

# Condover Church of England Primary School

*Love Each Other and Know We Are Loved*

Love Forgiveness Trust



## Cycle 3 Condover CE Primary School

### Estuary Class- Year 4 and 5

Term	Autumn	Spring	Summer
<b>Project</b>	Mountains	Materials	Ancient Greece
<b>Theme Music</b>	<p>Ain't No Mountain High Enough Marvin Gaye and Tammi Terrell</p> <p><a href="https://www.youtube.com/watch?v=-C_3eYj-pOM">https://www.youtube.com/watch?v=-C_3eYj-pOM</a></p>	<p>Theme from the Shape of Water by Alexandre De Splat- featuring Igor Kratovic</p> <p><a href="https://www.youtube.com/watch?v=EHD788IDGbg">https://www.youtube.com/watch?v=EHD788IDGbg</a></p>	<p>Greek Gods and Goddesses</p> <p><a href="https://www.youtube.com/watch?v=kM2a7q-uhhA">https://www.youtube.com/watch?v=kM2a7q-uhhA</a></p>
<b>Equality/Diversity/Inclusion/Responsibility</b> <b>Project starter question.</b> <b>This thread should run through your project</b>	<p>Is it right that people climb mountains and risk their own and other's lives as well as potentially ruining the natural environment?</p>	<p>Should we make more effort to recycle materials?</p>	<p>Do the achievements of the Ancient Greeks still influence our lives today?</p>
<b>English</b>	<p><b>Core Text</b> Running on the Roof of the World</p> <p>Whole class guided reading</p>	<p><b>Core Text</b> Itch- Simon Mayo</p> <p>Whole class guided reading</p>	<p><b>Core Text</b> Who let the Gods out? By Maz Evans</p> <p>Whole class guided reading</p>




	<p><b>Fiction</b> Alternative viewpoint Internal monologue</p> <p><b>Non-Fiction</b> Non-chronological writing – Romans and mountains</p> <p><b>Poetry</b> Weather poetry</p> <p><b>Spellings</b> - Spelling Shed Spelling Rules - 1- 12</p> <p><b>Grammar</b> - Spelling Shed Adjectives, speech punctuation, relative pronouns,</p>	<p><b>Fiction</b> Character Study Moral dilemma</p> <p><b>Non-Fiction</b> Diary writing Historical diary entry</p> <p><b>Poetry</b> Seasonal poems</p> <p><b>Spellings</b> - Spelling Shed Spelling Rules - 13- 24</p> <p><b>Grammar</b> - Spelling Shed Adjectives, speech punctuation, relative pronouns, paragraphs, possessive and plurals, modal verbs, adverbs, brackets, dashes or commas for parenthesis</p>	<p><b>Fiction</b> Narrative Greek myths and legends</p> <p><b>Non-Fiction</b> Non-chronological writing</p> <p><b>Poetry</b> Haiku and cinquain</p> <p><b>Spellings</b> - Spelling Shed Spelling Rules - 25- 36</p> <p><b>Grammar</b> - Spelling Shed Standard English, prepositions, adverbials, pronouns, nouns, conjunctions, verb prefixes</p>
<b>Mathematics</b>	<p>1.26 Composition and calculation: multiples of 1,000 and 10,000</p> <p>1.23 Composition and calculation: tenths</p> <p>1.24 Composition and calculation: hundredths and thousandths (include money)</p>	<p>Year 4:</p> <p>2.15 Division: partitioning leading to short division</p> <p>2.16 Multiplicative contexts: area and perimeter 1</p>	<p>Year 4:</p> <p>2.29 Decimal place-value knowledge, multiplication and division</p> <p>3.6 Multiplying whole numbers and fractions</p> <p>3.7 Finding equivalent fractions and simplifying fractions</p>

	<p>2.10 Connecting multiplication and division, and the distributive law</p> <p>2.14 Multiplication: partitioning leading to short multiplication</p> <p>2.15 Division: portioning leading to short division</p> <p>2.17 Structures: using measures and comparison to understand scaling</p>	<p>2.8 Times tables: 3, 6 and 9, and the relationship between them</p> <p>2.9 Times tables: 7 and patterns within/across times tables</p> <p>4G-1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.</p>	<p>5NPv-5 Convert between units of measure, including using common decimals and fractions</p> <p>5G-1 Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.</p>
		<p>Year 5:</p> <p>1.27 Negative numbers: counting, comparing and calculating</p> <p>2.15 Division: partitioning leading to short division</p> <p>2.16 Multiplicative contexts: area and perimeter 1</p> <p>2.17 Structures: using measures and comparison to understand scaling</p> <p>2.19 Calculation: <math>\times/\div</math> decimal fractions by whole numbers</p>	<p>Year 5:</p> <p>2.29 Decimal place-value knowledge, multiplication and division</p> <p>3.6 Multiplying whole numbers and fractions</p> <p>3.7 Finding equivalent fractions and simplifying fractions</p> <p>5NPv-5 Convert between units of measure, including using common decimals and fractions</p> <p>5G-1 Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.</p>
<b>Science</b>	<b><u>Living things and their habitats</u></b>	<b><u>States of matter</u></b>	▪ <b><u>Sound</u></b>

