



## Rotherhithe Primary School Half Termly Curriculum Plan 2024-2025 Year 4/5 Summer 2



Topic: Titanic							
Subject Read aloud text: Usborne Young Reading: Titanic	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Shared Reading</b>	<p style="text-align: center;"><b>THE TITANIC</b></p> <p>The Titanic – an introduction through visuals, photographs, nonfiction texts</p> <p>Diary Entry – Ruth Becker.</p> <p>Summary – storyboards</p>	<p style="text-align: center;"><b>THE TITANIC</b></p> <p>First Person Recounts from the perspective of first class and third-class passengers</p> <ul style="list-style-type: none"> <li>- Beesley</li> </ul>	<p style="text-align: center;"><b>THE TITANIC</b></p> <p>Reviewing strategies for the reading domains:</p> <ul style="list-style-type: none"> <li>-retrieval</li> <li>-inference</li> <li>-author choice</li> <li>-summary</li> <li>-prediction</li> </ul>	<p style="text-align: center;"><b>THE TITANIC</b></p> <p>First Person Recounts from the perspective of first class and third-class passengers</p> <ul style="list-style-type: none"> <li>- Gracie</li> </ul>	<p style="text-align: center;"><b>THE TITANIC</b></p> <p>Nonfiction text: Usborne Young Readers</p> <ul style="list-style-type: none"> <li>-summarizing</li> <li>-retrieval</li> </ul>	<p style="text-align: center;"><b>THE TITANIC</b></p> <p>Nonfiction text: Usborne Young Readers</p> <ul style="list-style-type: none"> <li>-word meaning</li> <li>-inferencing</li> </ul>	<p style="text-align: center;"><b>THE TITANIC</b></p> <p>Nonfiction text: Poetry – The Wreck of the Titanic</p>
<b>Writing</b>	<p style="text-align: center;"><b>THE TITANIC</b></p> <p>To write newspaper reports using layout and organisation features.</p>	<p style="text-align: center;"><b>THE TITANIC</b></p> <p>To write a postcard in role as first class passenger (adding similes, magic 3's and thoughts)</p>	<p style="text-align: center;"><b>THE TITANIC</b></p> <p>To write a discursive plan: Who is to blame? Is it Captain, Bruce Ismay, or Jack Phillips?</p>	<p style="text-align: center;"><b>THE TITANIC</b></p> <p>To write a witness statement (adding simile, detail and thoughts)</p>	<p style="text-align: center;"><b>THE TITANIC</b></p> <p>To plan and write a discursive newspaper report for The Band Played on!</p>	<p style="text-align: center;"><b>THE TITANIC</b></p> <p>To plan and write a discursive newspaper report for The Capathia's rescue of survivors</p>	<p style="text-align: center;"><b>THE TITANIC</b></p> <p>To write an historical narrative</p>
<b>Maths (Y5)</b>	<p style="text-align: center;"><b>Year 5 Unit 11: Calculating with whole numbers and decimals</b></p> <ul style="list-style-type: none"> <li>*Multiply and divide decimal numbers by ten, 100 and 1,000</li> <li>*Multiply and divide decimal numbers by ten, 100 and 1,000</li> <li>* Derive addition and subtraction facts involving</li> </ul>	<p style="text-align: center;"><b>Year 5 Unit 11: Calculating with whole numbers and decimals</b></p> <ul style="list-style-type: none"> <li>*Use a range of strategies to add and subtract decimal numbers</li> <li>*Solve addition and subtraction problems involving decimals</li> <li>* Derive multiplication facts involving</li> </ul>	<p style="text-align: center;"><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 style="text-align: center;"><b>Year 5 Unit 12: 2-D and 3-D shape</b></p> <ul style="list-style-type: none"> <li>*Identify, compare and classify 2-D shapes</li> <li>*Reason about regular and irregular polygons using their properties</li> <li>*Compare and classify triangles based on their properties</li> </ul>	<p style="text-align: center;"><b>Year 5 Unit 12: 2-D and 3-D shape</b></p> <ul style="list-style-type: none"> <li>*Identify, compare and classify 3-D shapes based on their properties</li> <li>*Recognise 2-D representations of 3-D shapes</li> <li>*Construct simple 3-D shapes, including making nets</li> </ul>	<p style="text-align: center;"><b>Year 5 Unit 13: Volume</b></p> <ul style="list-style-type: none"> <li>*Understand and use cube numbers and cubed notation</li> <li>*Use one-centimetre cubes to estimate volume</li> <li>*Visualise and estimate the volume of solids</li> <li>*Convert units of volume</li> </ul>	<p style="text-align: center;"><b>Year 5 Unit 14: Calculating with integers and decimals</b></p> <ul style="list-style-type: none"> <li>*Calculate intervals across zero</li> <li>* Explore remainders after division</li> <li>*Explore mean average</li> <li>*Reason and calculate in the context of money</li> </ul>



