

# Class 4 – Year 4/5 – Mr Bateman – SPRING Curriculum Overview – THE ART OF FOOD!

## English

- Novel as a Theme
- Use inverted commas and other punctuation to indicate direct speech
- Create complex sentences with adverb starters
- Read and analyse narrative in order to plan and write their own versions
- Organise paragraphs in narrative
- Link ideas within paragraphs
- Use devices to create cohesion within paragraphs
- Link ideas across paragraphs
- Create complex sentences by using relative clauses (with/without relative pronouns)
- Explore, collect and use modal verbs to indicate degrees of possibility

*Woof! by Allan Ahlberg*

**BV – Individual liberty**

- Persuasive Advert
- Use suffixes to understand meanings
- Listen to, read and discuss a range of persuasion in different forms
- Identify, select and effectively use pronouns
- Analyse and evaluate how specific information is organised within a persuasive text
- Read and analyse persuasive texts in order to plan and write their own versions
- Generate and select from vocabulary
- Discuss and propose changes with partners and in small groups
- Improve writing in light of evaluation.

*Aquafresh advert from Youtube*

## Art & Design (SM)

- To plan art using food
- Plate up food using colour to create appetising dish
- Transform food into art
- Identify primary colours and blend to create secondary and tertiary

## Computing

- Spreadsheets
- Use Microsoft Excel
- Enter data
- Create equations/formulae
- BV – Rule of Law**
- Manipulate data using formulae
- Represent data using graphs
- Apply formatting to present data
- eSafety
- Recognise acceptable behaviour.
- Use technology responsibly.

## Maths

- Geometry
- Describe positions on a 2D grid
- Plot points in a quadrant and identify shapes
- Translate and rotate points in a quadrant
- Number
- Read Roman Numerals
- Use suitable calculation to solve 1 and multi-step problems
- Multiply and divide by powers of 10 in context of measurement
- Write decimal numbers as fractions
- Identify fractions of amounts
- Convert between units of measure
- Statistics
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts, time graphs.
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

## History

- Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods of study.

## Geography

- Locate the world's countries, using maps to focus on North and South America
- Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America
- Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers and mountains

## French

- Ma famille
- Moi-même
- Numbers to 1000
- Listen attentively to spoken language and show understanding by joining in and responding
- Ask and answer questions
- Speak in sentences, using familiar vocabulary
- Write phrases and adapt these to create news sentences
- Describe people, places, things and actions orally and in writing

## Music

- Sing Together
- Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.
- Charanga
- Improvise and develop rhythmic and melodic material when performing.
- Explore, choose, combine and organise musical ideas within musical structures.
- BBC 10 Pieces

## Science

- Animals (including humans)
- 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.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Describe how teeth and gums have to be cared for in order to keep them healthy.
- Carnivore and herbivore investigations
- Caring for teeth investigation/experiment
- Digestive system investigation/experiment

## RE

- 4.3 Jesus Son of God
- What is authority? Who has authority? Who gives them authority?
- How do we know Jesus has authority?
- How do the actions of Jesus reveal his authority?
- What if Jesus wasn't born?**
- 4.4 Betrayal at Easter
- What is trust? How do we show trust? Who do we trust? Why?
- Why is trust important?
- Why did Judas betray Jesus?
- What does it mean to betray someone? How does it feel to be betrayed?
- What is forgiveness?

**What if Judas changed his mind?**

**BV – Mutual respect**

## PE

- Gymnastics
- Create a sequence of skills
- Develop control and precision
- Extend sequences based on feedback and self evaluation
- BV – Individual Liberty**
- Invasion Games
- Play competitive games
- Modify games to suit needs
- Apply basic principles suitable for attacking and defending

## Spring Challenges

- Cartoon strip of an Allan Ahlberg story
- A sugar poster
- Tooth model
- Map showing carnivore and herbivores
- Graph to show physical geography
- Model of digestive system
- What if? challenge
- Others to follow

