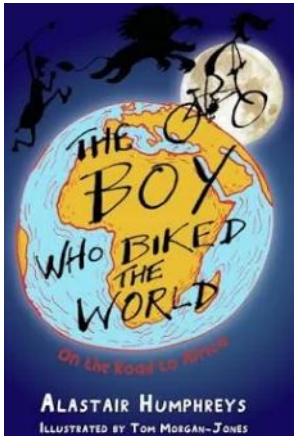
The boy who biked the world
What is life like in the Alps?



Pumas Years 4 & 5

Mr. Osborn – Class Teacher

Mrs. Payne(HLTA), Mrs. Allen (HLTA), Mrs. Morello (HLTA) & Mrs. Shore (TLA)

Spring Term 1 Medium Term Planning Summary

WOW Stimulus – English

- Geography videos about the Alps including a range of recreational activities
- Sharing stories about adventure and cycling
- Various media portrayals of the Alps

WOW Stimulus – Geography

- BBC Bitesize videos
- Author Videos (how I write)
- Google Earth street views

Purpose and Audience:

- To provide opportunity for pupils to develop research skills
- Increase ability to check facts and distinguish between facts and opinion
- To explore writing and organisational styles
- To be able to create work to share with others (written and oral)

Rich Text/s:

- The Boy who cycled the world

Guided/Reciprocal Reading:

- Daily Reading in DEAR (Drop Everything And Read) time
- Focus on individual 1 to 1 reading

Speaking/listening/performing:

- Listening to each other during show and tell.
- Work in groups to bring traditional written stories alive through drama
- Using and applying our VIPERS reading skills
- Listening to poetry and stories, conversations during English/PSHE
- Performing pieces of writing to Mrs Clark

English Medium-Term Plan

Overview Year 4 & 5

Lesson 1 I am learning to make inferences about characters, based on what I have read. **Children will make inferences about the characters they have been introduced to, by looking at their feelings, thoughts, motives and actions.**	Lesson 2 I am learning to understand the difference between first, second and third person. **Children will look at the use of pronouns and how these change when writing in first, second and third person. They will change a third person account of Tom's adventures in Cairo to a first-person account. Others will use what they have read to write as Tom.**
Lesson 3 I am learning to expand noun phrases using adjectives and preposition phrases. **Children will write a range of sentences using noun phrases expanded using adjectives and preposition phrases to describe images of Africa.**	Lesson 4 I am learning to write a diary entry. **Children will write a diary entry as Tom about aspects of his journey through Sudan and/or Ethiopia. They will include a range of interesting sentences including noun phrases expanded with adjectives and preposition phrases.**
Lesson 5 I am learning to use impersonal language **Children will understand what is meant by impersonal language. They will identify examples of personal and impersonal language and change from a personal to impersonal style.**	Lesson 6 I am learning to write a set of instructions. **Children will write a short set of instructions about how to repair a puncture on a bicycle tyre.**
Lesson 7 I am learning to identify the features of an explanation text. **Children will explore the language, structure and features of explanation texts. They will begin to use the language of explanation texts verbally in their responses.**	Lesson 8 I am learning to use skimming and scanning skills. **Children will learn how to use skimming and scanning techniques to collect their own research about how to survive in the desert. This is in preparation for writing their own explanation texts in Lesson 9.**
Lesson 9 I am learning to write an explanation. **Children will write an explanation text about how to survive in the desert, using the range of features looked at.**	Lesson 10 I am learning to make inferences based on what I have read. **Children will think about the whole of Tom's journey and think about his experiences, good and bad. Children will show their understanding of Tom's journey in a variety of ways, e.g. through a diary entry, a letter.**

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Maths Overview

Year 4

Year 5

Topics will not necessarily be taught in this order. For extra information and detail please use this link:

https://assets.whiteroseeducation.com/resources-2022/mixed-age-4-5/autumn-block-1-mixed/Year-4-and-5-Mixed-Age-Autumn-Block-1-Place-Value.pdf

