

Curriculum Learning Overview

Spring Term 2022: Class 4

This document will give you an overview of what Class 4's learning will look like during the Spring term.

Curriculum coverage:

- Maths and English are taught daily.
- PE this term will be every Monday and Friday. Please ensure children come to school in their PE kits.
- Metacognition, Music and French are taught weekly. All other subjects are 'blocked' (taught daily over a period of 1 or 2 weeks). Please see page 2 for an outline of what will be covered in our subject topics this term.

Please check your 'Marvellous Me' app for messages and rewards throughout the week. Let the office know if you do not have access to this.

Thank you for your continued support,

Mr Lines and Mrs Marks

English: Reading & Writing

Our reading and writing this term will explore the following themes:

- Novels (Holes by Louis Sachar)
- Narrative Poetry (The Highwayman by Alfred Noyes)
- Classic Narrative texts
- Information texts (A guide for surviving Camp Green Lake – from Holes)
- Biographies

The children will continue to use the VIPERS acronym to enhance their comprehension skills and recognise different types of questions

(Vocabulary, Inference, Predict, Explain, Retrieve, Summarise).



Maths

This term, we will be completing the following topics within maths:

- **Fractions:** comparing and ordering, including fractions >1 ; using common factors to simplify fractions; recognizing mixed numbers and improper fractions and converting from one to the other; adding and subtracting fractions including different denominators; and multiplying and dividing proper fractions (Y6); expressing decimals as fractions.
- **Decimals and Percentages:** reading, writing, comparing and ordering numbers with up to three decimal places; multiplying and dividing decimal numbers by 10, 100 or 1000; rounding numbers including decimals up to three decimal places; solving problems involving decimals and solving problems involving the calculation of percentages.
- **Year Six will also learn algebra and ratio whilst Year Five improve their multiplication and division knowledge.**

Music

Pulse and rhythm

- Read and play rhythms from stick and standard notation.
- Recognise and use crotchets, quavers, semi-quavers and minims.
- Read and perform 2-part rhythms.
- Combine pulse and rhythm(s)
- Improve own compositions after discussion.

Listening: BBC Ten Pieces:

Mambo by Bernstein; Music for 18 Musicians by Steve Reich

French

We are to be looking at two units in French this term:

Unit 16 – Breakfast (Le petit déjeuner)

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Unit 22 – Café (Au café)

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Read carefully and show understanding of words, phrases and simple writing.

PE

This will be taught by Mr Crooks on Mondays and Fridays. Lessons will take place outside where possible.

Spring 1: Outdoor and Adventurous activities.

Spring 2: Dance/Gymnastics

Spring 1 and Spring 2



RE Spring 1: What do religions say to us when life gets hard?

- Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life.
- Outline Christian, Hindu and non-religious beliefs about life after death and identify some similarities and differences.
- Express ideas about how and why religion can help believers when times are hard, giving examples.

Geography: Mexico

We will be studying and comparing the features of an American country and the UK.

- Locate Mexico on a map and understand its geographical location.
- Name the key human features of Mexico – capital city, currency, language, culture, government, population, trade.
- Name the key physical features – climate, terrain, landmarks.
- Make comparisons with the U.K.

Science: 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 effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

DT: Bridges

This topic develops children's understanding of secure structures and introduces them to measuring, sawing and joining wood accurately.

After learning about different types of bridges and also exploring how the strength of structures can be affected by the shapes used, children create their own wooden bridge and test its durability.



PSHCE: Healthy Minds

Mental Health and emotional wellbeing –

We will learn about a wide range of emotions and feelings and how these are experienced

- about times of change and how this can make people feel
- about the feelings associated with loss, grief and bereavement

Dealing with feelings - Healthy Minds

- We will learn about what can affect mental health and some ways of dealing with this
- about some everyday ways to look after mental health
- about the stigma and discrimination that can surround mental health



RE Spring 2: Salvation

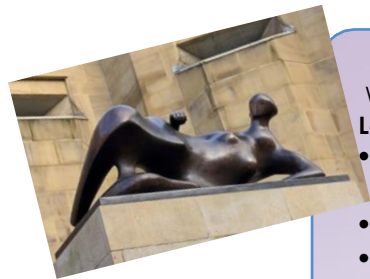
What difference does the resurrection make for Christians?

- Show awareness of the centrality of the Christian belief in resurrection.
- Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.
- Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.

Art: Reclining Woman

We are going to be looking at **Henry Moore's 'Reclining woman' (Outside Leeds art gallery)**

- We will compose original designs by adapting and synthesising the work of others.
- Analyse an artists' use of shape.
- Sketch the key shapes objects from different angles when drawing still life.
- Imitate the techniques of other artists, using simplified shapes and lines to create more abstract drawings.



Computing: Computer Science (Programming)

Inputs and outputs:

- Continue to develop understanding of how computers process instructions and commands (computational thinking)
- Understand that software relies on codes to run and that exact sequence is essential
- Use logical reasoning to predict the behaviour of, and detect and correct errors in, programs

Online Safety: Staying safe online – online bullying.

Ideas for creative writing at home this term...

- Book review to persuade others to read your favourite book.
- Role play a French café at home and ask family members to take part.
- Write a piece of poetry.
- Choose your favourite character from the class book and write a letter to them.
- Write a biography of someone who interests you – this could be someone famous or a friend or family member
- Research and write about a Central or South American country
- Write a story using a setting based on our Geography topic 'Mexico'

Homework

For information about our Homework policy please click the link below:

[Homework | Federation of Follifoot and Spofforth](#)

We welcome and encourage children to continue their learning beyond school and share the results with us. We have consciously decided not to publish or set homework sheets to avoid these becoming a list to work through however there are some key weekly tasks/ activities that we would like all children to complete. These are outlined on this page alongside some ideas to encourage creative writing at home...

TT Rockstars App

Being confident at times tables helps all areas of Maths including problem solving. Daily Practice on TT Rockstars will improve times table recall and speed and incorrect answers are immediately corrected so that children start to associate the correct answer to every question.



Spelling App

Look out for our new spelling App coming January 2022.

This will help children consolidate the statutory spellings for their year group as well as revising the spelling rules.



Daily Reading

Learning to read – and to love to read – is directly linked to children's success at school and beyond.

Reading **daily** with and to your child is the single most important thing that you can do to help them with their learning.

For more information about how to support your child with their reading, please visit our school website.