



Topic overview – Year 4/5/6 (CYCLE A)

Spring Term 1 and 2

Topic name	Water is Life – no blue, no green
Big question	What journey does a raindrop go on?
Memorable experience	Visit to Rutland water
Outdoor learning	Stream dipping at local stream Field work for geography
Linked books	Flotsam - David Weisner (picture book) The Rhythm of the rain (non-fiction picture book) The Wind in the Willows (classic text)
Reading aims	Read books that are structured in different ways Develop positive attitudes to reading Ask and answer questions about texts Infer, retrieve information, predict and summarise
Writing aims	Narrative writing based on a wordless book (Flotsam) <ul style="list-style-type: none"> - Use a wider range of conjunctions to join sentences - Use conjunctions, adverbs and prepositions to express time and cause Write explanations and non-chronological reports linked to geography and science (water cycle, how Rutland water was built) <ul style="list-style-type: none"> - Use semi-colons and colons to separate clauses - Use punctuation for parenthesis - Use the perfect form of verbs - Use vocabulary and structures suitable for formal speech and writing Water poetry based on 'Little Boat' - literacy shed short film <ul style="list-style-type: none"> - Use expanded noun phrases to express complicated information more concisely - use hyphens to avoid ambiguity
Speaking & listening aims	<ul style="list-style-type: none"> - Ask relevant questions to further their understanding - Listen to and respond to others - Form appropriate responses with reasoned answers.
Maths aims	<ul style="list-style-type: none"> - Fractions, decimals and percentages - Multiplication and division - Perimeter, area and volume
Science aims	States of matter and materials <ul style="list-style-type: none"> - 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 - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - demonstrate that dissolving, mixing and changes of state are reversible changes - 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 - Know the temperature at which materials change state - Know the part played by evaporation and condensation in the water cycle - Group materials based on their state of matter (solid, liquid, gas) - Work scientifically to conduct experiment on changing state
History aims	Geography focus this term
Geography aims	Whilst studying a local river: <ul style="list-style-type: none"> - children will develop their use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies - children will be able to describe and understand key aspects of physical geography, including: rivers, and the water cycle. - Study a local river and see how it feeds into Rutland Water. Consider the impact of humans on the environment.
DT aims	<u>Design and make a bridge</u> (Spring 2) Children will learn to: <ul style="list-style-type: none"> - Understand some different ways to reinforce structures - Understand how triangles can be used to reinforce bridges - To know that properties are words that describe the form and function of materials - To understand why material selection is important based on their properties - To understand the functional and aesthetic properties of wood.



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Art and design aims	<p><u>Craft and Design with Photo Opportunity</u> (Spring 1)</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> - Understand what photomontage is and recognise how artists use photography - Demonstrate a competent knowledge of effective composition, discussing their ideas. - Use editing software to change their image, reflecting an artist's style. - Take a portrait that is focused and appropriately framed. - Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. - Create a final painting or drawing with tonal differences that create a photo-realistic effect.
Music aims	<p><u>'Exploring feelings when you play'</u> (Spring 1)</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> - Use and understand staff and other musical notations - Listen with attention to detail and recall sounds with increasing aural memory - Explore how special effects in music can make the words we sing more meaningful <p><u>'Sing and Play in Different Styles'</u> (Spring 2)</p> <ul style="list-style-type: none"> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Develop an understanding of the history of music
Computing aims	<p><u>Digital Literacy (E-Safety)</u> (Spring 1)</p> <p>Safer Internet Day</p> <p><u>Computing Systems and Networks</u></p> <p>Children will learn to:</p> <ul style="list-style-type: none"> - Understand what a search engine is and how to use it - Be aware that not everything online is true - Search effectively - Understand how search engines work - Create an informative poster <p><u>Digital Literacy (E-Safety)</u> (Spring 2)</p> <p><u>Learn to manage personal passwords effectively</u></p>
PSHE aims	<p><u>Economic wellbeing</u> (Spring 1)</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> - recognise factors influencing value for money - identify feelings around money - understand the importance of monitoring money - describe ways of keeping money safe in physical and digital environments <p><u>Enterprise challenge</u> (Spring 2)</p> <p>There will be a sale at the end of the term where families are invited to attend. Children will need to budget, set prices, collect money, count it and decide if they want to spend it on something for the class or save it.</p>
PE aims	<p><u>Gymnastics</u> (Spring 1)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> - Perform actions, shapes and balances consistently and fluently in specific activities - Choose and apply basic compositional ideas to the sequences they create and adapt them to new situations - Know and understand basic principles of warming up - Choose and use information to evaluate work <p><u>Hockey (4 weeks) and Tri-Golf (2 weeks)</u> (Spring 2)</p> <p>Children will:</p> <ul style="list-style-type: none"> - Develop a broader range of techniques for attacking and defending - Be able to collaborate as a team - Develop their skills through modification - Explain some main principles when preparing to exercise - Recognise strengths and explain why a performance is good using appropriate terminology
RE aims	<p><u>What does it mean to be Hindu in Britain today?</u> (Spring 1)</p> <p>Children will learn:</p> <ul style="list-style-type: none"> - To describe how Hindus show their faith in Britain - To identify key terms and what they mean - To make links between Hindu practices, raise questions and suggest answers about what is good about being a Hindu in Britain today. <p><u>Why do Christians call the day Jesus died Good Friday?</u> (Spring 2)</p> <p>Children will learn:</p> <ul style="list-style-type: none"> - To offer suggestions about the narrative of the Last Supper - Give examples of what the texts studied mean to Christians - Make clear links between Gospel texts - Describe how Christians show their belief - Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how we think and live
Foreign language aims	<p>Year 4/5</p> <p>Children will learn:</p> <ul style="list-style-type: none"> - To say where they live - To say what there is in their house - To say who is in their family - Be able to use plurals - To know why there are 3 ways of saying 'my' in French <p>Year 6</p> <p>Children will learn:</p> <ul style="list-style-type: none"> - To name clothes - Say what they like and dislike wearing - Give details about clothes - Understand how adjectives are used in French