Rotherhithe Primary School Half Termly Curriculum Plan 2022-2023 Year 4/5 Summer 1

<table>
<tr><td colspan="7" align="center">Topic: ANCIENT GREEKS</td></tr>
<tr>
<td>Subject
Read aloud text: A Bad Beginning: A series of unfortunate events</td>
<td>Week 1</td>
<td>Week 2</td>
<td>Week 3</td>
<td>Week 4</td>
<td>Week 5</td>
<td>Week 6</td>
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<tr>
<td>Shared Reading</td>
<td><u>Non-Fiction:</u>

-To retrieve information from a text

-To consider word meaning</td>
<td><u>Non-Fiction:</u>

- To explain the meaning of words in context

- To explain and justify inferences using evidence from the text

- To identify key features of a non-fiction text</td>
<td>Fiction:
Percy Jackson

- To discuss author's choice of language

- To make inferences about a character

- To retrieve and record information from longer texts

CL: History: Ancient Greeks</td>
<td>Fiction:
Percy Jackson

- To comment on language for effect

- To make inferences about character's thoughts and feelings

- To make predictions about a plot

CL: History: Ancient Greeks</td>
<td>Fiction:
Percy Jackson

- To discuss an author's choice of language

- To make inferences about character's thoughts and feelings

- To make links between texts</td>
<td>Poetry
If, by Rudyard Kipling

- To give the meaning of words in context

- To make inference from a poem

- To summarise the main ideas of a poem.</td>
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<tr>
<td>Writing</td>
<td><u>Greek Myths</u>
- Descriptive writing of Theseus in the labyrinth
- Radio Play (drama)</td>
<td><u>Greek Myths</u>
- Retelling of the story Theseus and the Minotaur</td>
<td><u>Greek Myths</u>
- To plan a mythical setting for students' own mythical story</td>
<td><u>Greek Myths</u>
- To plan the description of a mythical beast for students' own mythical story</td>
<td><u>Greek Myths</u>
- To plan the actions and description of the Helper for students' own mythical story</td>
<td><u>Greek Myths</u>
- To plan the battle scene for students' own mythical story</td>
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<td>Maths (Y5)</td>
<td>Converting units of measure
-convert between metric units and units of time</td>
<td>Converting units of measure
-know and use approximate conversion between imperial and metric</td>
<td>Calculating with whole numbers and decimals
-formal written strategies to add, subtract and multiply involving decimals</td>
<td>Calculating with whole numbers and decimals
-multiply and divide by 10, 100 and 1000 involving decimals</td>
<td>Calculating with whole numbers and decimals
-derive multiplication facts involving decimals</td>
<td>2D and 3D shape
-classify 2D shapes and reason about regular and irregular polygons</td>
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Maths (Y4)	Decimals •Decimal equivalents to tenths, quarters and halves •Compare and order numbers with same number of decimal places •Multiply and divide by 10 and 100 including decimals	Decimals •Decimal equivalents to tenths, quarters and halves •Compare and order numbers with same number of decimal places •Multiply and divide by 10 and 100 including decimals	Area and perimeter •Perimeter of rectangles and rectilinear shapes •Area of rectangles and rectilinear shapes •Investigate area and perimeter	Area and perimeter •Perimeter of rectangles and rectilinear shapes •Area of rectangles and rectilinear shapes •Investigate area and perimeter	Solving measures and money problems •Convert units of measure •Select appropriate units to measure •Use strategies to investigate problems: trial and improvement, organising using lists and tables, working systematically	Solving measures and money problems •Convert units of measure •Select appropriate units to measure •Use strategies to investigate problems: trial and improvement, organising using lists and tables, working systematically
Science	Physics: **The effect of forces on movement** Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	Physics: **The effect of forces on movement** Identify the effects of air resistance, that acts between moving surfaces.	Physics: **The effect of forces on movement** Recognise that some mechanisms, including levers and pulleys, allow a smaller force to have a greater effect.	Physics: **The effect of forces on movement** Recognise that gear mechanisms allow a smaller force to have a greater effect. Identify the effects of friction, that acts between moving surfaces.	Physics: **The effect of forces on movement** Identify the effects of friction that acts between moving surfaces.	Physics: **The effect of forces on movement** Identify the effects of water resistance, that acts between moving surfaces.
Geography	**UNIT: Why do oceans matter?** To explain the importance of our oceans. • I can describe the ocean's place in the water cycle. • I can explain why the ocean is important to our planet.	**UNIT: Why do oceans matter?** To locate and describe the significance of the Great Barrier Reef. • I can identify the location of the Great Barrier Reef. • I can discuss the benefits of coral reefs. • I can begin to understand the threats to coral reefs.	**UNIT: Why do oceans matter?** To explain the impact humans, have on coral reefs and oceans. •I can interpret thematic maps about coral reefs and oceans. •I can explain the ways human activity is changing our marine environments.	**UNIT: Why do oceans matter?** To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry. • I can explain ways to support our oceans. • I can justify methods for data collection. • I can identify potential risks during fieldwork.	**UNIT: Why do oceans matter?** To collect data on the types of litter polluting a marine environment. • I can collect quantitive data using a variety of fieldwork methods. • I can mark on a sketch map to show where data has been collected.	**UNIT: Why do oceans matter?** To present, analyse and evaluate data collected. • I can analyse data in a pie chart. • I can plot data on a digital map. • I can suggest how to improve a marine environment.

