

# Our Learning Journey

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# Computing

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- **We are learning to...**

Further develop the knowledge to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

- Further develop the knowledge 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
- Further develop the knowledge to use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

# Art

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## We are learning to...

- Develop knowledge of how to build up layers of colours.
- Understand how to create an accurate pattern, showing fine detail.
- Develop knowledge of how to use a range of visual elements to reflect the purpose of the work.

# Design Technology

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## We are learning to...

- Further develop knowledge of how to cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).
- Further develop knowledge of how to show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).

# Music- Vikings

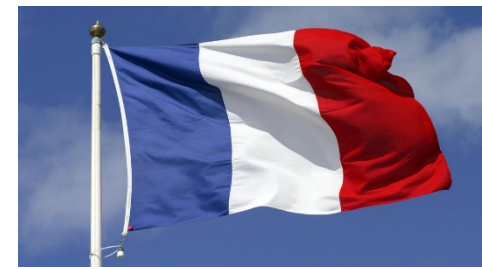
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## **We are learning to...**

- ~~To explore and organise rhythms using voice and instruments~~
- To organise rhythms into beats and notate them using 1, ½ and 2 beat notes
- To perform simple rhythms from music notation
- To compose and combine rhythms creatively to convey an intended effect
- To select and combine musical ideas to create an interesting and satisfying structure
- To perform Viking compositions and offer feedback on recorded music and the music of my peers

# French- At the Tearooms (Au salon de thé)



Unit Glossary			
French		English	
	un croissant		a croissant
	un pain au chocolat		a pain au chocolat
	un sandwich au jambon		a ham sandwich
	un sandwich au fromage		a cheese sandwich
	un croque-monsieur		a ham and cheese toastie
	un café		a coffee
	un café au lait		a coffee with milk
	un thé		a tea
	un jus d'orange		an orange juice
	un coca-cola		a coca-cola
	un chocolat chaud		a hot chocolate
	une part de gâteau au chocolat		a slice of chocolate cake
	une part de quiche		a slice of quiche
	une brioche		a brioche
French		English	
	une crêpe		a crepe
	une salade		a salad
	une omelette		an omelette
	une tartelette		a small tart
	une limonade		a lemonade
	une grenadine		a grenadine
	Bonjour !		Hello!
	Au revoir !		Goodbye!
	Vous désirez ?		What would you like?
	Je voudrais...		I would like...
	merci		thank you
	s'il vous plaît		please
	et		and
	l'addition		the bill

# PSHE- Changing Me

## **Y4 are learning about...**

Personal characteristics and understanding they have come from my birth parents.

The internal and external parts of male and female bodies that are necessary for making a baby.

What has influenced my life and what might influence the lives of other people.

How a girl's body changes in order for her to be able to have babies when she is an adult.

Accepting changes that have been and may continue to be outside of my control.

Identifying what I am looking forward to when I move to my next class.

## **Y5 are learning about...**

Self-image and how my body image fits into that.

Changes to our bodies during puberty.

Looking after yourself physically and emotionally.

Conception and how babies are usually made.

Becoming a teenager and growing responsibilities (age of consent).

Identifying what I am looking forward to when I move to my next class.

# PSHE- Relationships

## Y4 are learning about...

Recognising situations which can cause jealousy in relationships.

Expressing why someone is special to me.

Thinking about someone I know that I no longer see.

Recognising how friendships change, knowing how to make new friends and how to manage when I fall out with my friends.

Understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older.

Knowing how to show love and appreciation to the people and animals who are special to me.

## Y5 are learning about...

Characteristics and personal qualities.

Positive and negative consequences of belong to an online community.

Rights and responsibilities in an online community or social network.

Rights and responsibilities when playing a game online.

Effects of spending too much time using devices (screen time).

How to stay safe when using technology to communicate with my friends.

# PE

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## We are focusing on developing our skills through:

Athletics

Games

Outdoor adventure activities

# RE

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We are learning to understand ...

