



# Yoxall St Peter's C of E Primary

## Class 4 Learning Journey 2023/24

		Autumn		Spring		Summer	
Year Group: 4&5	Inspiring Reads	Charlotte's Web By E. B. White		Private Peaceful By Michael Morpurgo		Harry Potter & the Philosopher's Stone By J. K. Rowling	
	Reading	VIPERS Comprehension Vipers Film PEE Once upon a picture Grammarsaurus	VIPERS Comprehension Vipers Film PEE Once upon a picture Grammarsaurus	VIPERS Comprehension Vipers Film PEE Once upon a picture Grammarsaurus	VIPERS Comprehension Vipers Film PEE Once upon a picture Grammarsaurus	VIPERS Comprehension Vipers Film PEE Once upon a picture Grammarsaurus	VIPERS Comprehension Vipers Film PEE Once upon a picture Grammarsaurus
English, Communication & Language	Writing	Plazoom  Joes Hooded Hawk  Banksy: Artist or Vandal?	Plazoom  The Richest Man in the World  Dear Gran	Plazoom  Cowboys  The Tropics	Plazoom  Is your child fit and healthy?	Plazoom  The Tragedy of Beddgelert  Fairs Fair: What's Fairtrade?	Plazoom  Katherine Johnson  The Roman Influence
		Genre Narrative Discussion	Genre Recount Letter	Genre Narrative Poetry	Genre Persuasive	Genre Narrative Explanation	Genre Recount Report
	Spelling	Year 4 Homophones, <i>prefix in-, prefixes ir- and ir-, prefix sub-, prefix inter- and prefix sub.</i>	Year 4 Prefix inter-, challenge words, suffix -ation, suffix-ly and words with the 'sh' sound spelt ch.	Year 4 Challenge words, suffix -sion, suffix -ous, the 'ee' sound spelled with an l, suffix -ous, challenge words.	Year 4 Diagraph 'au', suffix -ation, -suffix -sion, suffix -cian, adverbs of manner, challenge words.	Year 4 Homophones, 's' sound spelt c, sol and real words, phon and sign word families, prefixes super-, anti- and auto- and the prefix bi-.	Year 4 Challenge words, plural possessive apostrophes and revision.

		<b>Year 5</b> Words ending –ious, words ending in –cious, words ending in –cial and –tial and challenge words.	<b>Year 5</b> Words ending in –ant, words ending in –ance, use –ent and ence, words ending in ible and able, words ending in ably and ibly, challenge words and words ending in –able.	<b>Year 5</b> Adverbs of time, adding suffixes to –er words, silent first letters, silent letters, challenge words and words spelt with ie after c.	<b>Year 5</b> Words spelt with ie after c, words containing ‘ough’, adverbs of possibility, challenge words and homophones.	<b>Year 5</b> Homophones, challenge words and words containing hypens.	<b>Year 5</b> Challenge words and revision.
<b>Maths</b>	<b>Fluency Reasoning Problem Solving</b>	Number: Place Value, Number: Addition and Subtraction	Number: Addition and Subtraction. Number: Multiplication and Division. Measurement: Length, Area and Perimeter	Number: Multiplication and Division Number: Fractions	Number: Fractions Number: Decimals (incl Percentages Y5)	Number: Decimals (incl money Y4). Measurement: Time. Statistics. Geometry: Properties of Shape.	Geometry: Properties of Shape. Geometry: Position and Direction. Converting Units and Volume. Consolidation.
	<b>Number facts</b>	Times tables x12 NumberSense	Times tables x12 NumberSense	Times tables x12 NumberSense	Times tables x12 NumberSense	Times tables x12 NumberSense	Times tables x12 NumberSense
<b>Science</b>	<b>Science</b>	<b>Coverage:</b> Animals including Humans. Teeth, digestion and food chains.  <b>Key Skills:</b> Sequence, describe, identify, classify.	<b>Coverage:</b> States of Matter. Solids, liquids and gases. Properties and Changes of materials.  <b>Key skills:</b> Compare and group, observe, identify, investigate, demonstrate, explain, give reasons.	<b>Coverage:</b> Electricity Sound  <b>Key skills:</b> Identify, Construct, Recognise, Explain	<b>Coverage:</b> Forces Earth and Space  <b>Key skills:</b> Describe and explain, identify, recognise, find patterns.	<b>Coverage:</b> Living Things in Their Habitats  <b>Key skills:</b> Describe, recognise, explore.	<b>Coverage:</b> Animals Including Humans  <b>Key skills:</b> Describe the changes.
<b>Understanding of the World</b>	<b>Geography</b>	<b>Coverage:</b> Using Maps and Describing Maps (UK & World)	<b>Coverage:</b> Europe <b>Key Skills:</b>	<b>Coverage:</b> Mountains <b>Key Skills:</b>	<b>Coverage:</b> Rivers <b>Key Skills:</b>	<b>Coverage:</b> North America <b>Key Skills:</b>	<b>Coverage:</b> South America <b>Key Skills:</b>