Science Medium Term Plan

Properties and Changing Materials

Working At the Expected Level	
Scientific Knowledge • Children can identify the properties of materials with regards to transparency, hardness and magnetism. They can suggest appropriate and inappropriate materials for a range of purposes, giving explanations as to why these materials are suitable or unsuitable. • Children can explain what an insulator and a conductor are. They can sort and classify materials by their thermal conduction properties and can refer to this when giving recommendations of materials to use for particular purposes. • Children can explain what an electrical insulator and a conductor are. They can sort and classify materials by their electrical conduction properties and can refer to this when giving recommendations of materials to use for particular purposes. • Children can describe the process of dissolving and can explain how dissolving differs from melting. They can use the words 'solute', 'solvent' and 'solution' in their explanations. • Children are able to identify when to use magnetism, sieving, evaporation and filtration to separate a mixture of materials. Children use the processes with a good degree of competence. • Children can explain the differences between reversible and irreversible changes and can identify some examples of each.	**Working Scientifically** • Children can plan an investigation to answer a question. They can identify variables that need to be controlled. • Children can identify which variables in an experiment are independent, dependent and controlled variables. They can explain how they will keep the controlled variables the same. • Children can explain how precise their results are. They can suggest improvements to their enquiry. • Children can explore and talk about their ideas and scientific experiences to raise enquiry questions about scientific phenomena. • Children draw on their experiences of scientific methodology and past results to suggest how to approach further enquiries. • Children can create informative, labelled scientific diagrams to share the results of enquiries they have carried out.

Geography Medium Term Plan

What is life like in the Alps?

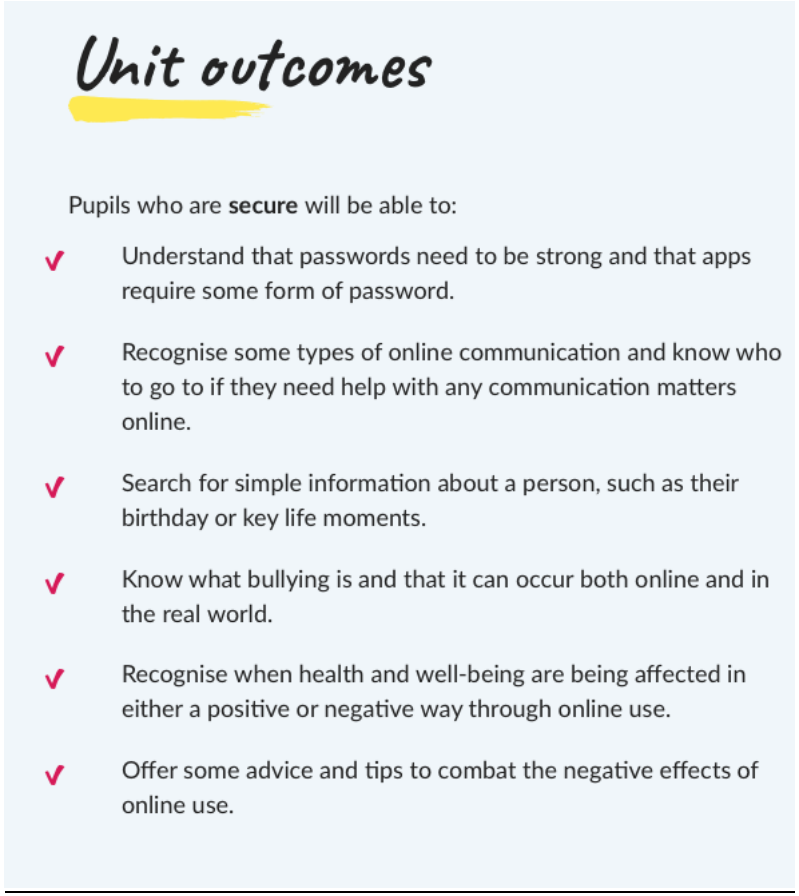
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Lesson 1: Where are the Alps?	Lesson 2: What is it like in the Alps?	Lesson 3: Why do people visit the Alps?	Lesson 4: What is there to do in our local area?	Lesson 5: How are the Alps different from our local area?	Lesson 6: What is life like in the Alps?
To locate the Alps on a map.	To locate the key physical and human characteristics of the Alps.	To describe the physical and human features of an Alpine region.	To investigate what there is to do in the local area using data collection.	To understand similarities and differences between the local area and an Alpine area.	To understand the human and physical geography of the Alps.

