p>I can relate a task description to a design</p> <p>I can implement my algorithm as code</p>
<p><b>RE</b></p>		<p><b>UNIT: Thankfulness</b></p> <p>I can connect ideas from different religions and say what they share, and their impact on the lives of followers</p>		<p><b>UNIT: Thankfulness</b></p> <p>I can compare what different religions teach about thankfulness</p>		<p><b>UNIT: Thankfulness</b></p> <p>I can show my thoughts about thankfulness through Art.</p>



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<p><b>Spanish</b></p>	<p><b>Specialist Teacher</b></p> <p><b>Hobbies</b></p> <ul style="list-style-type: none"> <li>● To learn the Spanish alphabet</li> <li>● To learn the 5 question words (6 interrogatives in Spanish)</li> <li>● To learn seven leisure activities</li> <li>● To be start understanding what an infinitive verb is and identify common sounds in a list of verbs</li> <li>● To be confident with the use of "tengo", "no tengo" and "me gusta", "no me gusta"</li> </ul>	<p><b>Specialist Teacher</b></p> <p><b>Hobbies</b></p> <ul style="list-style-type: none"> <li>● To learn seven leisure activities</li> <li>● To start understanding what an infinitive verb is and that are there 3 endings for all verbs</li> <li>● To memorise and present a short spoken text</li> <li>● To express likes/dislikes of leisure pursuits</li> </ul>	<p><b>Specialist Teacher</b></p> <p><b>Hobbies (continued)</b></p> <ul style="list-style-type: none"> <li>● To memorise and present a short spoken text</li> <li>● To express likes/dislikes of leisure pursuits</li> <li>● To revise previously learned vocabulary through drama &amp; games</li> </ul>	<p><b>Specialist Teacher</b></p> <p><b>Hobbies (continued)</b></p> <ul style="list-style-type: none"> <li>● To understand and follow an interview between two native Spanish speakers talking about hobbies</li> <li>● To conduct a short interview with a partner asking/answering questions on leisure activities</li> <li>● To understand &amp; say number 12-40</li> </ul>	<p><b>Specialist Teacher</b></p> <p><b>La Pascua - Easter</b></p> <ul style="list-style-type: none"> <li>● To identify specific items of vocabulary in a longer text</li> <li>● To create and design an Easter egg</li> <li>● To learn vocabulary centred around Easter</li> <li>● To understand how Easter is celebrated in Spain and Spanish-speaking countries through research</li> <li>● To produce a sentence in oral and written form to describe a painted egg</li> <li>● To learn one quantifier (quite &gt; bastante)</li> <li>● To memorise and present a short</li> </ul>	<p><b>Specialist Teacher</b></p> <p><b>La Pascua - Easter (continued)</b></p> <ul style="list-style-type: none"> <li>● To identify specific items of vocabulary in a longer text</li> <li>● To create and design an Easter egg</li> <li>● To learn vocabulary centred around Easter</li> <li>● To understand how Easter is celebrated in Spain and Spanish-speaking countries through research</li> <li>● To produce a sentence in oral and written form to describe a painted egg</li> <li>● To learn one quantifier (quite &gt; bastante)</li> <li>● To memorise and present a short spoken text</li> </ul>
<p><b>Music</b></p>	<p><b>Specialist Teacher</b> Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele</p>	<p><b>Specialist Teacher</b> Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele</p>	<p><b>Specialist Teacher</b> Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele</p>	<p><b>Specialist Teacher</b> Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele</p>	<p><b>Specialist Teacher</b> Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele</p>	<p><b>Specialist Teacher</b> Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele</p>



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<b>Design and Technology</b>		<b>UNIT: BRIDGES</b> Arch and beam bridges  To explore how to reinforce a beam (structure) to improve its strength	<b>UNIT: BRIDGES</b> Spaghetti truss bridges  To build a spaghetti truss bridge		<b>UNIT: BRIDGES</b> To build a wooden truss bridge	<b>UNIT: BRIDGES</b> To complete, reinforce and evaluate my truss bridge
<b>JIGSAW/PSHE</b>	<b>UNIT: CELEBRATING DIFFERENCES</b>  I can understand that cultural differences sometimes cause conflict		<b>UNIT: CELEBRATING DIFFERENCES</b>  I can understand what racism is		<b>UNIT: CELEBRATING DIFFERENCES</b>  I can understand how rumour-spreading and name-calling can be bullying behaviours	<b>UNIT: CELEBRATING DIFFERENCES</b>  I can explain the difference between indirect and direct bullying
<b>PE</b>	<b>Specialist Teacher</b> Swimming,  <b>Coach James</b> Gymnastics	<b>Specialist Teacher</b> Swimming,  <b>Coach James</b> Gymnastics	<b>Specialist Teacher</b> Swimming,  <b>Coach James</b> Gymnastics	<b>Specialist Teacher</b> Swimming,  <b>Coach James</b> Gymnastics	<b>Specialist Teacher</b> Swimming,  <b>Coach James</b> Gymnastics	<b>Specialist Teacher</b> Swimming,  <b>Coach James</b> Gymnastics

<b>Trip</b>	History – Ragged School Museum
<b>Visitor</b>	