Year 4 Term 5 Topic Web

Home Learning/ Supporting at Home:
Each week, pupils will have 'Home Learning Books' sent home on ***Wednesday****.*

These will contain:
- *1 x Maths home learning assignment*
- *1 x English home learning assignment*
- *Weekly spelling lists (8 spellings)*

We ask that pupils complete the assignments and hand them in for the following ***Tuesday****. This allows teaching staff to look over the completed assignments and support pupils where needed.*

Spellings will be tested each ***Wednesday.***

Pupils have their reading books and diaries based on their reading level. We encourage parents to read with pupils as much as possible, as the benefits of reading across all areas of learning are significant. Reading diaries will be checked each week and books changed on a weekly basis where necessary. Please ensure that when your child reads with an adult at home, this is signed in the reading record.

Leopard Class

Jaguar Class

Year 4 MTC Check:
Information about the Year 4 Multiplication Tables Check can be found in the Maths section of this document. Pupils will have logins for https://www.timestables.co.uk/ and for TTRS https://ttrockstars.com/ which have excellent resources and a platform which replicates the actual MTC Check. The 'Soundcheck' facility of TTRS website is a useful facility to practice the MTC. Daily practice of X-tables is extremely useful as multiplication and corresponding division facts are needed across multiple domains of the Maths curriculum.

Supplementary Learning:
Pupils have logins for both ***Doodle Maths*** *and* ***Spelling Shed****.*

These are fantastic additional optional resources for pupils to support their learning in Maths and English.

doodlemaths

TIMES TABLES ROCK STARS

Welcome to the Term 5 Topic Web which provides the details of pupil learning and curriculum content for the forthcoming term.

T5 Spelling Progression

Week 2: Words ending in -ssion

Spelling Shed

Words ending in '-ssion'

- expression
- discussion
- confession
- permission
- concussion
- obsession
- impression
- admission

Week 3: Words ending in 'cian'

Spelling Shed

Words ending in '-cian'

- musician
- magician
- electrician
- politician
- mathematician
- technician
- optician
- physician

Week 4: Words that are adverbs of manner.

Spelling Shed

Words that are adverbs of manner

- quickly
- generously
- unexpectedly
- gently
- curiously
- furiously
- seriously
- reluctantly

Week 5: Challenge Words

Spelling Shed

Challenge Words 4.24

- though
- height
- separate
- through
- surprise
- particular
- caught
- potatoes
- group
- woman

Spelling Shed

Spelling word list for Year 3 and Year 4

100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

T5 English: Wisp- Alba the Hundred Year Old Fish

Writing skills within this unit:

Basic Skills (Gateway Keys)	Mastery Keys	Feature Keys
• Revise use of simple organisational devices in non-narrative material • Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) • Use subordination (when, if, that, because) and coordination (or, and, but) • Use expanded noun phrases	• Recognise the grammatical difference between plural and possessive 's' • Indicate possession by using the possessive apostrophe with plural nouns • Organise paragraphs around a theme • Build a varied and rich vocabulary • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	• Use specific e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal • Use precision in technical vocabulary • Use description to compare and contrast • Use connecting adverbs and fronted adverbials e.g. also, additionally, usually, commonly • Write in the present tense • Use layout features e.g. questions to draw in the reader, headings and subheadings, paragraphs to group related ideas together

Reading comprehension covered:

- Read for a range of purposes
- Discuss words and phrases that capture the reader's interest
- Check text makes sense
- Ask questions to improve understanding of a text
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Participate in discussion about books

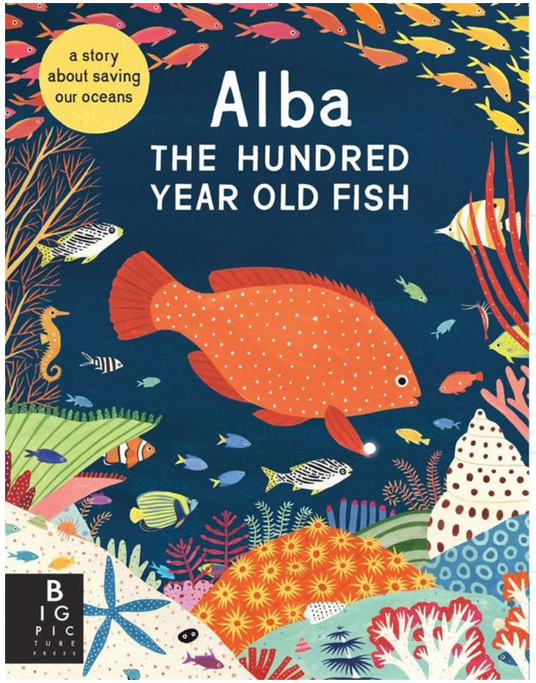
Vocabulary:

Vocabulary to explore within this unit:

NC Word List – Years 3 and 4		Developing Vocabulary	
actually	library	biodegradable	algae
business	medicine	toxic	amid
caught	minute	threatened	climate
complete	notice	crisis	digest
consider	possible	single-use	sustainable
grammar	purpose	extinction	depend
guard	quarter	species	pollutant
increase	question	coral reef	contaminate
important	suppose	crevices	debris

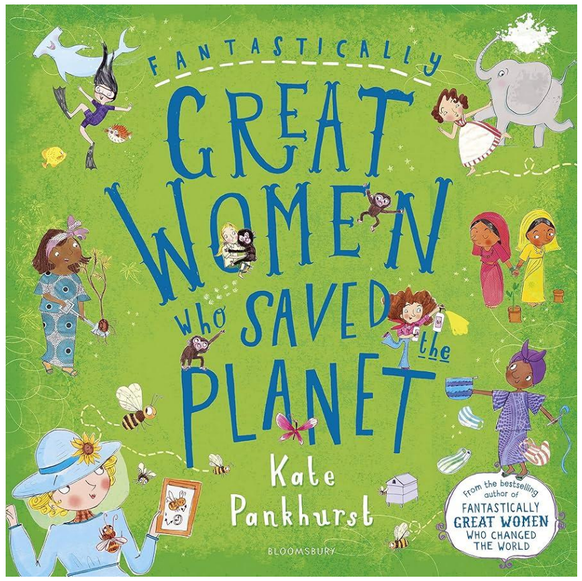
Writing Outcome: To write an information board for an exhibit in an aquarium.

