



Curriculum Share Letter
Year 4 and 5
Spring Term 2022



Dear Parents and Guardians,

Welcome back to a new term! I hope you all had a good break and that your children are refreshed and ready for an exciting next term of learning! This term is a **DISCOVER** term, which means we will be focusing specifically on the discover subjects. Our key enquiry question is: *What makes a winner?* This topic will allow us to explore the concepts of: *Courage, Fear, Power and Perseverance*. We will learn about significant people, places, and events from Ancient Greece. We will contrast daily life in Ancient Greece with modern day lifestyles. Also, consider broader historical context, particularly with regards to the expansion of the Ancient Greek empire and its lasting legacy. Our final project outcome is 'Year 4/5 Olympiad'.



In science we will try to discover as much as we can about our planet Earth and the solar system. We will learn about space exploration, famous astronauts and scientists and I'm sure that the class will enjoy doing lots of research and practical learning on both these topics.



They will ample opportunity to be creative, work in teams and use their own imaginations. It's a rich topic! I can't wait to teach them and see them produce their own work around all exciting subjects.

Spring Term: **Discover**

Greeks



The Sett- Year 4 & 5 Spring Term 2021

TERM: **DISCOVER**

THEME: **ANCIENT GREECE - LIFE, ACHIEVEMENTS, AND INFLUENCE**

TITLE: **CLASS ANCIENT GREEK OLYMPICS (for year 4/5)**

CONCEPT and DRIVING WORDS:

COURAGE

FEAR

POWER

PERSEVERANCE

KEY ENQUIRY QUESTION:

What makes a winner?

POSSIBLE AUTHENTIC OUTCOMES:

- Explore, design, make and evaluate comedy and tragedy masks using clay
- Create, organise, and write a plan for our class "Ancient Greek Olympics"
- Prepare and participate in the first year 4/5 Olympiad
- Prepare, organise and cook 'Eating Like an Ancient Greek feast'

Career/Employment Links

Olympic athlete, coach, cook, chef, artist, sculptor, astronomer, scientist

Visits/Links to professionals

Virtual tour in the British Museum, Science Museum, the Planetarium

An Olympic athlete's visit

Self-guided virtual tour of Ancient Olympia

Ancient Greek Workshop

SCIENCE

Ask Questions and plan enquiry; Set up enquiry; Observe and Measure; Record; Interpret; Evaluate.

Earth and Space - Skills: Start to plan their own scientific enquiries to answer their own questions, including recognising and controlling variables where necessary. Take

	measurements, using a range of scientific equipment, with increasing accuracy and precision. Record data and results. Report and present findings using appropriate scientific language. Use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions.
DESIGN TECHNOLOGY	<i>Design; make; evaluate.</i> <u>Technical Knowledge:</u> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. <u>Cooking and Nutrition:</u> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where the food comes from. <u>Skills:</u> Generate ideas, considering the purpose for which they are designing. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes. Select appropriate tools and techniques for making their product. Evaluate their work both during and at the end of the assignment. Write a step-by-step recipe, including a list of ingredients, equipment, and utensils. Evaluate the final product with reference back to the design brief and design specification, considering the views of others when identifying improvements.
ART AND DESIGN	<i>Create; improve; research.</i> <u>Skills:</u> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Use a variety of source material for their work. Use the sketchbook to develop ideas. Improve their mastery of art and design techniques using a sculpture with a range of materials: CLAY
RELIGIOUS EDUCATION	Understanding Islam: Five Pillars of Faith - <u>Key Enquiry question:</u> <i>What is the main idea of the Five Pillars of Islam?</i> Understanding Christianity - <u>Salvation Key Enquiry question:</u> <i>What did Jesus do to save human beings?</i>
P4C	QUESTIONS AND IDEAS TO BE EXPLORED: (based on driving words) <u>What makes a winner?</u> In order to win do you need to come first? Do you always lose if you finish last? What is your concept of a real winner? What are the qualities of a winner? What are characteristics of winners? What are characteristics of a winning attitude? What sacrifices are needed to win? What is a competition (simple definition)? Which is an example of 'good/bad' competition? Think about what losing means? Is it a helpful word? Consider whether you have a competitive attitude? Who do you find yourself competing against? Do you compete against yourself? What is the definition of a winning mentality? Is it hard to lose/win?
PSHE	<u>Skills:</u> Identify ways to face new challenges. Identify some factors that effect emotional health and well-being. Know what a friend is and does and how to cope with some friendship problems. Describe the nature and consequences of bullying, and express ways of responding to it. <u>Rolling programme: (Dreams and Goals)</u> Aspirations, how to achieve goals and understanding the emotions that go with this. <u>(Healthy Me)</u> Being and keeping safe and healthy.
HISTORY	<i>Investigate and interpret the past; Have an overview of world history; Understand chronology; Able to communicate historically.</i> <u>Skills:</u> Begin to identify and evaluate primary and secondary sources. Choose and compare accounts of events from different sources. Use evidence to build up a picture of a past event. Ask a variety of how and why questions. Suggest some reasons for different versions of events. Select relevant sections of information to support my thinking about an event or period of history. Compare some of the times studied with those of other areas of the world. Describe the social, ethnic, cultural, or religious diversity of a past society. Able to sequence key events from the period studied and use relevant terms confidently for the period studied. Can use appropriate historical vocabulary including: dates, time period, era, chronology, change, century, decade to demonstrated knowledge and understanding.
TALK FOR WRITING	Fiction- a Greek myth Non-fiction- persuasion text Poetry- Narrative- classic and concrete (shape) poems
PE	Fundamental Movement Skills (<i>hopping, jumping, catching, kicking</i>) Olympic dance Indoor athletics Gymnastics
MFL	French Themes: Pocket money, toys, prices, numbers to 39 (and 99), likes and dislikes, sport, diary of activities, healthy eating.

