



<p><b>YEAR</b> <b>4/5</b> <b>Spring</b> <b>2<sup>nd</sup> Half</b> <b>2022</b></p>	<p><b>STEAM INQUIRY: Inquiry Starting Point: What Attracts Tourists to European Cities and how are they similar/different?</b></p> <p>Geography of Europe with focus on architecture and culture, including folk music.</p> <p><b>Purposeful Outcome:</b></p> <p><b>Links to the world of work &amp; local community:</b> St Piran's Day (3<sup>rd</sup> March school celebration); World book Day 4<sup>th</sup> March celebration; Aspire-wide fundraising project linked to European refugees</p> <p><b>Trip/ Visit/Experience:</b> Pasty making, charity bake sale</p>
<p><b>Maths</b></p>	<p><u>Multiplication and division</u></p> <p>Y4 - Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.</p> <p>Y4 - Understand and apply the distributive property of multiplication.</p> <p>Y4 - Recall multiplication and division facts up to <math>12 \times 12</math> and recognise products in multiplication tables as multiples of the corresponding number.</p> <p>Y4 - Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.</p> <p>Y5 - Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.</p> <p><u>Fractions, Decimals &amp; Percentages</u></p> <p>Y4 - Reason about the location of mixed numbers in the linear number system.</p> <p>Y4 - Convert mixed numbers to improper fractions and vice versa.</p> <p>Y4 - Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.</p> <p>Y5 - Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.</p> <p>Y5 - Convert between units of measure, including using common decimals and fractions.</p> <p>Y5 - Find non-unit fractions of quantities.</p> <p>Y5 - Find equivalent fractions and understand that they have the same value and the same position in the linear number system.</p> <p>Y5 - Recall decimal fraction equivalents for <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{1}{5}</math> and <math>\frac{1}{10}</math> and for multiples of these proper fractions.</p>
<p><b>English</b></p>	<p><u>Persuasion</u></p> <p>Y4</p> <ul style="list-style-type: none"> <li>- Read and analyse a range of persuasive texts to identify key features e.g. letters to newspapers, discussions of issues. Distinguish between texts which try to persuade and those which simply inform, whilst explaining that some texts may use both of these.</li> <li>- Analyse how a particular view can be most convincingly presented e.g. ordering points to link them together so that one follows from another, how statistics, graphs, images and visual aids can be used to support or reinforce arguments.</li> <li>- Investigate how style and vocabulary are used to convince the reader.</li> <li>- Evaluate adverts for their impact, appeal and honesty, focussing on how the information is presented: exaggeration, attention grabbing, linguistic devices such as puns, jingles, alliteration and invented words.</li> <li>- Sequence points in order to plan the presentation of a point of view using more formal language appropriately.</li> <li>- Use writing frames to back up points of view.</li> <li>- Link points persuasively and select styles and vocabulary appropriate to reader and begin to understand how multi-media can contribute to this.</li> <li>- Design an advert, such as a poster or radio jingle, on paper or screen, e.g. for a school fayre or an imaginary product, making use of linguistic and other features learnt from reading examples.</li> <li>- Explore the use of conjunctions and adverbs, as well as adverbial phrases to structure a persuasive argument, e.g. if... then...; on the other hand; finally; so.</li> </ul> <p>Y5</p> <ul style="list-style-type: none"> <li>- Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering: how they are set out and how language is used, e.g. to gain attention, respect and manipulate</li> </ul>