Unit outcomes	Key Skills
Pupils who are **secure** will be able to: • Locate the Alps on a world map and identify and label the eight countries they spread through. • Locate three physical and three human characteristics in the Alps. • Research and describe the physical and human features of Innsbruck.	• Locating more countries in Europe and North and South America using maps. • Locating major cities of the countries studied. • Locating some key physical features in countries studied on a map. • Locating key human features in countries studied. • Identifying significant environmental regions on a map. • Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns. • Explaining why a locality has changed over time, giving examples of both physical and human features. • Using longitude and latitude when referencing location in an atlas or on a globe.

• Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. • Compare the human and physical geography of their local area and Innsbruck. • Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'	• Describing and explaining similarities between two environmental regions studied. • Describing and explaining differences between two environmental regions studied. • Understanding how climates impact on trade, land use and settlement. • Describing and understanding the key aspects of the six biomes. • Describing and understanding the key aspects of the six climate zones. • Understanding some of the impacts and causes of climate change. • Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. • Recognising geographical issues affecting people in different places and environments. • Describing and explaining how humans can impact the environment both positively and negatively, using examples. • Confidently using and understanding maps at more than one scale. • Using atlases, maps, globes and digital mapping to locate countries studied. • Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. • Using the scale bar on a map to calculate distances. • Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. • Choosing the best approach to answering an enquiry question. • Making sketch maps of areas studied including labels and keys where necessary. • Selecting appropriate methods for data collection. • Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.

Computing Overview – Online Safety

We are lucky enough to have a computing expert join us this term to try and complete a challenge to programme code to feature on the International Space Station... Watch this space!



Spring 1 RE overview

What do Hindus believe God is like?

This unit begins to introduce Hindu Dharma to pupils, building on some encounters they may have had in EYFS and Key Stage One. In this unit pupils act as philosophers considering how Hindus might see the world. They look at the concepts of Brahman to build up understanding. They use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.

Key Vocabulary

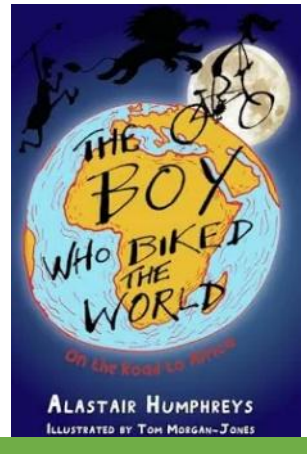
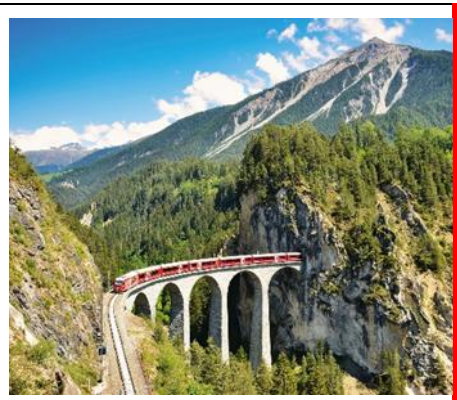
- Hindu
- Brahman
- Deity
- Namaste
- Shiva
- Aum
- Atman
- Lakshmi
- Vishnu
- Brahma

PE Medium Term Plan

Netball – Each week we will focus on the following skills

Use this Unit of Work to master basic movements in Netball, including running, jumping, throwing and catching. Children can participate in team games, developing simple tactics for attacking and defending.	lesson 1 – introduction lesson 2 – ball skills lesson 3 – passing lesson 4 – shooting lesson 5 – simple games lesson 6 – final lesson

Curriculum Map Class 4 Year 4/5 Spring 1 2026

English • To develop our Reading and writing skills focusing around 'The boy who biked the world' series.			**Maths** • Multiplication • Division • Fractions • Decimals • Percentages
Science • Exploring the properties of materials and how they can change.	**Geography** • What is life like in the Alps?	**Computing** • Online Safety • International Space Station coding challenge	**PE** • Net ball skills leading to a class tournament.
Art • Exploring Mosaic designs • Creating a Roman shield using our knowledge of the time period.	**RE** • What do Hindus believe God is like?	**French** • Mrs. Payne will be teaching French this term using her fantastic French Skills	**PSHCE** • Dreams and Goals