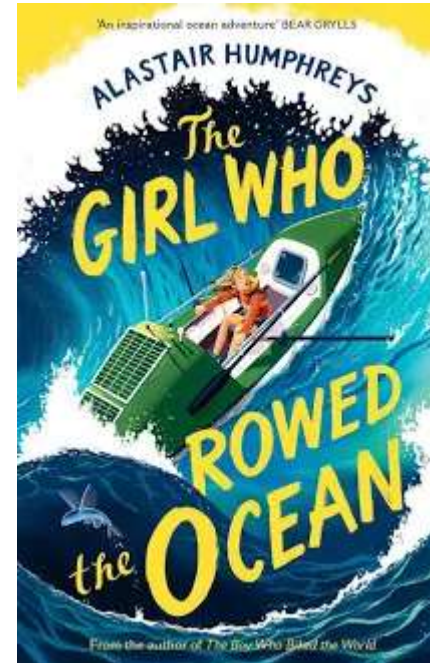




Where does our energy come from? – Geography

The Girl who rowed the Ocean – Alistair Humphreys (Continued due to residential)



Pumas Years 4 & 5

Mr. Osborn – Class Teacher

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

English Medium-Term Plan – Persuasion texts & Instructions

Overview Year 4 & 5

<p>Lesson 1 I can list reasons in support of an argument</p> <p>Children will work with a partner/in a small group to write reasons why it walking to school would be good for them, the community and the environment.</p>	<p>Lesson 2 I can use emotive vocabulary</p> <p>Children will write a paragraph about the benefits of walking using emotive language (adjectives, adverbs and verbs).</p>	<p>Lesson 1 I can recognise and use imperative verbs</p> <p>Children will look at classroom/school rules and identify (present tense) imperative verbs. They will then create their own set of rules.</p>	<p>Lesson 2 I can use a comma after a fronted adverbial</p> <p>Children will add appropriate fronted adverbials to a set of instructions, followed by a comma.</p>
<p>Lesson 3 I can ensure a piece of writing uses the correct verb tenses</p> <p>Children will write an introductory paragraph whilst ensuring the verb tense(s) are correct and consistent.</p>	<p>Lesson 4 I can use adverbials in my sentences</p> <p>Children will write sentences or a paragraph about the benefits of being able to play on a street with no traffic. They will include different types of adverbials in their writing, such as time, place and conjunctive adverbials.</p>	<p>Lesson 3 I can write prepositional phrases in a set of directions</p> <p>Children will work with a partner to write a set of directions, adding prepositional phrases for further detail.</p>	<p>Lesson 4 I can write a list using bullet points</p> <p>Children will learn how to change a list using commas, into a list using bullet points.</p>
<p>Lesson 5 I can identify the main point and supporting evidence in each paragraph</p> <p>Children will identify the main point of the different paragraphs in a persuasive letter. They will also identify any evidence that supports the reasons.</p>	<p>Lesson 6 I can write sentence using causal conjunctions</p> <p>Children will identify the purpose of causal conjunctions and use these to construct their own sentences.</p>	<p>Lesson 5 I can insert causal conjunctions into a set of instructions</p> <p>Children will use causal conjunctions in their instructions to explain a cause or effect of an action.</p>	<p>Lesson 6 I can order a set of instructions</p> <p>Children will discuss the layout of a set of instructions. They will be asked to reorder a mixed-up set of instructions.</p>
<p>Lesson 7 I can create a plan for a persuasive piece of writing</p> <p>Children will plan their reasons and supporting evidence for their persuasive piece of writing. E.g. A letter persuading the head teacher to provide more outdoor opportunities at their school.</p>	<p>Lesson 8 I can write different reasons (with evidence) in separate paragraphs</p> <p>Children will write in paragraphs detailing reasons (with supporting evidence) in order to persuade the reader to act.</p>	<p>Lesson 7 I can plan a set of instructions</p> <p>Children will start to plan their instructions based on something they have made in class.</p>	<p>Lesson 8 I can write a set of instructions</p> <p>Children will start to write their instructions using all the features taught within the unit.</p>
<p>Lesson 9 I can write a persuasive piece using the correct vocabulary and grammatical structures</p> <p>Children will produce a persuasive piece of writing using persuasive language features such as emotive language, rhetorical questions, conjunctions and adverbials.</p>	<p>Lesson 10 I can proof-read and edit my persuasive piece of writing</p> <p>Children will proof-read their and a partner's writing, editing any words/sentences that need improving.</p>	<p>Lesson 9 I can write a set of instructions</p> <p>Children will be complete writing their instructions based on something they have made in class. They will refer to their checklist to ensure all features have been included.</p>	<p>Lesson 10 I can edit my work</p> <p>Children will work with a partner to edit one another's work.</p> <p>Children to publish their instructions once complete.</p>