<p>Links to British Values and equality</p>	<p>The core British values are: mutual respect and beliefs, tolerance of those with different faiths, democracy, rule of law and individual liberty. These values are promoted and reinforced in school in a number of ways.</p> <p>As part of the RE curriculum throughout KS2, children study the Christian faith and its core values. We also study other world faiths. KS2 assemblies are often related to current affairs. The goal is to widen the children's knowledge and experience of what is relevant in today's society and multi-cultural issues in order to support them in making informed choices. Themes we cover include: racism, politics, equality, justice, poverty, natural disasters and war. In lessons, children are encouraged to be independent learners and to make informed choices.</p>
<p>How are we overcoming barriers for SEND and PPG?</p>	<p>Ensure that all students experience equal opportunities to participate and pursue appropriate learning goals that maximize their potential. Affirm student identities, build self-esteem and teach to student strengths. Value prior knowledge, connect to new learning and engage students in their learning. Ensure learning growth for all students through high expectations, and effective and holistic assessment for learning that includes observations and learning focused feedback. Ensure that all students are given opportunities to fully demonstrate their knowledge, skills and understanding during assessment (for and of learning). Ensure that access arrangements are based upon the optimal support that the student requires (not more or less than needed), reflect the best interests in terms of development of student learning and are the usual way of working in teaching and learning as well as assessment. Empower students to develop agency and understand what works for them as learners.</p>

SMART LEARNING

Children are rewarded (house points, and privileges) for getting involved in their learning and following up their schoolwork at home. We believe in every child really knowing what their talent or area of strength is by the time they leave in Y6. Amazing opportunities are there for every child so that they can identify what they really love and/or are great at. It could be sport, maths, singing, acting, playing the piano, creative writing or showing care and kindness and interpersonal skills. Please support your child to be SMART and take responsibility for their own personal growth and education. I have attached to this letter a grid of possible home learning activities for year 4 &5 children to try. They could highlight them through the term. Each pupil has a A5 shiny-covered SMART LEARNING book. I cannot wait to see their fantastic work and share it with the rest of the class. It is not compulsory, but I strongly recommend and encourage children to be a SMART LEARNER and try to do as many activities as they can.



