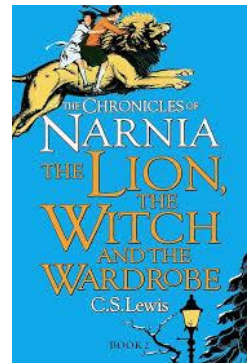


# Year Four/ Five

## Autumn Term 1

Text: The Lion, the Witch and the Wardrobe

Literacy Coverage: Own Version Narratives, poems, eyewitness reports, imaginary conversations, writing in role



### History:

#### Year Four

- 1.1 - I can plot events on a timeline using centuries.
- 1.2 - I can use my mathematical skills to round up time differences into centuries and decades.
- 1.3 - I can explain how the lives of wealthy people were different from the lives of poorer people.
- 1.4 - I can explain how an event from the past has shaped our life today.
- 1.5 - I can research two different versions of an event and explain how they differ.

#### Year Five

- 1.1 - I can draw a timeline with different historical periods showing key historical events or lives of significant figures.
- 1.2 I can compare two or more historical periods; explaining things which changed and things which stayed the same.
- 1.5 - I can explain how our locality has changed over time.
- 1.6 - I can test out a hypothesis in order to answer a question.
- 1.7 - I can describe how crime and punishment has changed over a period of time.

### Geography:

#### Year Four

- 1.2 - I can plan a journey to a place in England.
- 1.4 - I can explain why people may be attracted to live in cities.
- 1.5 - I can explain why people may choose to live in one place rather than another.
- 1.7 - I can explain the differences between the British Isles, Great Britain and the United Kingdom.
- 1.9 I can find at least six cities in the UK on a map.
- 1.10 - I can name and locate some of the main islands that surround the United Kingdom.
- 1.11 - I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school.

#### Year Five

- 1.1 - I can plan a journey to a place in another part of the world, taking account of time and distance.
- 1.2 - I can explain why many cities are situated on or close to rivers.
- 1.3 - I can explain why people are attracted to live by rivers.
- 1.7 - I can explain how a location fits into its wider geographical location with reference to human and economical features.

### Design and Technology:

#### Year Four

##### Design

- 1.1 - I can generate ideas by collecting and using information (1.1)
- 1.3 - I can begin to step-by-step plans.
- 1.4 I can communicate alternative ideas using words, labelled sketches and models showing that I am aware of the constraints of my design.

##### Make

- 2.1 - I can improve my product after testing.

##### Evaluate

- 3.2 - I can share my work with others.

#### Year Five

##### Design

- 1.1 - I can use research to develop design criteria.
- 1.3 - I can work from plans and modify my ideas if I need to.
- 1.4 - I can clarify my ideas through discussion, drawing and modelling (making exploded diagrams, annotated sketches, prototypes and CAD).

##### Make

- 2.2 - I can make careful and precise measurements.

##### Evaluate

- 3.2 - I have discussed my work with others and thought of improvements if needed (3.2)
- 3.3 - I can understand how key events and individuals in design and technology have helped to shape the world.

### Art:

#### Year Four - Collage

- 3.1 - I can use cutting and sticking skills.
- 3.2 - I can use collage techniques.
- 3.3 - I can use positive & negative techniques.
- 3.4 - I can create compositions using lines and spaces relating to create natural images.
- 3.5 - I can explore the translucent nature of tissue paper.
- 3.6 - I can overwork identical designs to produce unique state imagery.

#### Year Five Extended Collage Objectives

- 3.1 - I can use layering & overworking.
- 3.2 - I can use a range of media to create collages.
- 3.3 - I can adapt and modify work and comment on my work.
- 3.4 - I can use collage as a means of extending work from initial ideas.

## Speaking and Listening:

### Year Four

- 1.1 - I can ask questions to clarify or develop my understanding.
- 1.2 - I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.
- 1.3 - I can show that I understand the main point and the details in a discussion.
- 1.4 - I can adapt what I am saying to the needs of the listener or audience (increasingly).

### Year Five

- 1.1 - I can engage the listener by varying my expression and vocabulary.
- 1.2 - I can adapt my spoken language depending on the audience, the purpose or the context.
- 1.3 - I can develop my ideas and opinions providing relevant detail.
- 1.4 - I can show that I understand the main points, including implied meanings in discussions.
- 1.5 - I can listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.

## P.E.

## Gymnastics

### Year Four

- 2.1 - I can work in a controlled way.
- 2.2 - I can include change of speed and direction.
- 2.3 - I can include a range of shapes.
- 2.4 - I can work with a partner to create, repeat and improve a sequence with at least three phases.

### Extended Gymnastics Objectives for Year Five

- 2.1 - I can make complex, extended sequences.
- 2.2 - I can combine action, balance and shape.

**Subjects/ Objectives to be covered alongside in Autumn Term 1 – These can be taught as discrete lessons or within the main topic area.**

## White Rose Maths (Year Four and Five):

Weeks 1 – 4 – Place Value

Weeks 5 - 7 – Addition and Subtraction

## Music:

### Year Four - Listening

1.1 - I can begin to identify the style of work of eg. Beethoven, Mozart and Elgar music. 1.3 - I can identify the character/mood of a piece of music. 1.4 - I can describe the effect it has.

### Year Five – Listening

1.1 - I can contrast the work of a famous composer and explain preferences. 1.2 - I can describe, compare and evaluate using musical vocabulary.

## RSHE: Drug Education = Theme: Health and Wellbeing Year Four and Five

- H4. Recognising that habits can have both positive/negative effects on a healthy lifestyle.
- H10. Understanding how medicines, when used responsibly, contribute to health.
- H38. Identifying how to predict, assess and manage risk.
- H39. Understanding what hazards may cause harm or risk and what they can do to reduce risks/keep safe.
- H40. Understanding the importance of taking medicines correctly and using household products safely.
- H41. Identifying strategies for keeping safe.
- H44. How to respond and react in an emergency situation.
- H46. Learning about the risks and effects of legal drugs common to everyday life.

## Computing:

### Purple Mash

#### Year Four

#### Online Safety (Unit 4.2)

##### Digital Literacy

3.1 - I can recognise acceptable and unacceptable behaviour using technology.

3.2 - I use technology respectfully and responsibly.

#### Coding (Unit 4.1)

##### Algorithms and Programming

1.1 - I can experiment with variable to control models.

1.2 - I can give an on-screen robot specific instruction that take s them from A to B.

1.3 - I can make an accurate predication and explain why I believe something will happen (linked to programming).

#### Year Five

#### Online Safety (Unit 5.2)

##### Digital Literacy

3.1 - I understand that you have to make choices when using technology and that no everything is true and/or safe.

#### Coding (Unit 4.1)

##### Algorithms and Programming

1.1 - I can combine sequences of instructions and procedures to turn devices on and off.

1.2 - I can use technology to control an external device.

1.3 - I can design algorithms that use repetition and two way selection.

## R.E.

### Year Four and Year Five

#### Believing- Why is Jesus inspiring to some people?

1. Make connections between some of Jesus' teachings and the way Christians live today.

2. Describe how Christians celebrate different festivals.

3. Identify the most important parts of these celebrations for Christians and say why they are important.

4. Give simple definitions of some key Christian terms (e.g., gospel, incarnation, salvation) and illustrate them with events from Christian celebrations.

## French: Spoken Language (Year Four and Five)

1.1 - I can start to speak in sentences.

1.2 - I can give a response using a short phrase.

1.3 - I can have a short conversation (3 or 4 phrases).

1.4 - I can name and describe an object.

1.5 - I can name and describe a place.

1.6 - I can name and describe people.