	• I can map an example of how the ocean is used for trading.		•I can describe how humans will be impacted by changing ocean conditions.		• I can safely assess and avoid potential risks during my fieldwork.	
Computing	**Lesson 1** **Creating a paper-based database** To use a form to record information • I can create a database using cards • I can explain how information can be recorded • I can order, sort, and group my data cards	**Lesson 2** **Computer databases** To compare paper and computer-based databases • I can explain what a field and a record is in a database • I can navigate a flat-file database to compare different views of information • I can choose which field to sort data by to answer a given question	**Lesson 3** **Using a database** To outline how you can answer questions by grouping and then sorting data • I can explain that data can be grouped using chosen values • I can group information using a database • I can combine grouping and sorting to answer specific questions	**Lesson 4** **Using search tools** To explain that tools can be used to select specific data • I can choose which field and value are required to answer a given question • I can outline how 'AND' and 'OR' can be used to refine data selection • I can choose multiple criteria to answer a given question	**Lesson 5** **Comparing data visually** To explain that computer programs can be used to compare data visually • I can select an appropriate chart to visually compare data • I can refine a chart by selecting a particular filter • I can explain the benefits of using a computer to create charts	**Lesson 6** **Databases in real life** To use a real-world database to answer questions • I can ask questions that will need more than one field to answer • I can refine a search in a real-world context • I can present my findings to a group
RE		**Unit: Why is Muhammad important to Muslims?** To understand the significance of the Night of Power.		**Unit: Why is Muhammad important to Muslims?** To evaluate the impact of Shahada.		**Unit: Why is Muhammad important to Muslims?** TO investigate why the Qur'an is precious to Muslim people.

Spanish	**Specialist Teacher** **Hobbies (continued)** • To understand and follow an interview between two native Spanish speakers talking about hobbies • To conduct a short interview with a partner asking/answering questions on leisure activities • To understand & say number 12-40	**Specialist Teacher** **Hobbies + Modes of transport** • To collect results of a class survey through asking and answering questions in Spanish • To learn the names of 5 means of transport • To learn the names and locations of major ports and airports in Spain • To learn about ways of travelling to different countries	**Specialist Teacher** **Modes of transport** • To understand different possibilities for travelling abroad • To know how to access information to plan a journey • To pack an imaginary suitcase for a weekend in the south of Spain and label the items in it	**Specialist Teacher** **Modes of transport (continued)** • To understand different possibilities for travelling abroad • To know how to access information to plan a journey • To pack an imaginary suitcase for a weekend in the south of Spain and label the items in it	**Specialist Teacher** Review Lesson 1 Review of topics taught across the year.	**Specialist Teacher** Review Lesson 2 Review of topics taught across the year.
Music	**Specialist Teacher** Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele	**Specialist Teacher** Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele	**Specialist Teacher** Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele	**Specialist Teacher** Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele	**Specialist Teacher** Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele	**Specialist Teacher** Southwark Music Services provision Ukulele: learning about chords, rhythm and song structure and playing tunes and learning to play the ukulele
Art	**Sculpture: Interactive Installation** What is an art installation? To identify and compare features of art installations	**Sculpture: Interactive Installation** To investigate the effect of space and scale when creating 3D art		**Sculpture: Interactive Installation** To problem solve when constructing 3D artwork	**Sculpture: Interactive Installation** To plan an installation that communicates an idea.	**Sculpture: Interactive Installation** To apply knowledge of installation of art and develop ideas into a finished piece.

JIGSAW/PSHE	UNIT: **Dreams and Goals** I can learn about a range of jobs carried out by people and explore how much people earn in different jobs I can appreciate the contributions made by people in different jobs		UNIT: **Dreams and Goals** I can identify a job I would like to do when I grow up and understand what motivates me to achieve it I can appreciate the opportunities that learning, and education are giving me		UNIT: **Dreams and Goals** I can describe the dreams and goals of young people in a culture different to mine I can compare my dreams and goals with young people from a different culture	
PE	**Specialist Teacher** Swimming, **Coach James** Gymnastics	**Specialist Teacher** Swimming, **Coach James** Gymnastics	**Specialist Teacher** Swimming, **Coach James** Gymnastics	**Specialist Teacher** Swimming, **Coach James** Gymnastics	**Specialist Teacher** Swimming, **Coach James** Gymnastics	**Specialist Teacher** Swimming, **Coach James** Gymnastics

Trip	History – Ragged School Museum
Visitor	