



Yoxall St Peter's C of E Primary

Class 4 Learning Journey 2020/21

| | | Autumn | | Spring | | Summer | |
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| Year Group: 4&5 | Inspiring Reads | Escape from Pompeii By Christina Balit | Tbc | | | | |
| | Terrific Text | Harry Potter and the Philosopher's Stone | Tbc | | | | |
| | Enrichment Experiences | On hold due to COVID | On hold due to COVID | | | | |
| | Community Links | On hold due to COVID | On hold due to COVID | | | | |
| English, Communication & Language | Reading Maintain positive attitudes to reading and understanding of what they read; discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; distinguish between | VIPERS Comprehension | VIPERS Comprehension | | | | |

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| | <p>statements of fact and opinion; explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary; provide reasoned justifications for their views</p> | | | | | | |
| | <p>Writing</p> | <p>Year 4 Diary entry, Recount, Narrative (subject to change)</p> | <p>Year 4 Non-Chronological Report, letters, poems Newsarticle</p> | <p>Year 4</p> | <p>Year 4</p> | | |
| | | <p>Year 5 Diary entry, Recount, Narrative (subject to change)</p> | <p>Year 5 Non-Chronological Report, letters, poems Newsarticle</p> | <p>Year 5</p> | <p>Year 5</p> | | |

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| | Grammar | Year 4 Adjectives and adverbs Expanded noun phrases Capital letters and full stops, questions marks and exclamation marks! | Year 4 Possessive apostrophes Direct speech and punctuation Co-ordinating and subordinating conjunctions, Fronted adverbials followed by a comma, | Year 4 | Year 4 | | |
| | | Year 5 Full range of punctuation Expanded noun phrases Fronted adverbials followed by a comma, Adverbs and adjectives | Year 5 Co-ordinating and subordinating conjunctions, Fronted adverbials followed by a comma, Range of sentence openers (ed-ing-ly) | Year 5 Relative clauses Punctuation () - , to indicate parenthesis Modal Verbs and adverbs | Year 5 | | |
| | Spelling | Year 4 Homophones, <i>ch</i> grapheme, <i>y</i> as a vowel, apostrophes, tricky words | Year 4 Plurals, <i>gu and gue</i> patterns, <i>qu and que</i> patterns, Topic words | Year 4 | Year 4 | | |
| | | Year 5 Unstressed vowels, | Year 5 Letter string <i>au</i> Letter string <i>our</i> Letter string <i>ough</i> | Year 5 | Year 5 | | |

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| | | Words ending 'er', er, ar, or and re Words ending in ary, ory, ery Words ending in 'shun', tion, cian, sion and ssion. Tricky words | Words with ie and ei Topic words | | | | |
| | Oracy | Newsround/First News | Newsround/First News | | | | |
| Maths | Fluency Reasoning Problem Solving | Place Value, Addition and Subtraction | Addition and Subtraction, Multiplication and Division | | | | |
| | Number facts | Times tables x12 | Times tables x12 | | | | |
| Understanding of the World | Science | Coverage: Animals including Humans. Teeth, digestion and food chains. Key Skills: Sequence, describe, identify, classify. | Coverage: States of Matter. Solids, liquids and gases. Key skills: Compare and group, observe, identify, investigate. | | | | |
| | Geography | Coverage: Volcanoes and Earthquakes Key Skills: To use and understand key geographical, human and physical, terminology or features and the | Coverage: Biomes Key Skills: To learn about the different environmental regions, topographical features, key physical and human | | | | |

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| | | aspects behind them. | characteristics, countries, and major cities of the places mentioned above. | | | | |
| History | <p>Coverage: The Tudors</p> <p>Key Skills: To identify and describe changes between specific periods of history.</p> <p>To know that the past can be divided into different periods of time.</p> <p>To discuss historical changes in Britain, and what caused them and the impact on life in Britain.</p> | <p>Coverage: The Second World War</p> <p>Key Skills: To identify and describe changes between specific periods of history.</p> <p>To know that the past can be divided into different periods of time.</p> <p>To discuss historical changes in Britain, and what caused them and the impact on life in Britain.</p> | | | | | |
| Religious Education | Understanding Christianity: People of God | Understanding Christianity: Kingdom of God | | | | | |
| Modern Foreign Language | French | French | | | | | |
| Computing & Technology | Coding E-Safety | Coding E-Safety | | | | | |

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| | Design & Technology | n/a | tbc | | | | |
| Wellbeing | Physical Education | Athletics, fitness and stamina | Athletics, fitness and stamina | | | | |
| | Jigsaw Personal, Social & Emotional Development (PSHE) Spiritual, Moral, Culture and Society Development (SMSC) British Values Sex, Relationships Education (SRE) | New beginnings Develop self-knowledge and self-esteem Respect other religions. Being Me in my World – planning, being a citizen, rights and responsibilities, behaviour, democracy. | New beginnings Develop self-knowledge and self-esteem Respect other religions. Celebrating Difference – cultural differences, racism, rumours, bullying, wealth and happiness and other cultures. | | | | |
| | Welly Wednesdays | Promoting well-being through connecting with nature. | Promoting well-being through connecting with nature. | | | | |
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| Expressive Arts & Design | Music | Guitars with Mr Walters. | Guitars with Mr. Walters | | | | |
| | Drama | Drama will be included in English and topic lessons, using a range of techniques. | | | | | |
| | Art & Design | Illustrating the Jabberwocky | Quick Clay Figurative Sketches / Making a Pocket Gallery | | | | |