

**ART**

**Textile Art**

Explore fabric – what can you do with fabric? Focus on fabric related vocabulary – textures, fray, twist, weave, plait etc.

Create a fabric collage – use of differing segment sizes, overlapping and different textures.

Add warp and weave different wools/threads/ribbons/ fabric through.

Create frayed pieces of fabric, look at the warp and then weft threads and add these onto fabric collage.

Look at knotting – threads and fabric, place on board, explore plaiting and add onto collage.

Focus on using a pair of complimentary colours for weaving.

Explore Mayan images of sun/moon. Create own designs using oil pastels.

**Mayan mask designing.**

Explore and create images using pictures from Mayan history – look at their Gods and the features used.

Create a design using a ‘face shape’ as a base to then add details on – explain that this will be made using clay.

Create a design adding on the colours that will be used.

Look at how to create a simple base shape and then using different techniques add on features to the faces – show joining techniques and explain the importance of these.

Painting the masks - discuss the Mayan Gods and look at colours and symbols that have been used – what were the Gods for? etc.

**PE**

**Striking and Fielding**

Bat effectively, different types of

shot.

Vary how the ball is bowled

Restrict the runs batters can score by fielding in key positions and fielding the ball accurately

Play a competitive striking game.Hit a moving ball with a rounders bat.

Play a competitive game using skills learned.

**Football**

Use dribbling as an effective tool in a game situation.

Keep possession of the ball while using the whole space available.

Pass the ball out from the defense towards the attacking players.Use long-range passing and crossing to create goal scoring opportunities for teammates.Use good decision making to attack the opposition.

Use formation to attack and defend.

**COMPUTING**

Using the Discovery coding software to write and debug programs that accomplish specific goals.

Write programs for specific purposes.

Use the internet for research and create fact files on Mayan life, rights, and rituals

**PSHE – Valuing differences**

Using the SCARF resources, we will look at defining some key qualities of friendship and describe ways of making a friendship last and why friendships sometimes end.

Rehearse active listening skills, demonstrate respectfulness in responding to others and respond appropriately.

Develop an understanding of discrimination and its injustice and describe this using examples.

Empathise with people who have been, and currently are, subjected to injustice, including through racism and consider how discriminatory behaviour can be challenged.

Identify and describe the different groups that make up our school/wider community/other parts of the UK and describe the benefits of living in a diverse society.

Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.

Understand that the information we see online, either text or images, is not always true or accurate and recognise that some people post things online about themselves that aren’t true, sometimes this is so that people will like them.

**Religious Education**

**God**

What does it mean for Christians to believe that God is holy and loving?

Make sense of belief:

• Identify some different types of biblical texts, using technical terms accurately.

• Explain connections between biblical texts and Christian ideas of God, using theological terms.

Understand the impact:

• Make clear connections between Bible texts studied and what. Christians believe about God; for example, through how cathedrals are designed.

• Show how Christians put their beliefs into practice in worship.

Make connections:

• Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

**Salvation**

Why do Christians believe Jesus did to ‘save’ people? (Salvation)

Make sense of belief:

• Outline the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it.

• Explain what Christians mean when they say that Jesus’ death was a sacrifice.

Understand the impact:

• Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper.

• Show how Christians put their beliefs into practice in different ways.

Make connections:

• Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

• Articulate their own responses to the idea of sacrifice, recognising different points of view.

**Topic: Mighty Mayans**

**English & Spelling / Grammar**

English & Spelling / Grammar

Daily spelling practice following KS2 spelling rules – No Nonsense scheme.

Daily whole class guided reading – focusing on vocabulary, inference, prediction,

explanation, retrieval, and summarising / sequencing (VIPERS).

Daily reading for pleasure – story time with teacher.

Daily whole class spelling groups - Plan, draft, write, evaluate and edit a variety of

writing.

Fiction - writing following ‘The Write Stuff’ scheme

Poetry – Narrative poetry – The River by Valerie Bloom.

Non-fiction – Discursive, explanation and nonchronological report.

**SPIRITUALITY**

St Uny School Values

Festive celebrations

Work as a class team to lead a whole school Collective Worship.

**HISTORY**

Develop a chronological overview of Mayan history.

Identify and label the three main eras of Mayan history on a timeline.

Describe key feature of a historic era using appropriate terminology; describe in detail examples of Mayan architecture such as Chichen Itza.

Explain the significance of people’s beliefs tribe life and rituals.

Identify similarities and differences between aspects of life in the past and present.

**MUSIC**

Using CHARANGO children are taught to sing and play musically with increasing confidence and control.

They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

**GERMAN**

Listen attentively to spoken language and show understanding by joining in and responding.

Explore the patterns and sounds of language through songs and rhymes.

Engage in conversations; ask and answer questions; express opinions and respond to those of others.

**GEOGRAPHY**

Describe where water comes from and how it is supplied.

Compare how Mayans/we maintain a supply of fresh water in our lives.

Identify the importance and uses of water, how it can be collected and how our lives would be different without water.

Find out where water is supplied in our local area.

Explain how farmers must adapt to the environment around them.

Explain why Mayan farmers could grow crops in areas that were not easy to farm.

Explain the importance of obsidian in Mayan life.

Explain how the resources such as obsidian can result in trade.

**MATHS**

**Multiplication and division**

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

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.

Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers

Multiply numbers up to 4 digits by a one-digit number using a formal written method

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

Solve problems involving multiplication and division including using their knowledge of factors and multiples

**Geometry**

Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes

Describe positions on a 2-D grid as coordinates in the first quadrant

Describe movements between positions as translations of a given unit to the left / right and up / down

Plot specified points and draw sides to complete a given polygon.

Identify 3-D shapes, including cubes and other cuboids from 2-D representations

Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles

Draw given angles, and measure them in degrees (°)

Identify: angles at a point and one whole turn (total 360°) angles at a point on a straight line and 1∕2 a turn (total 180°) other multiple of 90°

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.

**Number and place value**

count in multiples of 1000

find 1000 more or less than a given number

count backwards through zero to include negative numbers

recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)

order and compare numbers beyond 1000

identify, represent and estimate numbers using different representations

round any number to the nearest 10, 100 or 1000

solve number and practical problems that involve all of the above and with increasingly large positive numbers

read Roman numerals to 100 (I to C) and know that, over time, the numeral system changed to include the concept of zero and place value.

read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit

count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000

interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero

round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000

solve number problems and practical problems that involve all of the above

read Roman numerals to 1000 (M) and recognise years written in Roman numerals

**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.

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

**Measurement**

estimate, compare and calculate different measures, including money in pounds and pence.

use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling

measure and calculate the perimeter

**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.

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

**SCIENCE**

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.

Investigate the effects of air resistance.

Explore the effects of water resistance.

Identify the effects of friction by investigating brakes.

Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

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| **St Uny C of E Academy** Image result for aspire academy trust | | | |
| **Term: Spring** | **Year: 2020/21** | **Teacher: Mr Foulds** | **Year Groups: 4/5** |
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