Maths Overview

Year 4	Year 5 – Fractions, Decimals and Volume
<p style="text-align: center;"><u>Length and Perimeter</u></p> <ul style="list-style-type: none"> Step 1 Make a whole with tenths Step 2 Make a whole with hundredths Step 3 Partition decimals Step 4 Flexibly partition decimals Step 5 Compare decimals Step 6 Order decimals Step 7 Round to the nearest whole number Step 8 Halves and quarters as decimals 	<p style="text-align: center;"><u>Fractions</u></p> <ul style="list-style-type: none"> Step 1 Multiply a unit fraction by an integer Step 2 Multiply a non-unit fraction by an integer Step 3 Multiply a mixed number by an integer Step 4 Calculate a fraction of a quantity Step 5 Fraction of an amount Step 6 Find the whole Step 7 Use fractions as operators
<p style="text-align: center;"><u>Decimals</u></p> <ul style="list-style-type: none"> Step 1 Make a whole with tenths Step 2 Make a whole with hundredths Step 3 Partition decimals Step 4 Flexibly partition decimals Step 5 Compare decimals Step 6 Order decimals Step 7 Round to the nearest whole number Step 8 Halves and quarters as decimals 	<p style="text-align: center;"><u>Decimals</u></p> <ul style="list-style-type: none"> Step 1 Use known facts to add and subtract decimals within 1 Step 2 Complements to 1 Step 3 Add and subtract decimals across 1 Step 4 Add decimals with the same number of decimal places Step 5 Subtract decimals with the same number of decimal places Step 6 Add decimals with different numbers of decimal places Step 7 Subtract decimals with different numbers of decimal places Step 8 Efficient strategies for adding and subtracting decimals Step 9 Decimal sequences Step 10 Multiply by 10, 100 and 1,000 Step 11 Divide by 10, 100 and 1,000 Step 12 Multiply and divide decimals – missing values
<p style="text-align: center;"><u>Money</u></p>	<p style="text-align: center;"><u>Converting Units</u></p>

<p>Step 1 Write money using decimals</p> <p>Step 2 Convert between pounds and pence</p> <p>Step 3 Compare amounts of money</p> <p>Step 4 Estimate with money</p> <p>Step 5 Calculate with money</p> <p>Step 6 Solve problems with money</p>	<p>Step 1 Kilograms and kilometres</p> <p>Step 2 Metres and millimetres</p> <p>Step 3 Convert units of length</p> <p>Step 4 Convert between metric and imperial units</p> <p>Step 5 Convert units of time</p> <p>Step 6 Calculate with timetables</p>
<p><u>Consolidation</u></p>	<p><u>Volume</u></p> <p>Step 1 Cubic centimetres</p> <p>Step 2 Compare volume</p> <p>Step 3 Estimate volume</p> <p>Step 4 Estimate capacity</p>

Science Medium Term Plan

Living things including Humans

Year 4 and Year 5 objectives will be taught appropriately and year group specifically during residentials to ensure that the learning is age appropriate.

