

Our Learning Journey

Geography

We are learning to...



- physical geography, including: climate zones, biomes and vegetation belts and rivers.
- locate the world's countries, using maps to focus North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Computing



- We are learning to...

- Begin to 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
- Begin to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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

We are learning to...

- Develop knowledge of how to sketch (lightly) before painting to combine line and colour.
- Develop knowledge of how to create a colour palette based upon colours observed in the natural or built world.
- Develop knowledge of how to use the qualities of watercolour and acrylic paints to create visually interesting pieces.
- Develop knowledge of how to combine colours, tones and tints to enhance the mood of a piece.
- Further develop knowledge of how to use brush techniques and the qualities of paint to create texture.
- Understand how to develop a personal style of painting, drawing upon ideas from other artists.

Design Technology

We are learning to...

- Further develop knowledge of the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).
- Further develop knowledge of how to measure accurately and calculate ratios of ingredients to scale up or down from a recipe.
- Further develop knowledge of how to demonstrate a range of baking and cooking techniques
- Further develop knowledge of how to create and refine recipes, including ingredients, methods, cooking times and temperatures.



Music - Rivers

We are learning to...













- Listening; identifying instruments, identify key features, identify inter related dimensions of music
- Composing: select and combine to create texture, use graphic score, use pentatonic scale, write melody and lyrics, compose to the represent a theme, use inter-related dimensions
- Performing: following graphic notation, sing in unison, group ensemble
- Social: collaboration, respect, communication
- Emotional: confidence, perseverance
- Thinking: select and apply, comprehension, providing feedback



French - Ice Cream (Les glaces)

Unit Glossary

French	English
une glace	an ice-cream
 ...à la vanille	vanilla flavour
 ...à la fraise	strawberry flavour
 ...à la banane	banana flavour
 ...à la menthe	mint flavour
 ...à la pistache	pistachio flavour
 ...au chocolat	chocolate flavour
 ...au café	coffee flavour
 ...au citron	lemon flavour
 ...au caramel	caramel flavour
 ...au cassis	blackcurrant flavour
Je voudrais...	I would like...
et	and

French	English
 un cornet	a cone
 un petit pot	a small tub/pot
 une boule	one scoop
 deux boules	two scoops
 trois boules	three scoops
s'il vous plaît	please
Bonjour !	Hello!
Quel parfum ?	Which flavour
Combien de boules ?	How many scoops?
C'est combien ?	How much?
merci	thank you
Au-revoir !	Goodbye !

PSHE- Being me in my world



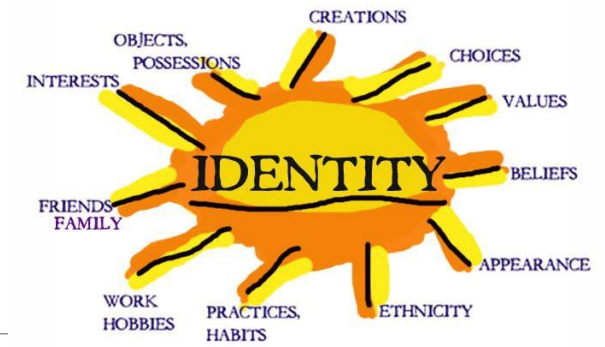
Y4 are learning to...

- ❖ Know what democracy is (applied to pupil voice in school).
- ❖ Know how groups work together to reach a consensus.
- ❖ Know that having a voice, different roles and democracy benefits the school community.
- ❖ Know how individual attitudes and actions make a difference to a class.

Y5 are learning to...

- ❖ Understand democracy and having a voice benefits the school community
- ❖ Understand how to contribute towards the democratic process
- ❖ Understand the rights and responsibilities associated with being a citizen in the wider community and their country
- ❖ Know how to face new challenges positively
- ❖ Understand how to set personal goals
- ❖ Know how an individual's behaviour can affect a group and the consequences of this

PSHE- Celebrating Differences



Y4 are learning to...

- ❖ Understand that, sometimes, we make assumptions based on what people look like.
- ❖ Understand what influences me to make assumptions based on how people look.
- ❖ Understand that sometimes bullying is hard to spot and to know what to do if I think it is going on but I'm not sure.
- ❖ Understand why witnesses sometimes join in with bullying and sometimes don't tell.
- ❖ Identify what is special about me and value the ways in which I am unique.
- ❖ Be able to tell a time when a first impression of someone changed when I got to know them.

Y5 are learning to...

