

Term = Spring 1 st half Term 2018	Theme = Adventurers and Explorers	Theme Quote = By replacing fear of the unknown with curiosity we open ourselves to an infinite stream of possible adventures.	Year Group = Year 4/5 Ammonite Class	Christian Theme in focus = Service
Knowledge and Understanding of the World		Expressive Arts and Design		Personal Social and Emotional Development
<p>History = -The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>This could include:</p> <ul style="list-style-type: none"> -Viking raids and invasion -resistance by Alfred the Great and Athelstan, first king of England -further Viking invasions and Danegeld -Anglo-Saxon laws and justice -Edward the Confessor and his death in 1066 <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -develop a chronologically secure knowledge and understanding of British and local history -note connections, contrasts and trends over time and develop the appropriate use of historical terms. -address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -construct informed responses that involve thoughtful selection and organisation of relevant historical information. -understand how our knowledge of the past is constructed from a range of sources. 		<p>Design and Technology</p> <p><u>Design</u></p> <ul style="list-style-type: none"> -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> -select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p><u>Evaluate</u></p> <ul style="list-style-type: none"> -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -understand how key events and individuals in design and technology have helped shape the world <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> -apply their understanding of how to strengthen, stiffen and reinforce more complex structures -understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 		<p>PHSE/ SEAL- Rainbow =Theme 3- Say no to Bullying</p> <p><u>Children will be taught:</u></p> <ul style="list-style-type: none"> -to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; -to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; -to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, for individuals and communities; -to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; -that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong; -school rules about health and safety, basic emergency aid procedures and where to get help; -that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; -to realise the nature and consequences of racism, teasing, bullying, and aggressive behaviours and how to respond to them and ask for help; - to recognise and challenge stereotypes -to resolve differences by looking at alternatives, making decisions and explaining choices; -to recognise the different risks in different situations and then decide how to behave responsibly; -that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong; -that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; -where individuals, families and groups can get help and support.
<p>Computing=Technology in our Lives</p> <p>Understand computer networks including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p><u>Year 4</u></p> <ul style="list-style-type: none"> -I can tell you whether a resource I am using is on the Internet, the school network or my own device. -I can identify key words to use when searching safely on the World Wide Web. -I think about the reliability of information I read on the World Wide Web. - I can tell you how to check who owns photos, text and clipart. - I can create a hyperlink to a resource on the World Wide Web. - I can recognise that websites use different methods to advertise products. <p><u>Year 5</u></p> <ul style="list-style-type: none"> -I can describe different parts of the Internet. -I can use different online communication tools for different purposes. -I can use a search engine to find appropriate information and check its reliability. -I can recognise and evaluate different types of information I find on the World Wide Web. -I can describe the different parts of a webpage. - I can find out who the information on a webpage belongs to. - I can describe the ways in which websites advertise their products to me. 		<p>English</p> <ul style="list-style-type: none"> -Fiction- Flood -Non Fiction – Everything you need to know about snakes -Poetry – Charlotte Mews- Selected Poems (See Babcock English Plans for more details) 		
<p>Geography</p> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - describe and understand key aspects of: <ul style="list-style-type: none"> -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 		<p>Maths</p> <p><u>Year 4 - Unit 5- Number Sense</u></p> <ul style="list-style-type: none"> -Number and Place Value <p><u>Year 4 -Unit 6- Additive reasoning</u></p> <ul style="list-style-type: none"> -Addition and Subtraction -Measurement -Statistics <p><u>Year 4- Unit 7- Number Sense</u></p> <ul style="list-style-type: none"> -Fractions (including decimals) -Measurement <p><u>Year 5 - Unit 5- Number Sense</u></p> <ul style="list-style-type: none"> -Number and Place Value -Multiplication and Division -Fractions (including decimals and percentages) -Measurement <p><u>Year 5-Unit 6- Additive reasoning</u></p> <ul style="list-style-type: none"> -Addition and Subtraction -Fractions(including decimals and percentages) -Measurement -Statistics <p><u>Year 5- Unit 7- Number Sense</u></p> <ul style="list-style-type: none"> -Multiplication and Division -Fractions (including decimals and percentages) <p>(See Rising Stars MTP for more details)</p>		
<p>Religious Education</p> <ul style="list-style-type: none"> -Religion- -Theme- -Key question – 				<p>Physical / Moving and Handling</p> <p>PE</p> <ul style="list-style-type: none"> -perform dances using a range of movement patterns -compare their performances with previous ones and demonstrate improvement to achieve their personal best.