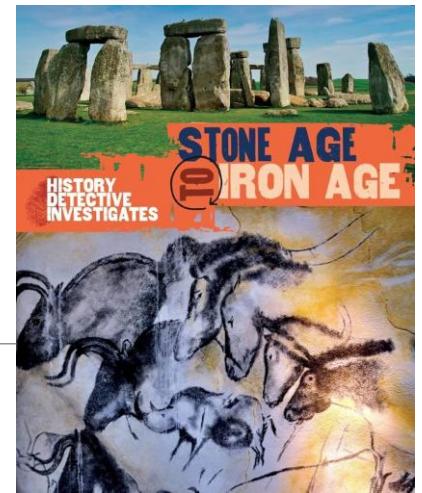


# Our Learning Journey

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# History

## We will be looking at



- The changes in Britain from the Stone Age to the Iron Age Examples.
- Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.

Bronze Age religion, technology and travel, for example, Stonehenge.

Iron Age hill forts: tribal kingdoms, farming, art and culture.

# Computing - Repetition in shapes



## We are learning to...

- Begin to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Begin to use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Begin to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Begin to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

# Art – Mother's Day Portraits Drawing

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## We are learning to...

- Understand how to use different hardness's of pencils to show line, tone and texture.
- Understand how to annotate sketches to explain and elaborate ideas.
- Understand why we need to sketch lightly (no need to use a rubber to correct mistakes).
- Understand how to use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.

# Design Technology – Mechanics

## We are learning to...

- 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]
- Begin to understand how to use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).



# Music – Rock and Roll

## We are learning to...

Listening: identify structure, identify instruments, identify features

Composing: use Western notation, create melody and bass line

Performing: follow western notation, improvise, play chords and bass line, sing melody and harmony

Social: collaboration, co operation, respect, communication

Emotional: confidence, perseverance, independence

Thinking: creativity, reflection, comprehension, provide feedback



# French (Holly) – Presenting myself (Je me présente)

Unit Glossary	
French	English
Bonjour !	Hello!
Salut !	Hi!
Ça va ?	How are you?
Ça va bien.	I am fine.
Ça va mal.	I am not great.
Comme ci, comme ça.	So-so.
Ça va très bien.	I am great.
Ça va très mal.	I am really not great.
très	very
Au revoir !	Goodbye!
À plus tard !	See you later!
Comment t'appelles-tu ?	What is your name?
Je m'appelle...	My name is...
Quel âge as-tu ?	How old are you?
J'ai ... ans.	I am ... years old.
Où habites-tu ?	Where do you live?
J'habite à...	I live in...
French	English
Je suis...	I am...
français/française	French
anglais/anglaise	English
gallois/galloise	Welsh
irlandais/irlandaise	Irish
écossais/écossaise	Scottish
un	one
deux	two
trois	three
quatre	four
cinq	five
six	six
sept	seven
huit	eight
neuf	nine
dix	ten
French	English
onze	eleven
douze	twelve
treize	thirteen
quatorze	fourteen
quinze	fifteen
seize	sixteen
dix-sept	seventeen
dix-huit	eighteen
dix-neuf	nineteen
vingt	twenty



# PSHE – Dreams and Goals

## Year 4

### We are learning to...

Know how to make a new plan and set new goals even if they have been disappointed.

Know how to work as part of a successful group.

Know how to share in the success of a group.

Know what their own hopes and dreams are.

Know that hopes and dreams don't always come true.

Know that reflecting on positive and happy experiences can help them to counteract disappointment.

Know how to work out the steps they need to take to achieve a goal.



# PSHE – Dreams and Goals

## Year 5

### We are learning to...

Know about a range of jobs that are carried out by people I know.

Know the types of job they might like to do when they are older.

Know that young people from different cultures may have different dreams and goals.

Know that they will need money to help them to achieve some of their dreams.

Know that different jobs pay more money than others.

Know that communicating with someone from a different culture means that they can learn from them and vice versa.

Know ways that they can support young people in their own culture and abroad.



# PSHE – Healthy Me

## Year 4

### We are learning to...

Know that there are leaders and followers in groups.

Know the facts about smoking and its effects on health.

Know the facts about alcohol and its effects on health, particularly the liver.

Know ways to resist when people are putting pressure on them.

Know what they think is right and wrong.

Know how different friendship groups are formed and how they fit into them.

Know which friends they value most.

Know that they can take on different roles according to the situation.

Know some of the reasons some people start to smoke.

Know some of the reasons some people drink alcohol.



# PSHE – Healthy Me

## Year 4

### We are learning to...

Know basic emergency procedures, including the recovery position.

Know the health risks of smoking.

Know how smoking tobacco affects the lungs, liver and heart.

Know how to get help in emergency situations.

Know that the media, social media and celebrity culture promotes certain body types.

Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure.

Know some of the risks linked to misusing alcohol, including antisocial behaviour.

Know what makes a healthy lifestyle.