In English this term, Year 4 pupils will explore the powerful story of *Alba the Hundred Year Old Fish*, which highlights the impact of plastic pollution on marine environments. Through reading and discussion, children will investigate the problems caused by plastic waste in the oceans and consider what can be done to protect wildlife and habitats. Using their research, pupils will write an informative display board explaining the effects of plastic pollution, its impact on sea creatures and ecosystems, and the actions individuals and communities can take to reduce plastic waste. This unit will develop pupils' reading, research and non-fiction writing skills while encouraging them to think about environmental responsibility.



T5 Reading: Fantastically Great Women Who Saved the Planet

In our Guided Reading sessions this term, Year 4 pupils will be inspired by Fantastically Great Women Who Saved the Planet by Kate Pankhurst. Through this engaging non-fiction text, children will learn about a range of remarkable women who dedicated their lives to protecting the environment and making a positive difference to the world. Pupils will research these inspirational figures, compare their lives, achievements and contributions, and explore how their actions helped to safeguard the planet. Using their findings, children will develop their reading, research and writing skills while gaining a deeper understanding of environmental issues and the importance of individual action in creating change.



Through reading both as a class and independently, the following skills are practised:

As well as the necessary skills to read and comprehend a text, we will also have a mastery focus on:

- *Identifying main ideas drawn from more than one paragraph and summarise*
- *Identifying how language, structure and presentation contribute to meaning*
- *Identifying themes and conventions in a wide range of books*

Recommended reading approaches to develop fluency:

- **Teacher-led:** read aloud to model fluency while pupils follow the text
- **Choral:** teacher read aloud to model fluency while pupils read aloud alongside
- **Echo:** teacher read aloud a small section of text and pupils echo the same section
- **Paired**: pupils read to each other alternating sentences, paragraphs or sections
- **Individual at speed:** pupils practise reading a section of text in an allocated time to improve fluency; repeat and beat their previous time
- **Repeated (1:1):** pupil reads aloud a section of text – adult gives feedback, and the pupil tries it again, repeat until 99% accurate with appropriate fluency
- **Silent:** pupils read the text silently at their own pace

T5 Mathematics:

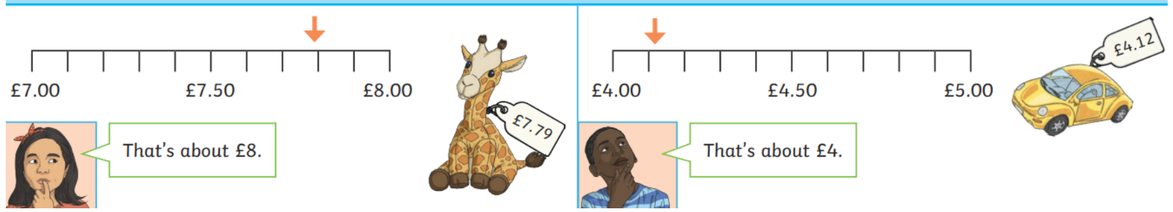
Decimals Continued:

In Term 5, pupils will be learning to recognise and write decimal numbers, including tenths and hundredths. They will develop their understanding of the relationship between fractions and decimals, count in tenths and hundredths, and use place value knowledge to read, write and represent decimal numbers. Pupils will also compare and order decimals with up to two decimal places, round decimals with one decimal place to the nearest whole number, and apply their learning to solve problems involving money and measures. Using place value, pupils will learn how to multiply and divide numbers by 10 and 100 and methods to complete these calculations efficiently.

Money:

In Year 4, pupils will develop their understanding of money by working with pounds and pence in real-life contexts. They will learn to add and subtract amounts of money, including working out change, and use written methods and mental strategies to solve problems involving totals and differences. Pupils will compare amounts of money, order values, and begin to understand how money is used in everyday situations such as shopping and budgeting. They will also solve multi-step word problems involving money and apply their skills to practical scenarios, helping them become confident and accurate when working with decimal notation in financial contexts.

Estimating Money



UK Coins

£0.01	£0.02	£0.05	£0.10	£0.20	£0.50	£1.00	£2.00
one penny coin	two pence coin	five pence coin	ten pence coin	twenty pence coin	fifty pence coin	one pound coin	two pound coin

UK Notes

£5	£10	£20	£50
five pound note	ten pound note	twenty pound note	fifty pound note

Problem Solving and Reasoning:

As part of our approach to Maths, we aim for pupils to be fluent with key concepts. There are also regular problem solving and reasoning challenges to develop a deeper understanding of the concepts.

Key Vocabulary:

Decimals:

decimal point
Tenths
Hundredths
place value
Compare
Order
Round
fraction
equivalent.

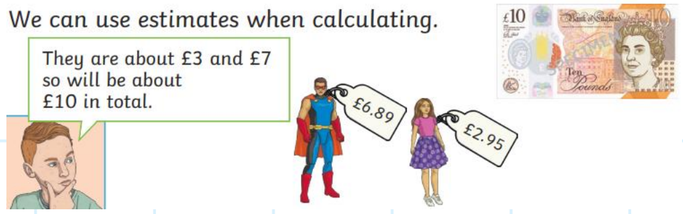
Money:

pound (£)
pence (p)
Total
Change
Add/ Subtract
Difference
Amount
Cost
Price
Compare
order,
estimate
budget

Pounds and Pence

£3 and 25 pence	£3.25	£52 and 13 pence	£52.13

We can use estimates when calculating.



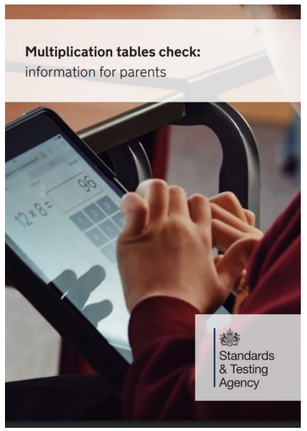
Year 4 Multiplication Tables Check

Overview of the Multiplication Tables Check (MTC)

The multiplication tables check (MTC) is statutory for all year 4 pupils in England.

The purpose of the MTC is to determine whether pupils can recall their times tables fluently up to 12, through a set of 25 timed questions. This skill is essential for future success in mathematics, and the check will help schools identify pupils who have not yet mastered this and provide additional support.

In 2026, schools must administer the MTC in the 2-week period between **Monday 1st June and Friday 12th June**.