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	<p>decimal numbers from known facts</p> <p>* Use a written method to add decimals</p> <p>*Use a written method to subtract decimals</p>	<p>decimals from known facts</p> <p>* Use a written method to multiply decimal numbers</p> <p>*Explore strategies to multiply decimal numbers</p>		<p>*Identify, compare and classify quadrilaterals based on their properties</p> <p>*Use the term 'diagonal' and make conjectures about angles formed</p>	<p>*Illustrate and name parts of circles</p>		<p>*Investigate consecutive numbers</p> <p>* Investigate palindromic numbers</p>
<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 angels.</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>



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<b>Science</b>	<p><b>Living Things and their habitats</b></p> <p>1. Understand the life processes of a plant</p> <p>*Understand what plants need to grow strong and healthy *Understand that plants can reproduce sexually and asexually</p> <p>*Understand that plants are living things</p>	<p><b>Living Things and their habitats</b></p> <p>2. Understand the life cycles of mammals</p> <p>*Understand that not all mammals have the same life cycle</p> <p>*Know the 3 types of mammal</p> <p>*Understand what a life cycle is</p>	<p><b>Living Things and their habitats</b></p> <p>3. Compare the life cycles of insects and amphibians</p> <p>*Understand the life cycle of an amphibian</p> <p>*Understand the life cycle of an insect</p> <p>*Compare the process of metamorphosis in amphibians and insects</p>	<p><b>Living Things and their habitats</b></p> <p>4. Understand the life cycle of birds and reptiles</p> <p>*Recall key facts about the structure of an egg</p> <p>*Describe the differences between a mammal and a bird or reptile life cycle</p> <p>*Understand the life cycle of birds and reptiles</p>	<p><b>Living Things and their habitats</b></p> <p>5. Know about the life and work of Jane Goodall and David Attenborough</p> <p>*Understand the importance of documenting living things and highlighting their decline in the world</p> <p>*Identify important facts about 2 key members of the scientific community</p> <p>*Understand the importance of studying living organisms</p>	<p><b>Living Things and their habitats</b></p> <p>6. Research and present the life cycle of a creature</p> <p>*Suggest ideas for conservation of living or imaginary life</p> <p>*Represent key information about a chosen living organism</p> <p>*Represent knowledge learnt about life cycles</p>	<p><b>Living Things and their habitats</b></p> <p><b>Assessment</b></p>
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<b>Geography</b>	<p><b>Would you like to live in the desert?</b></p> <p>To summarise the characteristics of a desert biome.</p> <p>*I can identify the latitude of hot desert biomes.</p> <p>*I can describe the climate and weather in a hot desert biome.</p> <p>*I can give examples of plants and animals in a hot desert biome.</p>		<p><b>Would you like to live in the desert?</b></p> <p>To describe the physical features of a desert environment.</p> <p>*I can name the physical features of a desert environment.</p> <p>*I can explain how some of the physical features in a desert environment are formed.</p>		<p><b>Would you like to live in the desert?</b></p> <p>To explain the different ways humans can use deserts.</p> <p>*I can recognise that different locations may be in different time zones.</p> <p>*I can give examples of how humans use the Mojave Desert.</p> <p>*I can recall that land use can change over time.</p>		
<b>Computing</b>	<p><b><u>Exploring conditions</u></b> To explain how selection is used in computer programs</p> <p>I can recall how conditions are used in selection</p>	<p><b><u>Selecting outcomes</u></b> To relate that a conditional statement connects a condition to an outcome</p> <p>I can use selection in an infinite loop to check a condition</p>	<p><b><u>Asking questions</u></b> To explain how selection directs the flow of a program</p> <p>I can explain that program flow can branch according to a condition</p>	<p><b><u>Designing a quiz</u></b> To design a program which uses selection</p> <p>I can outline a given task</p> <p>I can use a design format to outline my project</p>	<p><b><u>Testing a quiz</u></b> To create a program which uses selection</p> <p>I can implement my algorithm to create the first section of my program</p> <p>I can test my</p>	<p><b><u>Evaluating a quiz</u></b> To evaluate my program</p> <p>I can identify ways the program could be improved</p> <p>I can identify the setup code I need in my</p>	<p><b><u>Summative assessment</u></b></p>