	<ul style="list-style-type: none"> <li>▪ (4) recognise that living things can be grouped in a variety of ways</li> <li>▪ (4) explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> </ul> <p>(4) recognise that environments can change and that this can sometimes pose dangers to living things</p> <p><b><u>Living things and their habitats</u></b></p> <ul style="list-style-type: none"> <li>▪ (Y5) describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>▪ (Y5) describe the life process of reproduction in some plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>▪ (4) compare and group materials together, according to whether they are solids, liquids or gases</li> <li>▪ (4) observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>▪ (4) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><b><u>Properties and changes of materials</u></b></p> <ul style="list-style-type: none"> <li>▪ (Y5) compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets</li> <li>▪ (Y5) know that some materials will dissolve in liquid to form a solution,</li> </ul>	<ul style="list-style-type: none"> <li>▪ (4) identify how sounds are made, associating some of them with vibrating</li> <li>▪ (4) recognise that vibrations from sounds travel through a medium to the ear</li> <li>▪ (4) find patterns between the pitch of a sound and features of the object that produced it</li> <li>▪ (4) find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>▪ (4) recognise that sounds get fainter as the distance from the sound source increases</li> </ul> <p><b><u>Forces</u></b></p> <ul style="list-style-type: none"> <li>▪ (Y5) explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>▪ (Y5) identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> </ul>
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		<p>and describe how to recover a substance from a solution</p> <ul style="list-style-type: none"> <li>▪ (Y5) use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>▪ (Y5) give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>▪ (Y5)_demonstrate that dissolving, mixing and changes of state are reversible changes.</li> </ul> <p>(Y5) explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<ul style="list-style-type: none"> <li>▪ (Y5) recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li> </ul>
<b>RE</b>	UC. Unit U 2.1 God differentiated using Digging Deeper where needed.	UC. Unit U 2.3 Incarnation differentiated using Digging Deeper where needed.	<p>G. Unit L 2.9 How do Festivals and Worship show what matters to a Muslim?</p> <p>G U2.12 How does Faith help when Life gets hard?</p>

	Christmas- What is the meaning of Advent? (3 Weeks focus- Christmas)	UC. Unit U 2.5 Salvation using Digging Deeper where needed. (3 Weeks focus- Easter)	
<b>History</b>	<p><b>The Roman Empire and its impact on Britain</b></p> <p><b>Key Questions:</b>  When did the Romans invade and why?  Did the native Britons welcome or resist the Romans, and why?  How did the Romans influence the culture of the people already here?</p>	<p><b>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of</b></p> <p><b>The Shang Dynasty of Ancient China</b></p> <p><b>Key Questions:</b>  When and where did the Shang live?  What was found in Fu Hao's tomb?  What does this tell us about life in Shang times?  What do we still need to know and where might we find the answers to our questions?  How important was Fu Hao?</p>	<p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b></p> <p><b>Key Questions:</b>  Who were the Ancient Greeks?  What do archaeological sites tell us about what life was like in Ancient Greece?  What can we learn from Greek myths and legends?  How did the Ancient Greeks influence our lives?  (buildings, language, government)  How have the Olympic Games changed since they were first held in Ancient Greece?</p>
<b>Geography</b>	<b>NC -Identify the position and significance of latitude, longitude</b>	<b>NC- Arctic and Antarctic Circle, describe and understand key aspects of: economic activity including trade links, and the</b>	<b>NC-Locate the world's countries, using maps to focus on Europe (including the location of Russia)</b>

	<p>Children should know that Longitude 0° runs through London and 0° is the equator. Teach children how to find a location based on coordinates using longitude and latitude</p> <p><b>Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</b></p> <p>Identify and label mountains of the world in relation to hemispheres, tropics and equator</p>	<p><b>distribution of natural resources including energy, food, minerals and water</b></p> <p>This could be linked to history (change over time) or comparison between two different cities/ countries, one being part of the UK</p>	<p><b>concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</b></p> <p>Identify, label and describe Greece in relation to the rest of Europe (specifically Russia)</p>
Art	<p><b>Media: Sculpture</b></p> <p><b>Modern Day Sculptor</b> <b>Terry Hawkins – Lake District</b></p>  <p><b><u>Year 4</u></b> Terry Hawkins is a living, British sculptor.</p>	<p><b>Media: Painting</b></p> <p><b>William Morris – fabric designs</b> <b>Painting</b></p>  <p><b><u>Year 4</u></b> William Morris was a textile designer from Britain who died in 1896.</p>	<p><b>Media: Textiles</b></p> <p><b>Weaving and pattern in Textiles</b> <b>Link to history</b></p> 