Information for Parents

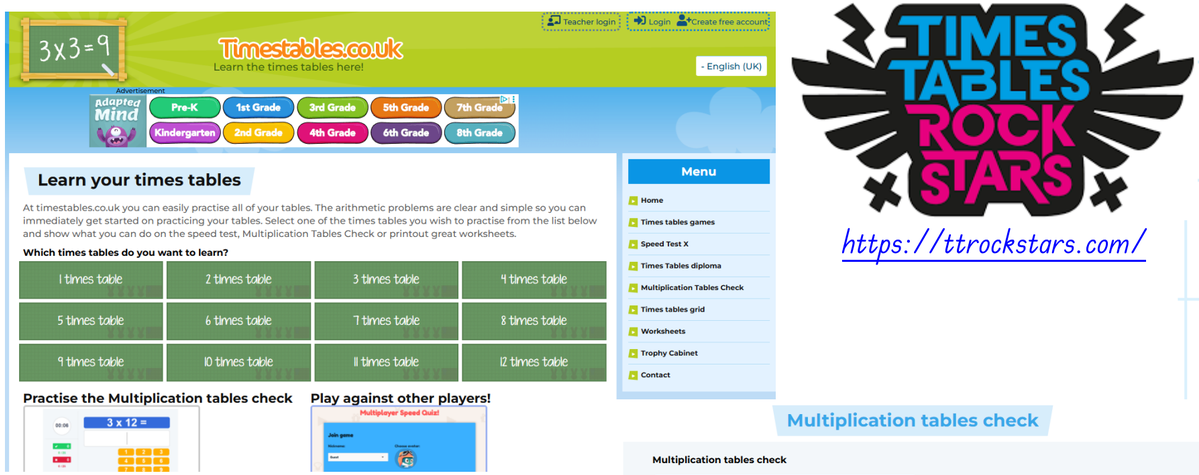
An information document for parents from the DfE can be found by following the link below:

https://www.gov.uk/government/publications/multiplication-tables-check-information-for-parents

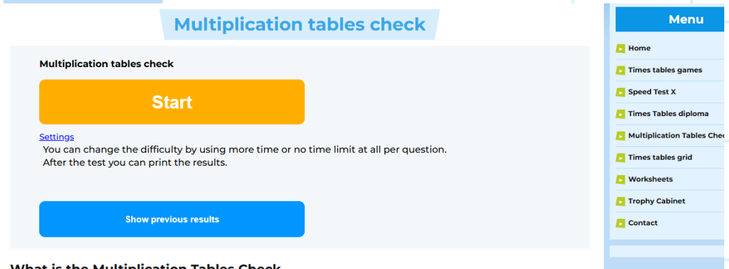
How can you help at home:?

Pupils will now have a timestables.co.uk login sent home with them and TTRS. On these websites, there is a replica MTC trial run. This will help pupils to familiarise themselves with the assessment, so that it becomes second nature. The Soundcheck facility on TTRS is particularly useful for practicing conditions replicating the assessment.

A good way to prepare is to start early and build a daily routine practising the times tables. With regular practise pupils will learn all the questions and gain confidence. We suggest practising 10 to 15 minutes a day for optimal results and the website has a variety of games and activities to support with this. https://www.timestables.co.uk/



https://ttrockstars.com/



T5 Science: Sound

Through this project, it teaches children about sound, how sound is made and how sound travels as vibrations through a medium to the ear. They learn about pitch and volume and find out how both can be changed.

Glossary

cochlea	The spiral-shaped part inside the inner ear that turns vibrations into electrical signals.
eardrum	A thin layer of tissue inside the ear through which vibrations pass.
medium	A material, such as a solid, liquid or gas, that transfers energy from one place to another.
ossicles	Three tiny, linked bones inside the ear through which vibrations pass.
particle	A single piece of matter that is too small to be seen.
vibrate	To quickly move back and forth repeatedly.

What is sound?

Sound is energy produced by vibrations from a sound source. Sound travels in waves through a medium, such as a solid, liquid or gas, to our ears. Most of the sound waves we hear travel through air, which is a gas. Where there is no medium for sound waves to travel through, such as in space, there is no sound.

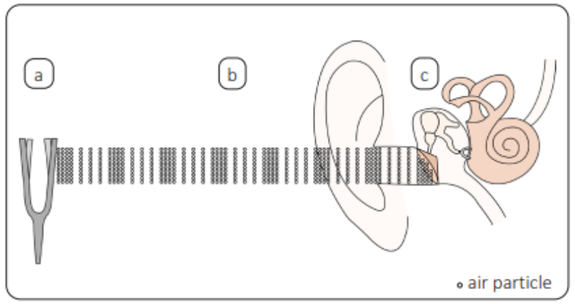
Pitch

The pitch of a sound is how high or low it is. Pitch is measured in units called hertz (Hz). Humans can hear between 20 and 20,000 Hz but dogs can hear higher-pitched sounds. Fast vibrations produce high-pitched sounds, such as the sound of a whistle. Slow vibrations produce low-pitched sounds, such as the sound of a bass drum.

Volume

The volume of a sound is how loud it is. It is measured in units called decibels (dB). Energy affects volume. The larger the force of energy put into the sound source, the louder the volume; the smaller the force, the quieter the volume. Distance also affects volume. The nearer the sound source, the louder the volume. The further away the sound source, the quieter the volume.

How we hear sound



a. When energy is put into a sound source, it starts to vibrate, quickly moving back and forth repeatedly in a regular pattern.

b. These vibrations disturb the tiny particles of the medium that is close by, such as air, and they start to vibrate. They collide with the air particles next to them and pass the vibration energy along in sound waves.

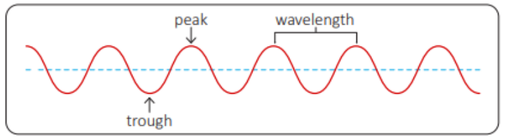
c. When the sound waves enter the ear, they make the eardrum vibrate. These vibrations pass through small bones called ossicles and are turned into electrical signals in the spiral-shaped cochlea. These signals travel through the cochlear nerve to the brain and are interpreted as sounds.

Representing sound waves

Sound waves can be represented by a wavy line in a sound wave diagram.

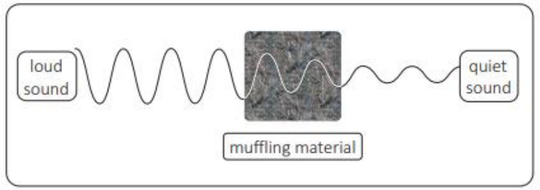
Volume is represented by the size of the peaks and troughs; large peaks and troughs represent a loud volume and small peaks and troughs represent a quiet volume.

Pitch is represented by the distance between each peak, called the wavelength. A long wavelength represents a low-pitched sound, and a short wavelength represents a high-pitched sound.