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	<p>I can identify conditions in a program</p> <p>I can modify a condition in a program</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 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 identify the outcome of user input in an algorithm</p>	<p>program</p> <p>I can share my program with others</p>	<p>program</p> <p>I can extend my program further</p>	
<b>RE</b>		<p><b>What do religions and world views believe about God?</b> Where is God? What do I think about God?</p> <p>What do atheists believe about God?</p>		<p><b>What do religions and world views believe about God?</b> 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>		<p><b>What do religions and world views believe about God?</b> I can explain and link different viewpoints from Sikh people about what God is like. Cafe and Food</p> <p>I can explain Sikh people's practices and how it relates to their belief in one god</p>	
<b>Spanish</b>	<p>Cafe and Food</p> <p>Lesson 4: Menú del día Creating their own menu of the day using known vocabulary, the children practise improvising café conversations.</p> <p style="background-color: yellow;">Continuation from last half term</p>	<p>Cafe and Food</p> <p>Lesson 5: Writing a café conversation Applying language for conversational phrases from previous learning; improvising a conversation using known vocabulary.</p> <p style="background-color: yellow;">Continuation from last half term</p>	<p>Cafe and Food</p> <p>Lesson 6: Role play performances Practising and performing café role plays using known vocabulary; evaluating and improving performances.</p> <p style="background-color: yellow;">Continuation from last half term</p>	<p>Fiesta Time</p> <p>Verbs in Spanish Selecting appropriate vocabulary from a dictionary entry; looking up verbs in a bilingual Spanish-English dictionary.</p>	<p>Fiesta Time</p> <p><b>Likes and dislikes</b> Learning how to express likes and dislikes; describing likes and dislikes about different activities.</p>	<p>Fiesta Time</p> <p><b>Adding details to actions</b> Using a bilingual dictionary to look up nouns that add extra detail to actions; listing a variety of nouns to enhance some given verbs</p>	<p>Fiesta Time</p> <p><b>Writing about fiestas</b> Applying all the language learnt in this unit; writing paragraphs describing likes and dislikes of different fiestas.</p>



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<b>Music</b>	<p><u>Exploring Singing Games</u>          To develop children's ability to read rhythm notation and for children to adapt and perform playground songs. Perform using notation as a support.          Sing songs with staff notation as support.          Sing songs with increasing control of breathing, posture and sound projection.          Sing songs in tune and with an awareness of other parts.          Identify phrases through breathing in appropriate places.          Sing with expression and rehearse with others.          Sing a round in two parts and identify the melodic phrases and how they fit together.          Sing confidently as a class, in small groups and alone, and to have an awareness of improvisation with the voice.</p>						
<b>Design &amp; Technology</b>	<p><b>Textiles: Stuffed Toy</b>          I can design a stuffed toy</p> <p>I can ensure my design is proportional</p> <p>I can evaluate and compare my design</p>		<p><b>Textiles: Stuffed Toy</b>          I can sew a blanket stitch neatly and accurately</p> <p>I can thread a needle</p> <p>I can use a blanket stitch to join two pieces of fabric</p>	<p><b>Textiles: Stuffed Toy</b>          I can create and add decorations to fabric</p> <p>I can create strong and secure stitches (blanket, running, cross-stitch)</p> <p>I can use applique to attach pieces of fabric decoration</p> <p>I can use stitches to decorate fabric</p>	<p><b>Textiles: Stuffed Toy</b>          I can use a blanket stitch to assemble the components of a stuffed toy</p> <p>I can stuff my toy carefully, repairing any holes or gaps</p> <p>I can evaluate my stuffed toy</p>		
<b>JIGSAW/PSHE</b>		Christopher Winter Project	Christopher Winter Project	Christopher Winter Project	Christopher Winter Project		
<b>PE</b>	<p><b>Teacher lead</b>          Athletics</p> <p><b>LESSON OBJECTIVE:</b> To sustain jogging and sprinting for a few minutes. To demonstrate the ability to change speed. To pass a relay baton at speed using a</p>	<p><b>Teacher lead</b>          Athletics</p> <p><b>LESSON OBJECTIVES:</b> To demonstrate quick reactions and 'rapid' acceleration. To state a 'lead leg' preference when sprinting over hurdles.</p>	<p><b>Teacher lead</b>          Athletics</p> <p><b>LESSON OBJECTIVES:</b> To use jumping combinations to move around a space. To hop and jump for distance from one foot to two feet.</p>	<p><b>Teacher lead</b>          Athletics</p> <p><b>LESSON OBJECTIVES:</b> To hop and jump in different ways for height and for distance. To perform triple jump combination sequences with balance and control.</p>	<p><b>Teacher lead</b>          Athletics</p> <p><b>LESSON OBJECTIVES:</b> To be able to throw a beanbag with accuracy and consistency. To throw for distance with restrictions.</p>	<p><b>Teacher lead</b>          Athletics</p> <p><b>LESSON OBJECTIVES:</b> To learn and use the overarm throw. To use a push and overhead throw to increase your distances.</p>	<p><b>Teacher lead</b>          Athletics</p> <p>Teacher choice of activities that need supporting based off of assessment</p>



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	'place pass' into the hand.						
<b>Trip</b>	Creekside Discovery Centre (Science), Gurdwara Visit (R.E.)						
<b>Visitor</b>	Humanist Visitor (R.E)						