



Rotherhithe Primary School Half Termly Curriculum Plan 2022-2023 Year 4/5 Summer 2

Topic: Titanic							
Subject Read aloud text: Percy and the Lightening Thief	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Shared Reading	THE TITANIC The Titanic – an introduction through visuals, photographs, nonfiction texts Diary Entry – Ruth Becker. Summary – storyboards	THE TITANIC First Person Recounts from the perspective of first class and third-class passengers - Beesley	THE TITANIC Reviewing strategies for the reading domains: -retrieval -inference -author choice -summary -prediction	THE TITANIC First Person Recounts from the perspective of first class and third-class passengers - Gracie	THE TITANIC Nonfiction text: Usborne Young Readers -summarizing -retrieval	THE TITANIC Nonfiction text: Usborne Young Readers -word meaning -inferencing	THE TITANIC Nonfiction text: Poetry – The Wreck of the Titanic
Writing	THE TITANIC To write newspaper reports using layout and organisation features.	THE TITANIC To write a postcard in role as first class passenger (adding similes, magic 3's and thoughts)	THE TITANIC To write a discursive plan: Who is to blame? Is it Captain, Bruce Ismay, or Jack Phillips?	THE TITANIC To write a witness statement (adding simile, detail and thoughts)	THE TITANIC To plan and write a discursive newspaper report for The Band Played on!	THE TITANIC To plan and write a discursive newspaper report for The Capathia's rescue of survivors	THE TITANIC To write an historical narrative
Maths (Y5)	2D and 3D shapes Classify 2-D shapes and reason about regular and irregular polygons	2D and 3D shapes Classify 3D shapes 2D representations and 3D shapes	Assessment week To revise for the arithmetic paper: four operations, fractions and decimals. To revise for the reasoning paper: problem solving.	Volume Use numbers and notation Estimate volume	Volume Convert units of volume	Problem Solving Negative numbers and calculating intervals across zero Calculating the mean	Problem Solving Interpret remainders Investigate numbers: Consecutive, palindromic, multiples



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Maths (Y4)	<p>Solving measure and money problems</p> <p>To develop strategies to plan and solve problems.</p> <p>To work systematically.</p> <p>To use trial and improvement.</p>	<p>Shape and symmetry</p> <p>To compare and order angles.</p> <p>To identify right angles.</p> <p>To identify acute and obtuse angles.</p> <p>To investigate angles within shapes.</p>	<p>Assessment week</p> <p>To revise for the arithmetic paper: four operations, fractions and decimals.</p> <p>To revise for the reasoning paper: problem solving.</p>	<p>Shape and symmetry</p> <p>To compare and classify 2D shapes.</p> <p>To compare and classify quadrilaterals.</p> <p>To compare and classify right-angled and equilateral triangles.</p> <p>To compare and classify isosceles and scalene triangles.</p>	<p>Shape and symmetry</p> <p>To identify lines of symmetry in 2D shapes</p> <p>To complete simple symmetrical figures.</p> <p>Position and direction</p> <p>To describe positions on a 2D grid.</p> <p>To plot specified points on a grid.</p>	<p>Position and direction</p> <p>To describe movements between positions as translation.</p> <p>Reasoning with patterns and sequences</p> <p>To investigate the place value of different number systems.</p> <p>To investigate Roman numerals up to 100.</p> <p>To identify and complete number sequences.</p> <p>To investigate number sequences.</p>	<p>3-D shape</p> <p>Properties of 3-D shape.</p> <p>To solved problems based on 2-D representations.</p> <p>Drawing 2-D representations of 3-D shapes.</p>
Science	<p>Animals including humans</p> <p>To describe the stages of human development.</p>	<p>Animals including humans</p> <p>To explain how babies grow and develop.</p>	<p>Animals including humans</p> <p>I can describe and explain the main changes that occur during puberty</p>	<p>Animals including humans</p> <p>To identify the changes that take place in old age.</p>	<p>Animals including humans</p> <p>I can report findings from enquiries.</p>	<p>Animals including humans</p> <p>I can explore the life expectancy of humans.</p>	<p>Animals including humans</p> <p>Assessment</p>
History	<p>Ancient Greeks Where is Greece?</p>		<p>Ancient Greeks Ancient Greece – Greeks on a timeline</p>		<p>Ancient Greeks A human and physical features of Ancient Greece</p>		<p>Ancient Greeks Greek gods and goddesses</p>
Computing	<p><u>Exploring conditions</u></p> <p>To explain how selection is used in computer</p>	<p><u>Selecting outcomes</u></p> <p>To relate that a conditional statement</p>	<p><u>Asking questions</u></p> <p>To explain how selection directs the flow of a program</p>	<p>Designing a quiz</p> <p>To design a program which uses selection</p>	<p><u>Testing a quiz</u></p> <p>To create a program which uses selection</p>	<p><u>Evaluating a quiz</u></p> <p>To evaluate my program</p>	<p><u>Summative assessment</u></p>