Muffling sound

Being exposed to very loud or continuous sounds can damage hearing. It can also lead to increased stress, tiredness and health problems. Materials that muffle sound absorb a lot of sound energy and reduce the volume of sound reaching our ears. Earplugs, ear defenders and soundproofing materials all muffle sound.



Lesson Sequence:

Term 5- Sound	***Learning Launcher: Sound Carousel and Introductory Knowledge*** *WALT: Explore how sounds are made.*	***How do sounds travel?*** *WALT: Explain how sounds travel.* ***How do we hear sounds?*** *WALT: Explain sounds are made and heard.*	***Muffling Sounds Investigation:*** *WALT: Undertake a comparative investigation into muffling sound.*	***Volume and Distance Investigation:*** *WALT Compare how the volume of sound changes at different distances from the source.*	***Innovate Task:*** ***Changing the Volume/ Pitch of the Sounds:*** *WALT: Compare and find patterns with the volume and pitch of sound.* ***Knowledge Capture***

T5 Art: Statues, Statuettes and Figurines

In Art this term, Year 4 pupils will explore the 3D representation of the human form, including statues, statuettes and figurines. They will study examples from ancient civilisations, developing their understanding of how artists have used sculpture to represent the human body across different times and cultures. Pupils will take part in figure drawing to develop their observational skills and understanding of proportion and form. Using their clay skills, they will design and create their own Sumer-style figurines, applying techniques such as shaping, joining and detailing to produce a finished sculpture. Through this project, children will build their confidence in drawing and sculpting while developing their knowledge of historical art forms.

Statues

A statue is a three-dimensional representation of a person, animal or mythical being. It is usually the same size as the person or animal in real life or much larger. Most statues are displayed outdoors, so artists make them from durable materials, including stone or metal, such as marble or bronze.

Statue of Liberty (Liberty Enlightening the World)

Statuettes and figurines

A statuette or figurine is a small statue, much smaller than life-size, representing one or more people or animals, or sometimes a religious deity. Most are ornaments displayed indoors, so artists do not need to make them resistant to the weather. They make them from materials, such as clay, wood and bronze.

Porcelain figurine

Ancient Sumerian statuettes and figurines

Ancient Sumerian craftspeople created many statuettes and figurines. They were an important part of life, often made for religious purposes. They were made from clay, which was a plentiful material found in the soil.

Statuettes and figurines had common features, including inlaid eyes and clasped hands. Male heads were often bald with beards, while female figures had varied hairstyles or headdresses.

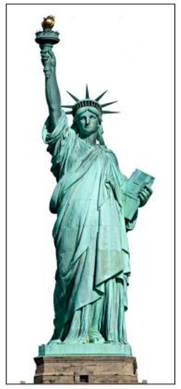
Ancient Sumerian statuette

Ancient sculpture

The making of statues, statuettes and figurines is an ancient craft. It was an important part of the culture of past civilisations, including ancient Sumer, ancient Egypt and the Indus Valley. The sculptures made by these civilisations include important people, such as monarchs and religious deities. They also tell us about the everyday lives of the people who were part of these ancient civilisations and the things that were important to them.

Ancient Egyptian figurines

Indus Valley statuette



Statue of Liberty (Liberty Enlightening the World) by Frédéric-Auguste Bartholdi, c1884

Venus de Milo by Alexandros of Antioch, c150 BC

Christ the Redeemer by Heitor da Silva Costa, Carlos Oswald and Paul Landowski, 1922–1931

Great Sphinx of Giza attributed to the pharaoh Khafre, c2500 BC

Figure drawing

A figure drawing is a drawing of the human form in any posture using any drawing media. Figure drawing can include quick line sketches that are not detailed or accurate or highly-detailed drawings that are anatomically correct.

Clay skills

Slabbing clay involves rolling out flat pieces of clay using a rolling pin. The pieces are then joined to construct an object or sculpture.

Wire frames help sculptors to make clay models. Soft wire is twisted and shaped before clay is moulded to the frame.

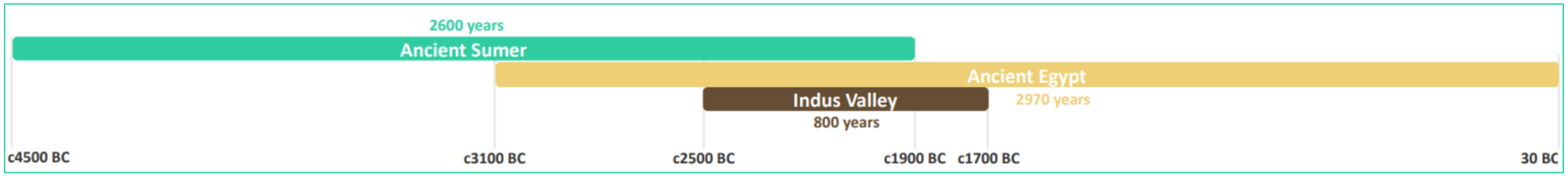
Clay pieces can be joined by scoring and adding slip, a runny mixture of clay and water.

Glossary

anatomical	Related to the structure of the human body and how its parts are arranged.
cast	To shape a substance by adding it to a mould and leaving it to harden.
inlaid	A decorative pattern set into the surface of something.
porcelain	A hard, white ceramic made partly from clay.
score	To make a cut or mark on the surface of something with a pointed tool.

T5 History Geography: Ancient Civilisations

In History this term, Year 4 pupils will explore the history of three of the world's earliest civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. They will learn about how each civilisation began, what daily life was like, their key achievements and innovations, and the reasons why each civilisation eventually declined, making key comparisons between the each civilisation. Pupils will develop their understanding of key historical concepts such as social hierarchy, leadership, artefacts and technological change, and will use timelines to place events in chronological order. Through engaging activities and enquiry, including exploring the Egyptian civilisation in depth, children will build a clearer understanding of what makes a civilisation and how ancient societies have shaped the modern world.



Ancient Egypt

The ancient Egyptian civilisation began on the banks of the Nile, in the Fertile Crescent. Egypt was initially split into Upper Egypt in the south and Lower Egypt in the north. It became one kingdom c3150 BC. The civilisation lasted for around 2970 years.

Cities

The ancient Egyptians built cities on the fertile banks of the Nile, with easy access to water for crops and drinking. Most cities had a surrounding wall and two entrances. A main road ran through the centre of the city. Smaller, narrower streets connected to the main road. People lived in mudbrick houses, which were often two storeys high, with an open courtyard.