Reading. Children are encouraged to be SMART and read daily. All reading is valuable, particularly investigating new vocabulary and answering questions about the text. Please could all reading be recorded in their reading record book? I check these at fortnightly intervals on Friday to reward regular readers and encourage good habits. I set up a cinema ticket prize for the reader who will improve the most in his/her reading through the term. Please read with

your child regularly and sign the record book, even if your child is a fluent reader. Feel free to write positive comments or new words that have been discussed. Children can change their reading books every morning if needed and during snack time. All children also have Readings Eggs log-ins, this app is excellent for both reading comprehension, activities, games and spellings. Reading Dragons (bronze, silver and gold) will be introduced to free readers after half term.



Spellings are set and tested on Wednesdays. Children mark their own spellings using a typed list. Pupils are given a set of 5 words (usually taken from the new curriculum common exception words list). I will give 5 extra challenge words but will not test them. I believe that there are children who always want to do more. Children are expected to practise spelling daily at home. Please encourage your child to do this as spelling practise falls under our non-negotiables along with regular reading and times table practise. DoodleSpell boosts the confidence of children with a personalised work programme tailored to their strengths and weaknesses.

Times tables awards are tested by Mrs Perriment or Mr Bush. We use a bronze, silver and gold system. Bronze level is awarded for counting forwards and backwards, silver is awarded for recall of facts in any order and gold award is for both times table facts and recall of associated division facts. It would be a good idea at this point in the year to check they can they still count forwards and backwards in the tables learnt last year before lockdown. Key stage one usually focuses on the 2, 5 and 10 times tables. Typically, during Year 4, pupils focus on the 3's, 4's and 6's and year 5 - 7's, 8's and 9's. However, this will depend on the knowledge of recall facts for each individual child and whether they have achieved the expectations from key stage one. All children have an opportunity to complete their DoodleMaths challenge each week but daily practise at home is recommended! In Maths lesson, several times per week I will set a Times Tables Mental Maths challenge for those who want to practise and challenge themselves. They are also able to access TT Rock stars for instant recall practise. This is highly recommended as there will be mandatory times table tests (online) as part on their end of key stage 2 maths tests.

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

If you have any questions or need any help with anything, please feel free to message me through Dojo, I will try my best to support you and your child. Thank you all for your support.

Best regards,
Miss Alina Gabenyte, Mr Bush, Mrs Bowmen-Dove, Mrs Madigan and Mrs Perriment

SMART LEARNING GRID Spring term 2021

SMART activities

All 24 activities are optional, and you do not have to do them in order. Activities will be rewarded!
Try to do at least 1-2 a week.

1. Build an insect hotel.



2. Create your own 5 min workout. You can make a video or draw the exercises. You can introduce it to the class.

3. Hang birdseed ornaments.



4. Make a dream catcher.
















5. Create your own mythical character. Describe him/her/it. What strengths does he/she/it have?

6. Make a model solar system.



7. Create an astronaut training centre.

8. Design, draw or even make a rocket.

Describe how he/she it looks.			
<p>9. Build a cardboard tube bird feeder.</p> 	<p>10. Create your own labyrinth or maze. Either draw, build a model - try to be original!</p>	<p>11. Write a fact file about your favourite planet.</p> 	<p>12. Write a diary entry imagining you are living in Ancient Greece, and you are a spectator at the ancient Greek Olympics. Describe what you see and experience.</p>
<p>13. Try star gazing. Look up to the sky at night and see how many constellations you are able to spot.</p> 	<p>14. Create a poster recruiting for astronauts! What skills do you think an astronaut would need?</p> 	<p>15. Think up a game that we could include in our own class Olympics!</p>	<p>16. Research Greek food specialities. What do people eat in Greece? Try your hand at cooking a typical Greek recipe.</p> 
<p>17. <u>Acrostic poem</u> Can you write a poem on space?</p>	<p>18. Read a book on space travel!</p> 	<p>19. Design your own board game based around one of our topics (Ancient Greece or Space Travel).</p>	<p>20. How is Easter celebrated in Greece?</p> 
<p>21. Can you draw your own mythical character?</p> 	<p>22. Make your own comic or tragic mask.</p> 	<p>23. Healthy eating: design your own healthy eating menu for a week and write a diary about what you ate and how you felt.</p>	<p>24. Design your own Easter bonnet!</p> 
 <p>Note! You can always follow up any class lesson with extra practise, investigation, drawing or writing at home. Bring in objects, books, or interesting facts to share with the class. Enjoy and have fun! Good luck!</p>			