	<ul style="list-style-type: none"> <li>- Read other examples e.g. newspaper comment, headline, adverts, fliers, to compare writing which informs and persuades, considering, for example, the deliberate use of ambiguity, half-truth, bias, how opinion can be disguised to seem like fact.</li> <li>- Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity and quality of information.</li> <li>- Collect and investigate the use of persuasive devices such as words and phrases, e.g. surely, it wouldn't be very difficult, persuasive definitions e.g. no one but a very foolish person... every right-minded person... rhetorical questions, pandering, condescension, concession, deliberate ambiguities.</li> <li>- Draft and write individual, group and class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest, to edit and present.</li> <li>- Write a commentary on an issue on paper or screen, setting out and justifying a personal view, to use structures from reading to set out and link points, e.g. numbered lists and bullet points.</li> <li>- Construct an argument in note form or full text to persuade others of a point of view and present the case to a class or view, use standard English appropriately, evaluate its effectiveness.</li> <li>- Explore how ICT or other multimodality might support this.</li> <li>- Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by other formal language where appropriate, and how it can be incorporated into or combined with other text types.</li> </ul> <p><u>Information</u></p> <p>Y4</p> <ul style="list-style-type: none"> <li>- Fill out brief notes into connected prose.</li> <li>- Present information from a variety of sources into one simple format, e.g. chart, labelled diagram, graph or matrix.</li> <li>- Begin to use graphic organisers as a tool to support writing up information.</li> <li>- Develop and refine ideas in writing using planning and problem-solving strategies.</li> <li>- Edit down and reword sentences by removing the less important information and refining ideas.</li> </ul> <p>Y5</p> <ul style="list-style-type: none"> <li>- Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation.</li> <li>- Create plans for information texts drawing on knowledge of different text types to decide form and style of different elements.</li> <li>- Create information texts with a variety of elements, e.g. labelled explanatory diagram, reporting chart or recount.</li> <li>- Create multi-layered texts, including the use of hyperlinks and linked web pages.</li> <li>- Record and acknowledge sources in own writing.</li> <li>- Summarise a chapter or passage in a given number of words.</li> <li>- Read a passage and retell it using your own words.</li> </ul>
<b>Key Texts</b>	
<b>Science Curriculum</b>	<p><b>Working Scientifically:</b> Measure &amp; Record- Taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; Gathering and recording data in a variety of ways.</p> <p><b>Knowledge &amp; Understanding:</b></p> <p><u>Y4/5 States of Matter – top-up/revision</u></p> <ul style="list-style-type: none"> <li>- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><u>Y4 Electricity</u></p> <ul style="list-style-type: none"> <li>- identify common appliances that run on electricity</li> <li>- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>- 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</li> <li>- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>- recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>

	<p><u>Y5 Forces</u></p> <ul style="list-style-type: none"> <li>- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>- identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> </ul>
<b>Geography</b>	<p>Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. Children will use this as a vessel to learn about folk culture in Europe and Cornwall.</p> <p>Pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>
<b>History</b>	Women's History Month (March); also support this through PSHE curriculum content linked to Women's History Month – Rebel Girls
<b>Art &amp; Design</b>	<p><b>European Architecture &amp; Cardboard Sculpture project</b>- Study of European architecture (and sculpture) with examples from across Europe, including Gaudi. Resulting in a cardboard sculpture project – Building a magnificent City (See Y3 unit plan- Catch up. Include St Basils (Moscow), Louvre (Paris), La Sangrada Familia (Barcelona)</p> <div>   </div>
<b>Design Technology/ Engineering</b>	Pasty making for St Piran's Day as part of <b>study of folk culture.</b>
<b>Computing</b>	Discovery Coding Level 4 – Repetition and Loops
<b>Music</b>	<p><u>Charanga unit – Reflect, Rewind, Replay.</u></p> <p>Folk music here and in Europe - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. In each session, children will listen to traditional and classical music from different European regions.</p> <p>In this unit, children will:</p> <ul style="list-style-type: none"> <li>- Listen to and appraise music</li> <li>- Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li> <li>- Singing</li> <li>- Play instruments within the song</li> <li>- Improvisation using voices and instruments</li> <li>- Composition</li> <li>- Share and perform the learning that has taken place</li> </ul>
<b>PE</b>	<p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> <li>- Throw a rugby ball with accuracy</li> <li>- Throw a rugby ball, while travelling, with accuracy</li> <li>- Pass the ball backward in a line of players</li> <li>- Selecting the best ways to attack and defend the opposing team</li> </ul>
<b>PSHE (SCARF)</b>	<p><b>Rights &amp; Responsibilities</b></p> <p><b>SCARF:</b> Whole school SCARF Assembly = Achievement</p> <p><b>Y4-</b> Making a difference (different ways of helping others or the environment), Media influence, Decisions about spending money</p> <p><b>Y5-</b> Rights and responsibilities, Rights and responsibilities relating to my health, Making a difference, Decisions about lending, borrowing and spending</p> <p><b>Whole School Virtue:</b> Integrity; <b>Y4 virtue:</b> Perseverance; <b>Y5 Virtue:</b> Honesty</p>
<b>RE</b>	Why do Christians call the day they believe that Jesus died 'Good Friday'?
<b>MFL</b>	<b>All About Me:</b> We are learning to give and respond to simple instructions, name parts of the body, recognise and use action words, recognise and use colour words, name clothing (msc & fm), link clothing and accessories with simple conjunctions.