Rulers

Pharaohs ruled over ancient Egypt with absolute power. The ancient Egyptians believed that the pharaoh was the earthly representative of the gods. The most well known pharaoh is Tutankhamun. His tomb was discovered in the Valley of the Kings by Howard Carter in 1922. The vast number of priceless artefacts found buried with the pharaoh provided a lot of information about life in ancient Egypt.

Inventions

The ancient Egyptians improved earlier innovations and invented many useful items to make life easier. They created clocks and calendars for telling the time. They made paper from the papyrus plants to record information. To help move water for their crops, they invented a *shaduf*, which used a lever mechanism to move a heavy bucket of water from a low to higher level.

Food and farming

The ancient Egyptians grew crops in the fertile soil next to the Nile. The most important crops were wheat and barley, which they used to make bread, porridge and beer. They also grew vegetables, fruits and flax to make into linen. Agriculture was essential to the ancient Egyptian economy. It provided food for the people, with enough left over to store for years of drought.

Indus Valley

The Indus Valley civilisation developed next to the Indus River in modern Pakistan and north-west India. The river provided the water needed for crops, drinking and transport. Historians know much less about the Indus Valley civilisation than those of ancient Sumer and ancient Egypt due to a lack of evidence. The civilisation began c2500 BC and lasted around 800 years.

Cities

The two largest cities that we know about are Harappa and Mohenjo-daro. Excavations have shown that both cities were well planned. Each city had a citadel, marketplace, granary, workshops and a sophisticated sewerage and drainage system. The houses were built from mud bricks and often had toilets and baths inside. Large buildings have been excavated, such as the Great Bath in Mohenjo-daro.

Rulers

Historians do not know how the Indus Valley civilisation was ruled. It is possible that there were kings or priests, or perhaps each city had a ruling council. During the excavations, archaeologists did not uncover any palaces or royal tombs.

Inventions

The people of the Indus Valley made many new inventions. Their impressive sanitation system included flushing toilets and wastewater pipes. They were the first to use a standardised system of weights and measures. They also invented dice so that they could play games.

Food and farming

Farming was very important in the Indus Valley. The fertile floodplains beside the Indus River meant that they grew more than enough food to feed the population. Crops, such as wheat, barley, peas and lentils, were grown and used for bread and porridge.

Similarities and differences

The ancient Sumerians, ancient Egyptians and Indus Valley civilisation all developed next to rivers, which they used to provide water, transport and irrigation systems. They all made good use of the fertile land for growing crops. Each civilisation invented new things to advance their society. It is likely that these civilisations shared similarities because they coexisted for a period of time and were connected by trade. However, there were differences. Kings ruled individual city states in ancient Sumer, whereas pharaohs ruled all of ancient Egypt. Also, the Indus Valley civilisation planned their cities, whereas the cities of ancient Sumer and ancient Egypt grew and changed over time.

Glossary

civilisation	The developed culture and way of life of a society.
Fertile Crescent	The semicircular area of land where the first ancient civilisations began.
irrigation	The digging of channels to allow water to flow through a field to water crops.
nomadic	A lifestyle involving moving from place to place.
ziggurat	A large pyramid made from mud bricks, with a temple on top.

Lesson Sequence:

History: Ancient Civilisations	***Introductory Knowledge: What is a civilisation? Learning Launcher:*** *Archaeological Finds* *WALT: Explain how artefacts provide evidence from the past.*	***Knowledge Gathering: Ancient Egypt*** *WALT: Gather and present contextual information about Ancient Egypt*	***Life in an Ancient Egyptian City*** *WALT: Use a range of sources to piece together information about the past.*	***Ancient Egyptian Hierarchy and the Role of the Pharoah*** *WALT: Construct a profile of a significant leader using a range of historical sources.*	***Tales from the Tomb*** *WALT: Explain how artefact can provide evidence of the wealth, power and status of the object's owner* ***Innovate Task:*** *'How was the Indus Valley civilisation similar to or different from the ancient Sumerian and ancient Egyptian civilisations?'*

T5 Music: Samba Music

Musical style: Samba

Samba is a Brazilian music style which forms a part of everyday life in Brazil. It is used for celebrations, including the Rio Carnival and even in football. It is a style of music which layers syncopated rhythms on multiple percussion instruments.

Knowledge and Skills:

In Music this term, Year 4 pupils will learn about samba music, a lively style of music from Brazil that is mainly made up of percussion instruments and is often performed during celebrations such as Carnival. They will explore how rhythm and pulse are used in samba, developing their ability to clap on the off-beat and play syncopated rhythms. Pupils will learn to perform their own rhythmic patterns in time with their group, gradually building confidence and accuracy when playing together. They will also practise performing musical breaks, ensuring they play in the correct place within the piece and stay in time with others. Through this unit, children will develop their sense of rhythm, teamwork and performance skills.

Instruments

Untuned percussion — Percussion instruments you **cannot** play a tune on.

