



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

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



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<b>Maths (Y4)</b>	<p><b>Solving measure and money problems</b></p> <p>To develop strategies to plan and solve problems.</p> <p>To work systematically.</p> <p>To use trial and improvement.</p>	<p><b>Shape and symmetry</b></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><b>Assessment week</b></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><b>Shape and symmetry</b></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><b>Shape and symmetry</b></p> <p>To identify lines of symmetry in 2D shapes</p> <p>To complete simple symmetrical figures.</p> <p><b>Position and direction</b></p> <p>To describe positions on a 2D grid.</p> <p>To plot specified points on a grid.</p>	<p><b>Position and direction</b></p> <p>To describe movements between positions as translation.</p> <p><b>Reasoning with patterns and sequences</b></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><b>3-D shape</b></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>
<b>Science</b>	<p><b>Animals including humans</b></p> <p>To describe the stages of human development.</p>	<p><b>Animals including humans</b></p> <p>To explain how babies grow and develop.</p>	<p><b>Animals including humans</b></p> <p>I can describe and explain the main changes that occur during puberty</p>	<p><b>Animals including humans</b></p> <p>To identify the changes that take place in old age.</p>	<p><b>Animals including humans</b></p> <p>I can report findings from enquiries.</p>	<p><b>Animals including humans</b></p> <p>I can explore the life expectancy of humans.</p>	<p><b>Animals including humans</b></p> <p>Assessment</p>
<b>History</b>	<p><b>Ancient Greeks</b> Where is Greece?</p>		<p><b>Ancient Greeks</b> Ancient Greece – Greeks on a timeline</p>		<p><b>Ancient Greeks</b> A human and physical features of Ancient Greece</p>		<p><b>Ancient Greeks</b> Greek gods and goddesses</p>
<b>Computing</b>	<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><b>Designing a quiz</b></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><b>programs</b></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><b>connects a condition to an outcome</b></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><b>What do religions and world views believe about God?</b></p> <p>Where is God? What do I think about God? What do atheists believe about God?</p>		<p><b>What do religions and world views believe about God?</b></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><b>What do religions and world views believe about God?</b></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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<b>Design &amp; Technology</b>		<p><b>Cooking and Nutrition: What could be healthier?</b></p> <p><b>From Farm to fork</b> 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><b>Cooking and Nutrition: What could be healthier?</b></p> <p><b>What does healthy look like?</b> 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><b>Cooking and Nutrition: What could be healthier?</b></p> <p><b>Adapting and improving a recipe</b> The children work in teams to decide on ingredients for a healthier alternative to the Bolognese recipe.</p>	<p><b>Cooking and Nutrition: What could be healthier?</b></p> <p><b>What a tasty, healthy Bolognese</b> 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>
<b>JIGSAW/PSHE</b>		Christopher Winter Project	Christopher Winter Project	Christopher Winter Project	Christopher Winter Project		
<b>PE</b>	<p><b>Specialist Teacher</b> Swimming,</p> <p><b>Teacher lead</b> Athletics</p>	<p><b>Specialist Teacher</b> Swimming,</p> <p><b>Teacher lead</b> Athletics</p>	<p><b>Specialist Teacher</b> Swimming,</p> <p><b>Teacher lead</b> Athletics</p>	<p><b>Specialist Teacher</b> Swimming,</p> <p><b>Teacher lead</b> Athletics</p>	<p><b>Specialist Teacher</b> Swimming,</p> <p><b>Teacher lead</b> Athletics</p>	<p><b>Specialist Teacher</b> Swimming,</p> <p><b>Teacher lead</b> Athletics</p>	<p><b>Specialist Teacher</b> Swimming,</p> <p><b>Teacher lead</b> Athletics</p>
<b>Trip</b>	<p><b>Tate Modern</b> (Art Appreciation) <b>Planetarium</b> (Earth and Space)</p>						
<b>Visitor</b>							