		<p><b>Key Skills:</b> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps); Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	Describe and understand key aspects of: human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	To learn about the different environmental regions, topographical features, key physical and human characteristics, countries, and major cities of the places mentioned above.	To describe and understand key aspects of physical geography. To use and understand key geographical, human and physical, terminology or features and the aspects behind them.	To learn about the different environmental regions, topographical features, key physical and human characteristics, countries, and major cities of the places mentioned above.	Describe and understand key aspects of: human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
<b>History</b>	<p><b>Coverage:</b> Stone Age to Bronze Age</p> <p><b>Key Skills:</b> To be taught achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.  To identify and describe changes between specific periods of history.  To know that the past can be divided into different periods of time.</p>	<p><b>Coverage:</b> Bronze Age to Iron Age</p> <p><b>Key Skills:</b> To identify and describe changes between specific periods of history.  To know that the past can be divided into different periods of time.</p>	<p><b>Coverage:</b> Roman Empire/Romans around the World</p> <p><b>Key Skills:</b> To be taught achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.</p>	<p><b>Coverage:</b> Roman Britain</p> <p><b>Key Skills:</b> To discuss historical changes in Britain, and what caused them and the impact on life in Britain.</p>	<p><b>Coverage:</b> Anglo-Saxons</p> <p><b>Key Skills:</b> To know that the past can be divided into different periods of time.  To discuss historical changes in Britain, and what caused them and the impact on life in Britain.</p>	<p><b>Coverage:</b> Vikings</p> <p><b>Key Skills:</b> To know that the past can be divided into different periods of time.  To discuss historical changes in Britain, and what caused them and the impact on life in Britain.</p>	

	<b>Religious Education</b>	Understanding Christianity: Creation	Understanding Christianity: Incarnation	Islam – 5 Pillars of Islam	Understanding Christianity: Gospel	Islam - Prayer	Hinduism – What is it like to be a Hindu?
	<b>Modern Foreign Language</b>	French Revision Y3 topics, Pets, At home		French Going to school, In the classroom, Lunch at school, School objects		French Sports & hobbies, Play an instrument, Weather & seasons, Fruits at the market	
	<b>Computing &amp; Technology</b>	The Internet 4.1 <a href="#">Computing systems and networks – The Internet (teachcomputing.org)</a>	Video Production 5.2 <a href="#">Creating media - Video production (teachcomputing.org)</a> (So that all year 5 are doing the same unit in this cycle so there is no repeat next year)	Repetition in Shapes 4.3 (Programming A) Using Logo <a href="#">Programming A – Repetition in shapes (teachcomputing.org)</a>	Flat-File Databases 5.4 <a href="#">Data and information – Flat-file databases (teachcomputing.org)</a>	Introduction to Vector Graphics 5.5 <a href="#">Creating media – Introduction to vector graphics (teachcomputing.org)</a>	Scratch - 5.6 (Programming B) <a href="#">Programming B – Selection in quizzes (teachcomputing.org)</a>
	<b>Design &amp; Technology</b>	n/a	<b>Mechanical Systems</b> Levers and linkages	n/a	<b>Electrical Systems</b> Simple circuits and switches	n/a	<b>Food</b> Healthy and varied diet
<b>Wellbeing</b>	<b>Physical Education</b>	Gymnastics Rugby	Gymnastics Football	Swimming Dance	Swimming Dance	Athletics Football	Cricket Athletics
	<b>Jigsaw</b> <b>Personal, Social &amp; Emotional Development (PSHE)</b> <b>Spiritual, Moral, Culture and Society Development (SMSC)</b> <b>British Values</b> <b>Sex, Relationships</b>	New beginnings Develop self-knowledge and self-esteem Respect other religions  <b>Being Me in My World</b> – Class team & school citizen, rights & responsibilities, democracy, decision-making, having a voice, motivations.	New beginnings Develop self-knowledge and self-esteem Respect other religions  <b>Celebrating Difference</b> – Challenging assumptions, appearances, accepting, problem-solving, uniqueness, first impressions.	New beginnings Develop self-knowledge and self-esteem Respect other religions  <b>Dreams &amp; Goals</b> – Hopes & dreams, overcoming disappointment, achieving goals, working in a group, resilience & attitude.	New beginnings Develop self-knowledge and self-esteem Respect other religions  <b>Healthy Me</b> – Healthier friendships, group dynamics, smoking, alcohol, assertiveness, peer pressure, celebrating inner strength.	New beginnings Develop self-knowledge and self-esteem Respect other religions  <b>Relationships</b> – Jealousy, love and loss, memories of loved ones, getting on & falling out, girlfriends & boyfriends, showing appreciation.	New beginnings Develop self-knowledge and self-esteem Respect other religions  <b>Changing Me</b> – Self & body image, puberty for girls, puberty for boys, conception, looking ahead to being a teenager, looking ahead to my next class.

	Education (SRE)						
<b>Expressive Arts &amp; Design</b>	<b>Music</b>	<p>Over a 2 year rolling programme the children will be taught to:</p> <ul style="list-style-type: none"> <li>♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>♣ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>♣ listen with attention to detail and recall sounds with increasing aural memory</li> <li>♣ use and understand staff and other musical notations</li> <li>♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>♣ develop an understanding of the history of music.</li> </ul> <p>We follow the comprehensive <b>Sing Up Music</b> scheme of work. The children are also taught to play guitars by our peripatetic teacher.</p>					
	<b>Drama</b>	Drama will be included in English and topic lessons, using a range of techniques.					
	<b>Art &amp; Design</b>	<p>Storytelling Through Drawing</p> <p>Explore how artists create sequenced drawings to share and tell stories.</p> <p>Create accordion books or comic strips to retell poetry or prose through drawing.</p>		<p>Exploring Still Life</p> <p>Explore artists working with the genre of still life, contemporary and more traditional.</p> <p>Create your own still life inspired art work.</p>		<p>Festival Feasts</p> <p>How might we use food and art to bring us together?</p>	