agogo

caixa

chocahlo

ganza

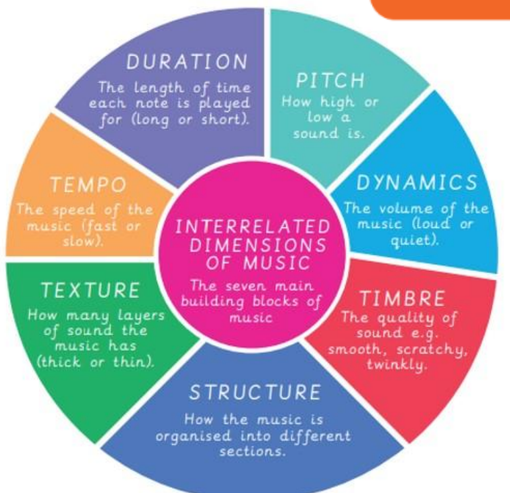
repique

surdo

tamborim

Vocabulary

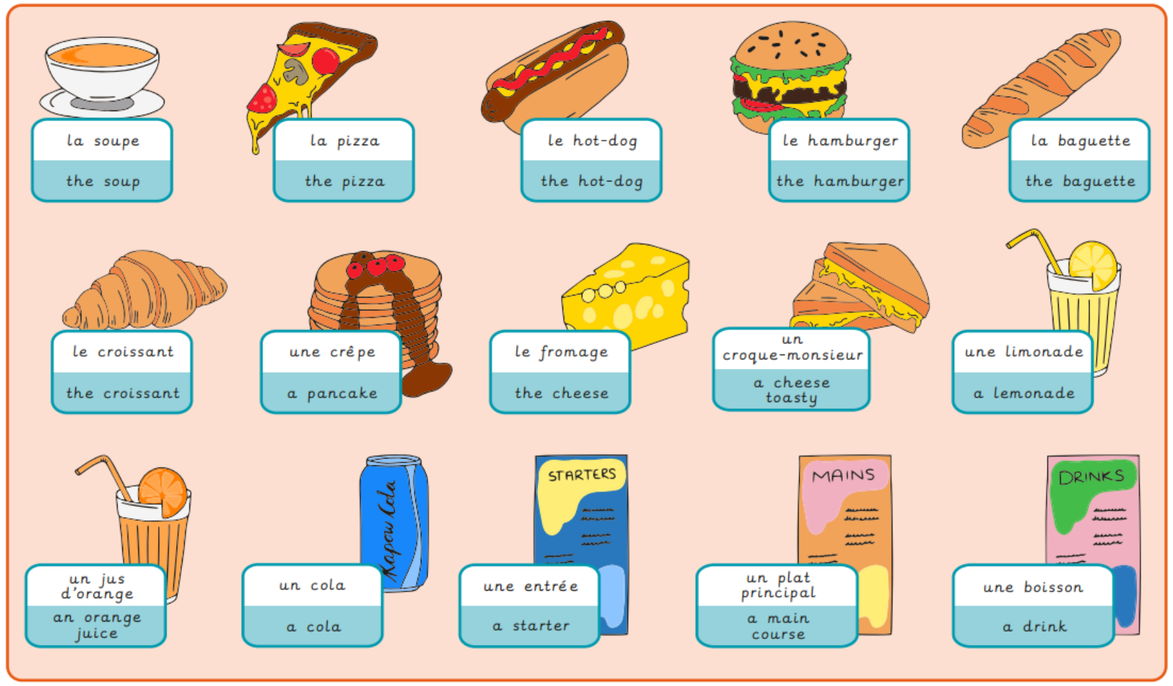
rhythm	A pattern of long and short sounds (and silences) within a piece of music.
syncopation	A type of musical rhythm in which the strong notes are not on the beat.
off-beat	The beats in between the ones you would naturally clap on.
break	A four or eight beat rhythm which is usually played once or twice.



T4 French: French Food- Miam, Miam!

Topic Overview:

In French this term, Year 4 pupils will develop their language skills through the context of shopping and café conversations. They will learn to recognise and understand new vocabulary, including cognates that share similarities with English, to help support comprehension. Pupils will use model texts to guide their spoken language, asking and responding to questions in familiar café scenarios with increasing confidence. They will practise using a bilingual dictionary to translate key words and apply their learning to real-life situations, including completing simple mathematical calculations in French and writing answers in euros. Pupils will also recognise shop names and create a labelled triarama to present their understanding. Through a range of strategies, they will build confidence in reading, writing, speaking and understanding French in practical contexts.

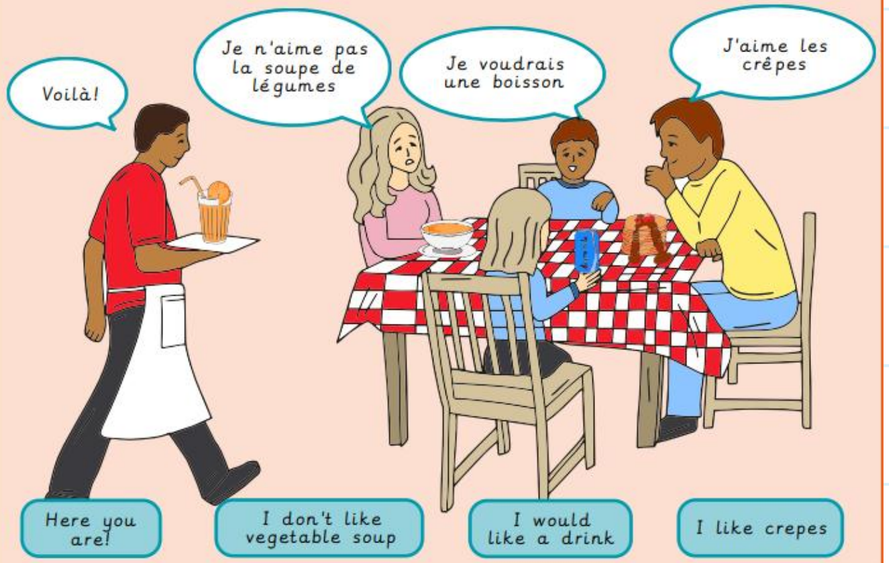


Cognates:

A cognate is a word that is exactly the same in both French and English. A near cognate is very similar!

Being a good "language detective" and spotting cognates can help us work out the meaning of French words.