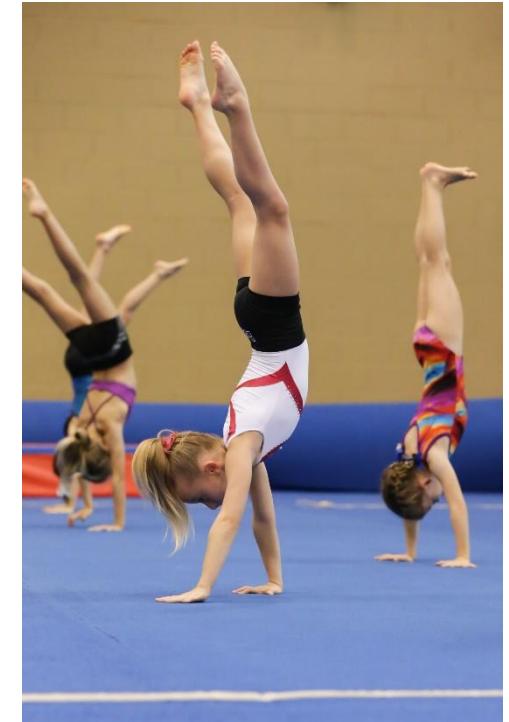


PE

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**We are focusing on developing our skills through:**

Holly- Gymnastics and basketball



# RE

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## We are understanding...

- ❖ Holly- Why does a Hindu want to keep good karma?



# Maths

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We are learning to...

Multiply and Divide using formal traditional methods.

Simplifying, adding and subtracting fractions.

Calculating the area and perimeter of shapes with missing lengths.

Using and applying adding, subtracting, multiplying and dividing to a range of word problems.

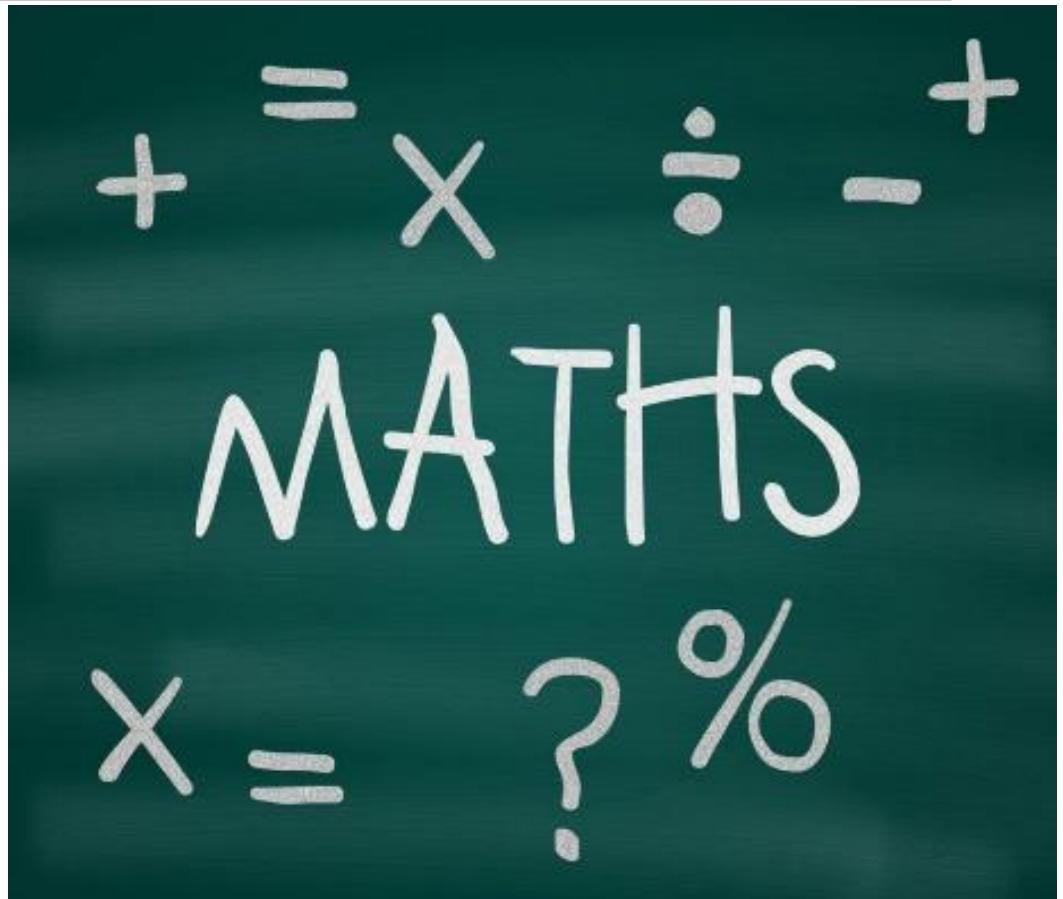
Interpreting line graphs.

Reading and interpreting timetables.

Recognising and writing equivalent fractions of decimals.

Recognising the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred'.

Use our times tables when working with fractions for example finding factors and multiples.

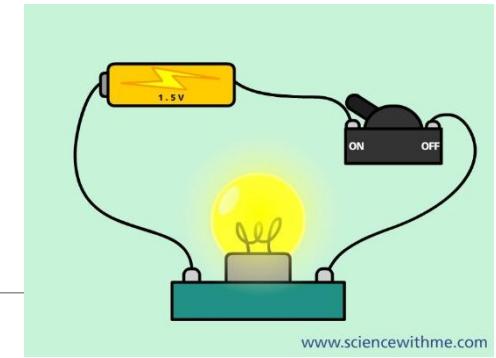


# Science

During Science and Nature Week we are learning about...

## Year 4 - Electricity

- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators, and associate metals with being good conductors.



## Year 5 - Earth and space

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- Describe the movement of the Moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky



# Literacy

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- Letter Writing: Applying for a Stone Age job
- Poetry – we will be learning to perform the poems. These will be performed in the celebration of work.
- Adventure Stories: Time Travelling
- In addition, the children will complete independent writing related to the genres taught above.