- ❖ Understand that cultural differences sometimes cause conflict.
- ❖ Understand what racism is.
- ❖ Understand how rumour-spreading and name-calling can be bullying behaviours.
- ❖ Explain the difference between direct and indirect types of bullying.
- ❖ Be able to compare my life with people in the developing world.
- ❖ Be able to understand a different culture from my own.

PE

We are focusing on developing our skills through:

- ❖ **Gymnastics**
- ❖ **Cross Country**
- ❖ **Invasion games – tag rugby**
- ❖ **Dance**



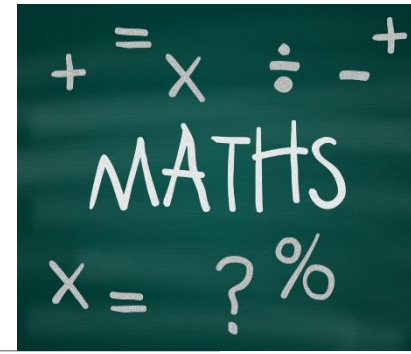
RE

We are understanding...

- ❖ How did Buddha teach his followers to find enlightenment?
- ❖ How can following God, bring freedom and justice??

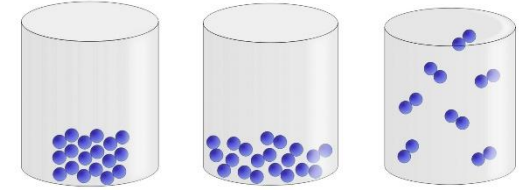


Maths



We are learning to...

- ❖ Read, write and compare 4 digit and 5 digit numbers using $<$ and $>$
- ❖ To understand place value, compare and order numbers with up to two decimal places
- ❖ Round 4-digit numbers to the nearest: 10, 100 and 1000 and up to two decimal places to the nearest whole number
- ❖ Adding and subtracting using the column method or mental addition
- ❖ Recognise multiples and factors
- ❖ Understand unit fractions, equivalent fractions and reduce a fraction to its simplest form
- ❖ To count in fractions
- ❖ Use mental strategies to multiply and divide multiples of 10 and 100
- ❖ use a written method to multiply 3-digit and 4-digit numbers by 1-digit numbers.
- ❖ divide numbers using a written method by single-digit numbers with no remainder, then with a remainder or expressed as a fraction
- ❖ multiply and divide numbers with up to two decimal places
- ❖ Telling the time (analogue and digital) and converting on a 24 hour clock.
- ❖ To calculate time intervals
- ❖ To convert between different measures, with a particular focus on measuring length and conversion.
- ❖ measure and calculate perimeters of rectilinear shapes
- ❖ To use a protractor to measure angles

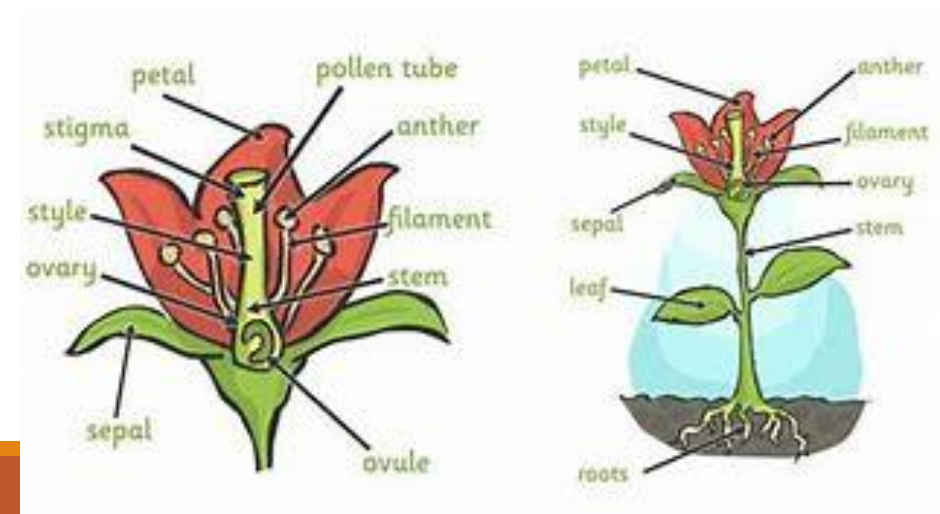


Science

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

Y4 – Living Things & Their Habitats and States of Matter

Y5 - Living Things & Their Habitats and Properties and Changes of Materials



Literacy

Genres include:

- Setting Description
- Persuasive Letter
- Explanation text