Key phrases



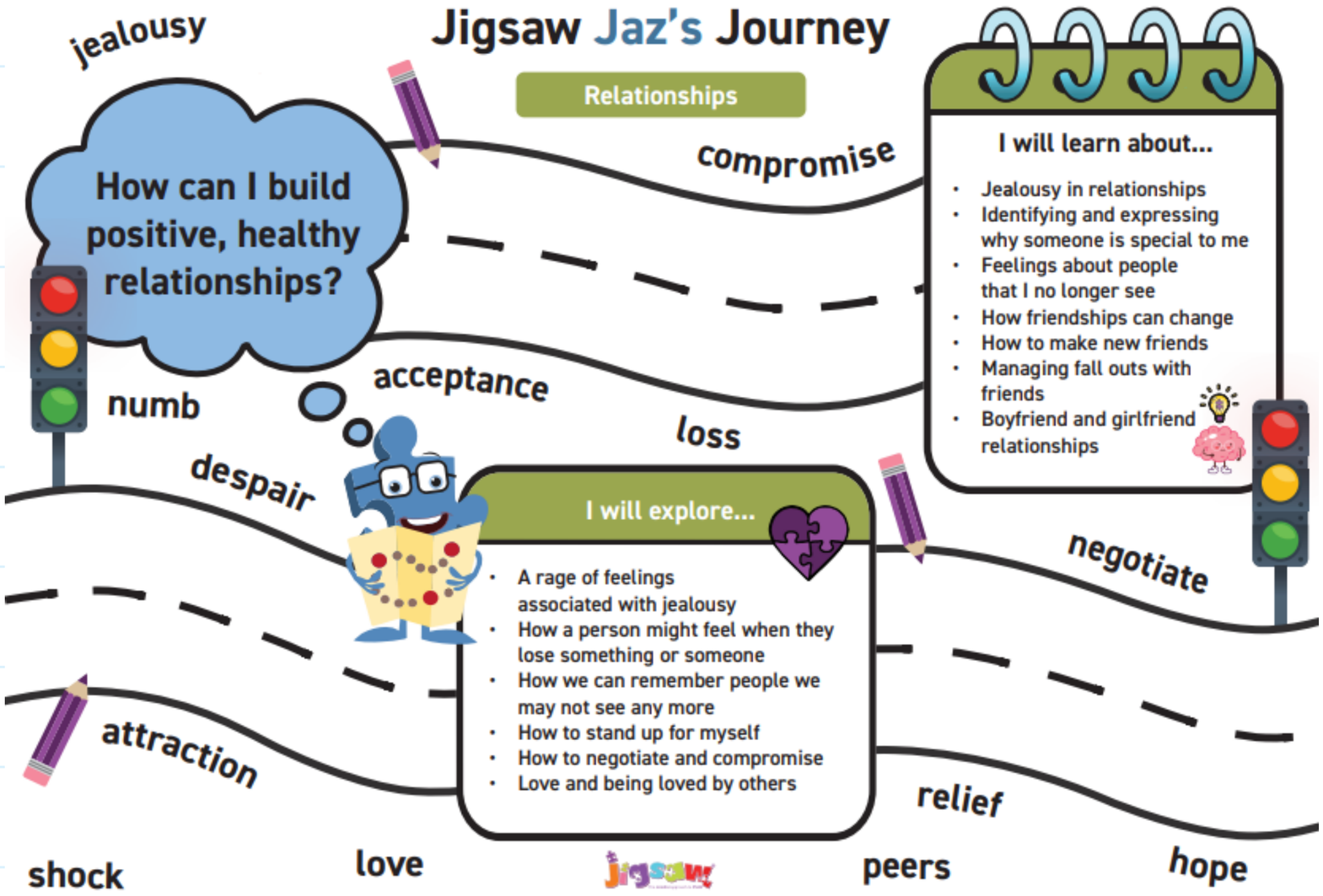
s'il vous plaît	please
merci	thank you
l'addition s'il vous plaît	bill please

The currency in France is the Euro - the euro symbol is €

French shops

les magasins	the shops
la boulangerie	the bakery
la pâtisserie	the cake shop
la chocolaterie	the chocolate shop
l'épicerie	the grocer's shop
le marché	the market
le supermarché	the supermarket

T5 PSHE: Relationships



Relationships Overview:

In PSHE this term, learning starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.

T5 Computing: Data Handling- Investigating Weather

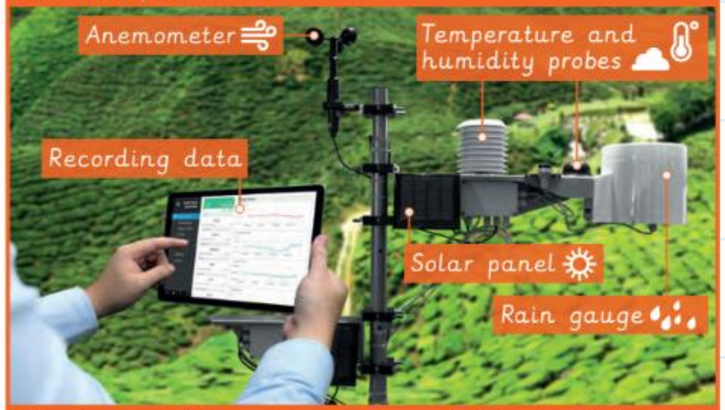
Topic Overview:

In Computing this term, Year 4 pupils will explore how weather data is collected, recorded and used in real-world contexts. They will learn to efficiently search the web to find and accurately record temperatures from different cities, and present their findings in an organised way. Pupils will design a weather station that uses sensors to gather and record data, explaining how it works and identifying the units of measurement involved. They will also design an automated machine that uses selection to respond to sensor data, developing their understanding of simple programming concepts. Pupils will search for, record and analyse weather forecast information in a spreadsheet, considering how this data is collected and used. Finally, they will create a video that presents weather forecast information clearly, combining their computing, data handling and presentation skills.

Investigating weather

Algorithm	A sequence of instructions which, when followed, solve a problem.
Automated machine	Works without the need for human interaction, after being programmed to carry out a specific job.
Calculate	To use mathematics to discover, prove or solve something.
Climate	The weather conditions you would normally expect in a location.
Device	Equipment created for a certain purpose or job.
Forecast	To predict what might happen or occur as the result of something in the future (for example, weather forecasts).
Log data	A record of information that has been collected by a person or a computer, while monitoring something.
Predict	To make an educated guess, as to what might happen or occur as the result of something in the future.
Record	To log information in the present (for example data during a science experiment), to look back on it in the future.
Sensor	A tool or device that is designed to monitor, detect and respond to changes for a specific purpose, such as a smoke alarm, which will ring if smoke is detected in the air.
Source	Where something comes from, for example milk is a source of calcium.
Spreadsheet	A file where you can input, sort and analyse data across a series of cells.
Temperature	How hot or cold something is.
Weather	The current condition of the atmosphere around the world, such as the temperature, rain, wind, clouds and sunshine.

A weather station uses a system of sensors to monitor the atmosphere:



Weather satellites collect and send data back down to Earth, after monitoring the atmosphere from space.

When filming remember to:

- Don't film into the light e.g by a window
- Don't stand too close or too far away
- Make sure your surroundings are quiet
- Let the presenter know when to start by saying, "3,2,1 action!"
- Keep the presenter in the middle of the screen - no chopped off heads!

T5 PE: Cricket

Unit Overview:

Cricket is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. Teacher note: If playing in a reduced space use a sponge ball.

Key Objectives:

- I am able to bowl a ball with some accuracy and consistency.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can communicate with my teammates to apply simple tactics. I can persevere when learning a new skill.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can strike a bowled ball after a bounce.
- I can use overarm and underarm throwing, and catching skills with increasing accuracy.
- I share ideas and work with others to manage our game.

