Launch
Survival team skills day

Joy

Perseverance

Courage

Do you have what it takes?

St Catherine's Hill Digi-mapping and Itchen Valley team building day

English Year 4 and Year 5

I'm a survivor! Writing from experience
First person perspective writing, recount

-Description or detail in narrative material is expanded through an appropriate and precise range of vocabulary
-Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue)
-Indicate possession by using the possessive apostrophe with plural nouns
-Use fronted adverbials followed by a comma
-Viewpoint is established and generally maintained
-Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly)
-Linking ideas across paragraphs through tense choice (he had seen her before)
-Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue
-Use a colon to introduce a list

Shakespeare's A Midsummer night's Dream
Descriptive scene writing and performance review

-Openings and closings are clearly signalled and well developed Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences
-Use fronted adverbials followed by a comma
-Use the present perfect form of verbs in contrast to the past tense
-Description or detail in non-narrative is expanded through an appropriate and precise range of vocabulary
-Viewpoint is established and generally maintained
-Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports
-Use figurative language such as similes, alliteration, metaphors and personification in poetry audience and purpose (formal or informal)
-Standard English forms for verb inflections instead of local spoken forms
-Use modal verbs or adverbs to indicate degrees of possibility

To the Edge of the world: Julia Green
Text Focus, Narrative

-Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"
-Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair
-Use fronted adverbials followed by a comma
-In narratives, creates settings, characters and plot
-In narratives, describe settings, characters and atmosphere
-Use a wide range of clause structures, sometimes varying their position within the sentence
-Use the perfect form of verbs to mark relationships of time and cause
-Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly)
-Linking ideas across paragraphs through tense choice (he had seen her before)

Mathematics Year 4 and Year 5

Addition and subtraction

- Add and subtract numbers with up to 4 digits.
-Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
-Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs (Year 5 also have line graphs).
-Solve addition and subtraction multi-step problems (year 4 2 step problems, year 5 more than 2) in contexts, deciding which operations and methods to use and why.
-Solve comparison, sum and difference problems using information presented in a line graphs.
- 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.

Multiplication and division

-Recall 2/3/4/5/6/8 multiplication and division facts for multiplication tables (all tables year 5).
-Use place value, known and derived facts to multiply and divide including:
* multiplying by 0 and 1
* multiply two-digit and three-digit numbers by a one-digit number
-Solve problems involving multiplying and adding using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
-Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
-Multiply numbers up to 4 digits by a one- or two-digit number using
-Recognise and use square numbers, and the notation for squared (2)
-Multiplication and division and a combination of these, including understanding the meaning of the equals sign

Fractions

-Recognise and show, using diagrams, families of common equivalent fractions.
-Recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.
-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.
-Solve measure and money problems involving fractions to 2 decimal places (Year 5 multistep and 3 decimal places).
-Solve problems involving increasingly harder factions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
-Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
-Add and subtract fractions with the same denominator and multiples of the same number
- Read and write decimal numbers as fractions (e.g. 0.71 = 71/100) and use thousandths and relate them to tenths, hundredths and decimal equivalents
• Recognise and understand the per cent symbol (%) and write percentages as a fraction with denominator hundred, and as a decimal fraction
-Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5

Final Products

Pastel Landscape piece

Mountains of the world published piece

Science:
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
-Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics

Computing:
Word processing and publishing:
-Select, use and combine a variety of software (including internet services) to design content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Geography:
Mountains-Where do they occur in the world? Rockies in Colorado Vs Cairngorms in Scotland:
-Locate, using maps North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
-Describe and understand key aspects of physical geography, including mountains and the water cycle

R.E.
Gospel -What would Jesus do?:
Describing and explaining the Gospels of Jesus Christ
Making connections to Islam and the Christian faith around the world

P.E.
Outdoor: Football, team skills and Tri Golf sessions.

French:
The Seasons:
-Speak in sentences, using familiar vocabulary and basic language structures
-Present ideas and information orally to an audience.
-Read carefully and show understanding of words, phrases and simple writing
-Appreciate stories, songs, poems and rhymes in the language

PHSE:
Relationships: feelings and emotions/Healthy relationships

Art & D.T:
Pastel Landscapes- mountain views
-To improve their mastery of art and design techniques with a range of materials
- To learn about great artists in history (Thomas Gainsborough)