	<p>Natural materials such as slate can be organised into piles or groups to make different shapes.</p> <p>Sculptures should give the viewer a chance to offer an opinion.</p> <p>Artists think about where a sculpture is going to be displayed as well as what it is made out of.</p> <p><b>Comment and reflect in a sketchbook, refine own ideas and the ideas of others for use in their own work.</b></p> <p><u><b>Year 5</b></u></p> <p>Terry Hawkins is a living, British sculptor from the Lake District. Natural materials such as slate can be arranged to create different forms, textures and colours.</p> <p>Sculptures often send a message and should give the viewer a chance to offer an opinion.</p> <p>Artists think about where a sculpture is going to be displayed as well as what it is made out of.</p>	<p>William Morris' art was part of the arts and crafts artistic movement.</p> <p>Many of William Morris' designs are used on wallpaper. Colours can be organised into different groups that go well together, such as green and blue.</p> <p><b>Begin to use paint effectively to create mood and atmosphere replicating the style of an established artist.</b></p> <p><u><b>Year 5</b></u></p> <p>William Morris was a textile designer and writer from Britain who died in 1896.</p> <p>William Morris' art was part of the Victorian arts and crafts artistic movement.</p> <p>Many of William Morris' repeated designs of plants and animals are used on wallpaper. Colours such as blues and greens complement each other because they come from the same group of colours.</p> <p><b>Use colour, shape and texture to provoke a response or feeling when painting.</b></p>	<p><u><b>Year 4</b></u></p> <p>The Ancient Greeks used pattern and simple shapes when making textiles. Greek textiles can give us a record of how they used to live and what they used to look like.</p> <p>Weaving is a process where materials are linked together by overlapping and twisting. Both fabrics and more solid materials such as wood and reed can be woven together.</p> <p><b>Colours, texture and shape can be used to create mood and atmosphere.</b></p> <p><u><b>Year 5</b></u></p> <p>The Ancient Greeks used pattern, line and a variety of shapes when making textiles. Greek textiles presents us with evidence of how they used to live.</p> <p>Weaving is a process where materials are linked together by overlapping and twisting. A range of natural fabrics and materials such as wood and</p>
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	<p><b>Generate multiple ideas and present a clear process that leads to a finished piece of work using a sketchbook.</b></p>		<p>reed where woven together by Ancient Greeks.</p> <p><b>Artists often develop a particular style and use particular tools, such as a pallet knife, to enhance their work.</b></p>
<b>Music</b>	<p>BBC 10 Pieces: Anna Clyne – Night Ferry</p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces/anna-clyne-night-ferry-extract/zn3v6v4">https://www.bbc.co.uk/teach/ten-pieces/anna-clyne-night-ferry-extract/zn3v6v4</a></p>	<p>BBC 10 Pieces: Prokofiev – Concerto for Turntables and Orchestra</p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces/gabriel-prokofiev-concerto-for-turntables-and-orchestra-5th-movement/zvqjrj6">https://www.bbc.co.uk/teach/ten-pieces/gabriel-prokofiev-concerto-for-turntables-and-orchestra-5th-movement/zvqjrj6</a></p>	<p>BBC 10 Pieces: Tocatta and Fugue in D Minor – J S Bach</p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces/johann-sebastien-bach-tocatta-and-fugue-in-d-minor/zv2fxyc">https://www.bbc.co.uk/teach/ten-pieces/johann-sebastien-bach-tocatta-and-fugue-in-d-minor/zv2fxyc</a></p>
<b>Computing</b>	<p>Computer systems – Connecting networks/ the internet</p> <p>Audio editing</p> <p><b><u>Internet safety</u></b> Self imagery and identify Online relationships Online reputation Online bullying</p>	<p>Creating Media- Vector Drawing</p> <p><a href="#">Creating media – Vector drawing</a></p> <p><b><u>Internet safety</u></b> Managing online information Health, well-being and lifestyle</p>	<p>Data and information- Flat file databases</p> <p><a href="#">Data and information – Flat-file databases</a></p> <p>Programme A-selection in physical computing</p> <p><a href="#">Programming A – Selection in physical computing</a></p> <p><b><u>Internet safety</u></b> Privacy and security Copyright and ownership</p>
<b>Design Technology</b>	<b>Electrical Systems</b>	<b>Structure</b>	<b>Mechanical systems</b>

	To plan, design and make a torch for a climber	To create a photograph frame from recycled materials	Design and make a mascot with moving parts controlled by pneumatic systems.
<b>PSHE/ RSE</b> Class Estuary Year 5 SCARF units	Me and my relationships  Valuing difference	Keeping myself safe  Rights and responsibilities	Being my best  Growing and changing
<b>PE</b>	Tag Rugby Hockey	Gymnastics Netball	Athletics Tennis
<b>French</b>	Words and Phrases: Year 4: All Around Town	Words and Phrases:  Year 4: Gone Shopping <a href="https://www.twinkl.co.uk/resource/tp2-l-240-french-going-shopping-year-4-unit-pack">https://www.twinkl.co.uk/resource/tp2-l-240-french-going-shopping-year-4-unit-pack</a>	Words and Phrases:  Year 4: Holidays and Hobbies