Key Vocabulary

accuracy: how close the object is to the given target
bowled out: when a bowler hits the wickets
caught out: when a player catches an opponent's ball deeming them out
cushion: take the power out of an object
decision: select an outcome
grip: the way an object is held
momentum: the direction created by weight and power
no ball: a bowled ball deemed to be outside of the rules
opposition: the other team
pressure: to add challenge
retrieve: to collect
run out: when a fielder hits a wicket before the batter is there
short barrier: creating a barrier with hands in front of feet to stop a ball travelling at slow speed
tactics: a plan or strategy
technique: the action used correctly
tournament: a competition of more than two teams
two-handed pickup: fielding technique where a field can scoop the ball with two hands
wicket: the three upright sticks and base

Ladder Knowledge

Striking: Using the centre of the bat will provide the most control and accuracy.

Fielding: It is easier to field a ball that is coming towards you rather than away, so set up accordingly.

Throwing: Being balanced before throwing will help to improve the accuracy of the throw.

Catching: Track the ball as it is thrown to help you to catch more consistently.

Movement Skills

- underarm and overarm throwing
- overarm bowling
- batting
- two handed pick up
- short barrier

This unit will also help you to develop other important skills.

- Social: collaboration, communication, respect
- Emotional: honesty, perseverance, determination
- Thinking: observe and provide feedback, apply strategies

Rules

BOWLING

- Balls can be bowled using underarm (only one bounce allowed or deemed a no-ball), or overarm bowling action (two bounces allowed).

RUNS

- 2 runs = no ball (no extra delivery – free hit)
- 2 runs = wide balls (no extra delivery – free hit)
- A ball is considered a wide ball or no-ball if it is deemed un-hittable e.g. rolling, bounces more than once, too high or too far to be hit fairly.

BATTING

- Batting teams are organised into pairs.

OUT

- Bowled out: bowler bowls a ball that hits the wicket
- Caught out: fielder catches a batted ball
- Run out: fielders hit the wickets with the ball when the batter isn't there
- Stumped out: wicket keeper stumps the wicket when the batter isn't there

Tactics

Fielders

- Wicket keeper: ready to catch the ball to stump the batsman out if they leave their wicket.
- Bowler: try to bowl the batter out with an accurate bowl.
- Fielders: spread out, communicate to field the ball quickly. Throw the ball to hit the wicket if close enough. Run to a wicket if not collecting the ball to be available to run a batter out.

Batters

- Place the ball away from fielders. Look at where the fielders and the ball is before deciding to run or stay.
- Communicate with your other batter.

T5 PE: Tennis

Key Objectives:

- *I can communicate with my teammates to apply simple tactics.*
- *I can explain what happens to my body when I exercise and how this helps to make me healthy.*
- *I can provide feedback using key terminology and understand what I need to do to improve.*
- *I can return to the ready position to defend my own court.*
- *I can sometimes play a continuous game.*
- *I can use a range of basic racket skills.*
- *I share ideas and work with others to manage our game.*
- *I understand the rules of the game and I can use them often and honestly.*

Unit Overview:

Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.

Pupils will also focus on preparation for the KS2 Sports Day which will take place later in the term.

Key Vocabulary

alternate: one then the other
co-operative: working together
compete: take part in a contest
contact: the point where you hit the ball
continuous: keep a rally going
control: being able to perform a skill with good technique
court: the space used for a tennis game
deny: to prevent an action happening
extend: to make longer
rally: when a point is played back and forth
receiver: the person who the ball is being hit to
reflect: to think back on the experience
swing: smooth semi circular action
tactic: a plan that helps you to attack or defend

Ladder Knowledge

Shots:

Play a forehand when the ball comes to your dominant side. Play a backhand when the ball comes to your non-dominant side.

Rallying:

Move your feet to the ball to help you to hit in a more balanced position and increase the accuracy of your shot.

Footwork:

Get your feet in the right position to help you to balance before playing a shot.

Movement Skills

- throw
- catch
- forehand
- backhand
- rallying

This unit will also help you to develop other important skills.

Social co-operation, support and encourage others, collaboration, respect

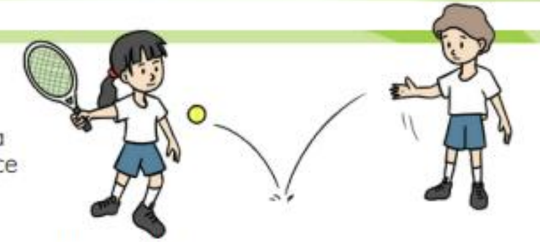
Emotional perseverance, honesty, determination

Thinking identifying strengths and areas for improvement, reflection, select and apply, comprehension, use tactics

Rules

Win a point if:

- Opponent hits the ball in the net
- Opponent hits the ball out of the court area
- Opponent misses the ball or it bounces twice



Tactics

Attacking:

- Look at where your opponent is and try to place the ball away from them.

Defending:

- Move quickly to a ready position in the centre of the space.
- Cover the space between you when playing with someone else.

T5 RE and World Views: Vaisakhi (Sikhism)

Keywords:

amrit, Five Beloved Ones, Five Ks, gatka, Gurdwara, Guru Gobind Singh, identity, Kachera, Kangha, Kara, Kesh, Khalsa, Khanda, Kirpan, langar, Nagar Kirtan, Panj Pyare, sacrifice, Sikh, symbol, Vaisakhi

Overview:

In RE this term, Year 4 pupils will explore the theme of identity through learning about Khalsa Sikhs. They will investigate what it means to belong to a faith community and how identity is shaped through beliefs, promises and practices. Pupils will learn about the importance of promises within Sikhism and explore the meaning and significance of the Five Ks, understanding how these symbols express commitment and identity. Through discussion and reflection, children will consider what influences their own identity and how people show what is important to them in their lives.

Sikhs usually celebrate Vaisakhi on the 13th and 14th April. It is the most important festival day for Sikhs because, in 1699, Guru Gobind Singh created the Khalsa. The Khalsa are ordained Sikhs who make promises to wear the Five Ks and follow the Sikh religion faithfully. To become part of the Khalsa, Sikhs drink a sugary liquid called amrit and have it sprinkled onto their eyes and hair. Some Sikhs choose to take amrit during Vaisakhi.

Sikhs might also take part in a Nagar Kirtan during Vaisakhi, where the Sikh holy book, the Guru Granth Sahib, is driven through the streets accompanied by many members of the local Sikh community. Free food, called langar, is provided and dancing and martial arts demonstrations are enjoyed.
Vaisakhi is also a New Year and harvest festival in the Punjab.

How is Vaisakhi celebrated?

On Vaisakhi, Sikhs go to the Gurdwara in the morning for a service.

Afterwards, they have a procession through the streets with lots of singing, chanting and colourful clothes. The procession is called the **Nagar Kirtan**.

In the evening, Sikhs have a special meal with family and friends.