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	<p>programs</p> <p>I can recall how conditions are used in selection</p> <p>I can identify conditions in a program</p> <p>I can modify a condition in a program</p>	<p>connects a condition to an outcome</p> <p>I can use selection in an infinite loop to check a condition</p> <p>I can identify the condition and outcomes in an 'if... then... else...' Statement</p> <p>I can create a program with different outcomes using selection</p>	<p>I can explain that program flow can branch according to a condition</p> <p>I can design the flow of a program which contains 'if... then... else...'</p> <p>I can show that a condition can direct program flow in one of two ways</p>	<p>I can outline a given task</p> <p>I can use a design format to outline my project</p> <p>I can identify the outcome of user input in an algorithm</p>	<p>I can implement my algorithm to create the first section of my program</p> <p>I can test my program</p> <p>I can share my program with others</p>	<p>I can identify ways the program could be improved</p> <p>I can identify the setup code I need in my program</p> <p>I can extend my program further</p>	
RE		<p>What do religions and world views believe about God?</p> <p>Where is God? What do I think about God? What do atheists believe about God?</p>		<p>What do religions and world views believe about God?</p> <p>I can explain and link different viewpoints from Christians and Muslims about what God is like.</p> <p>I can explain the impact of living by the 99 names of Allah for a Muslim person.</p>		<p>What do religions and world views believe about God?</p> <p>I can explain and link different viewpoints from Hindu people about what God is like.</p> <p>I can explain the impact of believing in one god in many forms for a Hindu person.</p>	



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Design & Technology		<p>Cooking and Nutrition: What could be healthier?</p> <p>From Farm to fork Children learn how beef, the main ingredient of a Bolognese sauce, is formed and are made aware of key welfare issues surrounding the rearing of cattle</p>		<p>Cooking and Nutrition: What could be healthier?</p> <p>What does healthy look like? Children taste test two Bolognese sauces to compare their nutritional values. Then after researching variations of the recipe, the children work in teams to decide on ingredients for a healthier alternative</p>		<p>Cooking and Nutrition: What could be healthier?</p> <p>Adapting and improving a recipe The children work in teams to decide on ingredients for a healthier alternative to the Bolognese recipe.</p>	<p>Cooking and Nutrition: What could be healthier?</p> <p>What a tasty, healthy Bolognese Children work together to make their very own Bolognese sauces, following the recipe methods that they wrote last lesson and designing packaging that promotes it as a healthy and ethical choice</p>
JIGSAW/PSHE		Christopher Winter Project	Christopher Winter Project	Christopher Winter Project	Christopher Winter Project		
PE	<p>Specialist Teacher Swimming,</p> <p>Teacher lead Athletics</p>	<p>Specialist Teacher Swimming,</p> <p>Teacher lead Athletics</p>	<p>Specialist Teacher Swimming,</p> <p>Teacher lead Athletics</p>	<p>Specialist Teacher Swimming,</p> <p>Teacher lead Athletics</p>	<p>Specialist Teacher Swimming,</p> <p>Teacher lead Athletics</p>	<p>Specialist Teacher Swimming,</p> <p>Teacher lead Athletics</p>	<p>Specialist Teacher Swimming,</p> <p>Teacher lead Athletics</p>
Trip	<p>Tate Modern (Art Appreciation) Planetarium (Earth and Space)</p>						
Visitor							