❖ BIG Question: What words of wisdom are in the bible? What words of wisdom are in other religious texts?

# Maths

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## We are learning to...

Read, write, compare and understand the place value of 4 and 5 digit numbers and numbers with up to 2 decimal places.

Multiply and divide numbers by 10, 100 and 1000.

Use long multiplication to multiply up to 4 digit numbers by 1 digit and 3 digit numbers by 2 digits.

Use short division (bus stop) to divide 3 and 4 digit numbers and express remainders as a fraction.

Identify factors and multiples and use them to help solve multiplications and divisions mentally.

Recognise and name regular and irregular 2D polygons.

Identify 3D shapes, draw nets and sort them.

Calculate perimeters and areas of composite shapes

Understand the concept of volume and how it relates to capacity

Recognise Roman numerals and write dates using them

Use coordinates to draw polygons, reflect shapes and translate shapes (in the first two quadrants)

Revise equivalent fractions, adding/subtracting fractions, multiplying fractions and converting from improper to mixed number fractions. Find equivalent fractions, decimals and percentages.

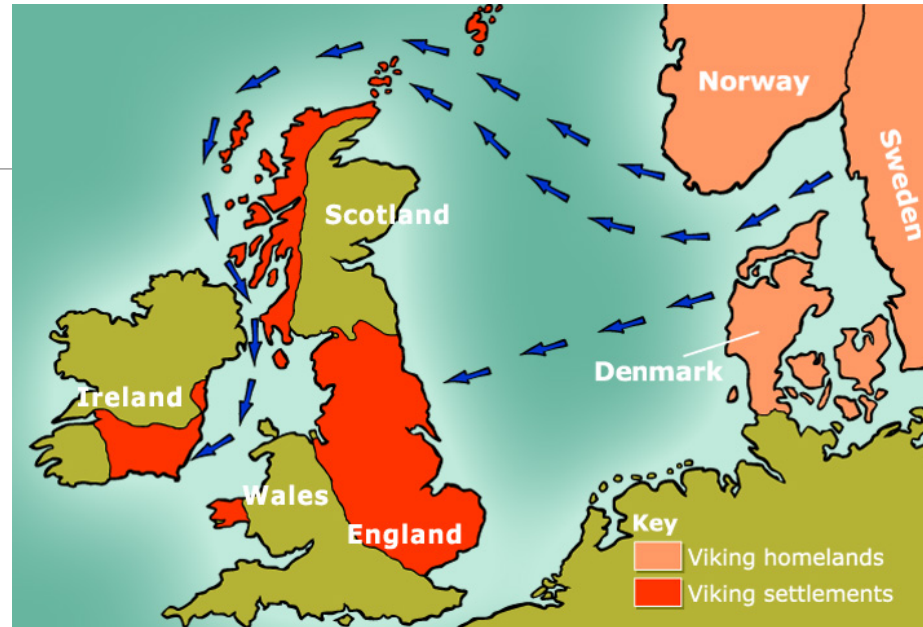
Draw and interpret line and bar graphs

Use timetables with the 24hr clock and find time differences

Solve scaling problems

Solve multistep word problems (including money problems) involving addition and subtraction using column methods.

# Literacy



## Genres include:

- Factfile – Anglo-Saxon Life
- Factfile – Longboats
- Newspaper Article



# Science Summer 2

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## Y5- Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.

## Y4- Sound

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.

# Science Summer 2

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## **Y5 Animals including humans**

- Describe the changes as humans develop to old age.

## **Y4 Animals including humans**

- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.

# History- Vikings

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## We are learning to:

To understand where the Vikings came from and why they were attacked

To understand the key features of a Viking boat

To understand what reputation the Vikings had and how they got it

To understand the highs and lows of the Vikings raids and eventual conquer of England.

Historical thinking: To look at a range of sources, inferring meaning and finding statements that best match a range of sources

To locate places on a map with Viking endings

To show an understanding of the view Vikings were 'bad' but to also contradict this using evidence