St Uny C of E Academy

Term: Summer	Year: 2020/21	Teachers: Michelle Quick, Jack Smith, Matt Foulds	Year Groups: Godrevy, Mousehole and Wheal Dream (4, 4/5 and 5)

TOPIC: Tudors (Off with her head!)

SCIENCE

Animals, including humans

describe the changes as humans develop to old age.

Living Things and their habitats

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.

Working Scientifically

- Setting up simple practical enquiries, comparative and fair tests
- using results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions.

RELIGIOUS EDUCATION - Understanding Christianity

Summer 1 - Why do some people believe in God and some people not?

Make sense of belief:
- Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs.
- Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from.
- Give examples of reasons why people do or do not believe in God.

Understand the impact:
- Make clear connections between what people believe about God and the impact of this belief on how they live.
- Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g., some differences in interpreting Genesis).

Make connections:
- Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging.
- Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not.
- Make connections between belief and behaviour in their own lives, in the light of their learning.

Summer 2 - How can people in Cornwall express their spirituality through the arts? (Curriculum Kernewick – Link to Year 5 Spiritual Arts Day & Art Projects)

Make sense of belief:
- Compare and explain at least two ways to describe 'the spiritual' or 'spirituality'.
- Describe spirituality within Cornwall as expressed through creative arts.

Understand the impact:
- Show how people express spirituality in different ways (e.g., through art, music, activism).
- Give reasons and examples to explain how music and art can help people understand big ideas in their tradition or way of life.
- Explain how and why Cornwall is an important place of spirituality.

Make connections:
- Offer a coherent account of the value of spirituality in the lives of religious and non-religious people, including themselves.
- Evaluate how far living in Cornwall will shape the way someone sees all aspects of life, offering insights, reasons and justifications for their responses.

ART AND DESIGN

- Explore stitches and embellishments to create different effects.
- Explore and develop confidence using clay whilst working in a safe, organised way.
- Draw with increased concentration, over more than one lesson.
- Develop use of tone in drawing work.
- Create a relief print.
- Explore regular and irregular patterns.
- Have opportunity to draw and record our own ideas and to develop imaginative and fantasy ideas.

GEOGRAPHY

- Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

English & Spelling / Grammar

Spelling – taught using Support for Spelling assessment and teaching resources.
Year 4 spelling rules taught in afternoon session.
Children taught in spelling groups across the key stage every other week.

Handwriting – daily 'letter join' lessons taught to ensure pupils begin to form lower-case letters in the correct direction, starting and finishing in the right place. Also, pupils use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Pupils are also expected to increase the legibility, consistency, and quality of their handwriting.

Writing (The Write Stuff approach)
Fiction unit – Narrative – based on 'Wombat goes Walkabout'.
Non- Fiction unit - Explanation texts – based on 'How a Robot Dog Works'.
Non – Fiction unit – Persuasive advert text - writing holiday brochure for Sicily.
Non- Fiction unit - Persuasive letter writing.

COMPUTING

- Discovery coding
- Use the internet for research on Tudor life including making and presenting a power point in groups.

PE

Arena scheme

Summer 1
Athletics

Summer 2
Striking and fielding

MFL

Sing German nursery rhymes.
Recite the lunchtime and school prayer in German.
Learn German numbers to 100, colours and language for social etiquette.

SPIRITUALITY

- Windows, doors, and mirrors
- Collective worship with Mary
- Class worship and reflections journal
- Invent a new Tudor game.
- Try a new sport.
- Create an animation.
- Learn another language.

HISTORY

Do I know about life in Tudor England?
- I can talk about historical artefacts.
- I can talk about how artefacts can give us information.
- I can clearly articulate my ideas about Tudor England.

Can I retell the story of the Battle of Bosworth?
- I understand the key events leading to Tudor reign in England.
- I know who the key figures were in the war of the roses.
- I can explain why the Tudor rose was formed.

Can I talk about the character of King Henry VIII?
- I can give basic facts about the king I can give my opinions on the king.
- I know interesting facts about the king.
- I can name king Henry VIII's wives.

Can I talk about society in Tudor England?
- I know that there was a huge difference in the life of the rich and poor.
- I know what the Tudors wore.
- I know some of the roles in Tudor society.

MATHS

Year 4

Addition and subtraction
- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
- estimate and use inverse operations to check answers to a calculation.
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Statistics
- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Measurement
- estimate, compare and calculate different measures, including money in pounds and pence.
- convert between different units of measure [for example, kilometre to metre].
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
- find the area of rectilinear shapes by counting squares.

Fractions (including decimals)
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- solve simple measure and money problems involving fractions and decimals to two decimal places.
- recognise and show, using diagrams, families of common equivalent fractions.
- add and subtract fractions with the same denominator.
- recognise and write decimal equivalents of any number of tenths or hundredths.
- recognise and write decimal equivalents to ¼, ½, ¾.
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.

Multiplication and division
- recall multiplication and division facts for multiplication tables up to 12 × 12.
- use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- recognise and use factor pairs and commutativity in mental calculations.
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
- solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling and harder correspondence problems such as n objects are connected to m objects.

Geometry: properties of shapes
- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- identify acute and obtuse angles and compare and order angles up to two right angles by size.
- identify lines of symmetry in 2-D shapes presented in different orientations.
- complete a simple symmetric figure with respect to a specific line of symmetry.

Year 5

Addition and subtraction
- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers.
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Fractions (including decimals and percentages)
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example, ⅔ + ⅔ = ⅓ = 1⅓]
- add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- solve problems involving number up to three decimal places.
- compare and order fractions whose denominators are all multiples of the same number.
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example, ⅘ + ⅘ =6/5 = 1⅕]
- read and write decimal numbers as fractions [for example, 0.71 = 71/100]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100, and as a decimal.
- identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- solve problems which require knowing percentage and decimal equivalents of ½ ¼ ⅕ ⅖ ⅘ and those with a denominator of a multiple of 10 or 25.

Measurement
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling.
- solve problems involving converting between units of time.
- convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre].
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling.
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- solve problems involving converting between units of time.
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.
- estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water].

Statistics
- solve comparison, sum and difference problems using information presented in a line graph.
- complete, read and interpret information in tables, including timetables.

Multiplication and division
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- identify multiples and factors, including finding all factor pairs, and common factors of two numbers.
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- establish whether a number up to 100 is prime and recall prime numbers up to 19.
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method including long multiplication for two-digit numbers.
- multiply and divide numbers mentally drawing upon known facts.
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)
- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Geometry: properties of shapes
- use the properties of rectangles to deduce related facts and find missing lengths and angles.
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

MUSIC

Year 5 summer 1 unit uses Dancing in the Street by Martha and the Vandellas as a focus for learning about pulse, rhythm, pitch etc. Singing and playing instruments are all linked to the song.

Year 5 summer 2 unit consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities.

SEASONAL ENRICHMENT

House days
Sports day
St Uny 50 experiences

BRITISH VALUES

Valuing Difference

Qualities of friendship, kind conversations, happy being me, is it true? it could happen to anyone.