Year 4

<p>Prior Learning In year 1 and year 2, children learnt about common animals that are carnivores, herbivores and omnivores. They developed an understanding of the basic needs of animals and how they obtain their food from plants and other animals, using the simple idea of a food chain. They can also identify and name the basic parts of the human body.</p>	<p>Common Misconceptions/CPD We have Science CPD guidance that will provide you with everything you need to confidently teach the Animals Including Humans unit.</p> <p>Common misconceptions:</p> <ul style="list-style-type: none"> • Children may not understand that the role of the digestive system is to break down food and extract nutrients. • Children may think that digestion only happens in the stomach and intestines, rather than beginning in the mouth. • Children may assume that orange juice is always healthy and, therefore, does not cause tooth decay. • Children may believe that baby/milk teeth are not important because they fall out and, therefore, think they don't need to be looked after properly. • Children may assume that all animals have the same types of teeth as humans. • Children may not realise that plants can make their own food using sunlight (through photosynthesis). • Many children are likely to think that the arrows in a food chain simply show what eats what, rather than what is eaten by what.
<p>Future Learning In year 5 and year 6, children will go on to describe the simple functions of the reproductive system and the circulatory system in humans. They will also learn about the impact of diet, exercise, drugs and lifestyle on the way the body functions. In year 6, children will learn how living things are classified into broad groups according to common observable characteristics.</p>	<p>Accessibility Suggestions Individual lesson plans offer further advice and details on specific resources.</p>
<p>Types of Scientific Enquiry Coverage The Types of Scientific Enquiry Coverage document maps out the full coverage of the different enquiry types throughout the unit.</p>	<p>Communication and Interaction An adult could record children's verbal discussions of their observations during investigations, particularly in small groups.</p> <p>Consider pre-teaching key vocabulary before the lesson using the provided vocabulary picture cards or word mats.</p>
<p>STEM/Green Careers Lesson 1 – gastroenterologist Lesson 2 – endoscopy technician Lesson 3 – dentist Lesson 4 – dental hygienist Lesson 5 – animal nutritionist Lesson 6 – environmental engineer</p>	<p>Sensory and Physical Use guided small group work in a quieter location when practical work is being carried out.</p> <p>In lesson 2, consider mixed-ability groupings so that children with sensory anxieties do not need to squeeze the food through the tights themselves.</p> <p>Social, Emotional and Mental Health Allow children to work in supportive pairs or threes when setting up the investigation in lesson 1.</p> <p>Provide children with a completed model of the digestive system before lesson 2 so that they know what they will be creating.</p> <p>Cognition and Learning Provide adapted resources in lesson 5 to reduce cognitive load.</p> <p>Review key learning from previous lessons in a small group before starting a new lesson so that children feel confident with prior knowledge.</p>

Year 5

Animals Including Humans

Science | Year 5 | Medium-Term Plan



<p>Prior Learning In key stage 1, children could have identified the key parts of the human body and would have learnt about how animals, including humans, have offspring that grow into adults. They would have investigated the life cycles of different animals. In year 3, children would have learnt about some internal body parts, such as the skeleton.</p>	<p>Common Misconceptions/CPD We have Science CPD guidance that will provide you with everything you need to confidently teach the Animals Including Humans unit.</p> <p>Common misconceptions:</p> <ul style="list-style-type: none"> • Children may not know that humans are a type of mammal. • Children may think that a baby develops in the stomach rather than the uterus. • Children may believe that all people of the same age will be the same height. • Children may believe that puberty is a sudden change rather than a process that happens over several years. • Children may believe that males and females experience the same changes in puberty. • Children may believe that older adults are less capable than people at other stages of the human life cycle. • Children may believe that human life expectancy has not changed throughout history.
<p>Future Learning In key stage 3, children will learn in more detail about the human male and female reproductive systems.</p>	<p>Accessibility Suggestions Individual lesson plans offer further advice and details on specific resources.</p>
<p>Types of Scientific Enquiry Coverage The Types of Scientific Enquiry Coverage document maps out the full coverage of the different enquiry types throughout the unit.</p>	<p>Communication and Interaction Consider using the word mats and vocabulary picture cards included in each lesson pack to pre-teach key vocabulary. Consider using sentence stems to support children in speaking or writing about their results.</p>
<p>STEM/Green Careers Lesson 1 – studbook keeper Lesson 2 – midwife Lesson 3 – teacher Lesson 4 – endocrinologist Lesson 5 – occupational therapist</p>	<p>Sensory and Physical Consider enlarging resources if needed. Learning could be recorded through alternative methods such as audio or video recordings or using a scribe.</p> <p>Social, Emotional and Mental Health Children might feel anxious about or embarrassed by some of the content in the lesson packs. Please use professional judgement to alter lessons where necessary to support all children. Children might find learning about human life expectancy concerning. Content should be reviewed and adapted in advance to ensure that children do not feel anxious.</p> <p>Cognition and Learning When discussing scatter graphs, Carroll diagrams and line graphs, some children may benefit from working in a small, adult-led group. Children may benefit from seeing a version of the Human Development Research Sheet that was completed by an adult as a model.</p>

Geography Topic Medium Term Plan

Where does our energy come from?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Lesson 1: Why is energy important?	Lesson 2: What is renewable energy?	Lesson 3: How does the United States generate energy?	Lesson 4: How does the United Kingdom generate energy?	Lesson 5: What is the best way to generate energy?	Lesson 6: Where is the best place for a solar panel on the school grounds?	Optional sustainability lesson: What actions can we take to make the world more sustainable?
To know why energy sources are important.	To understand the benefits and drawbacks of different energy sources.	To understand how energy is generated in the United States.	To know how energy sources are distributed in an area.	To explain reasons for choosing an energy source.	To collect and present data on where to position a solar panel on the school grounds.	To explore how environmental issues are being addressed by researching people's actions.

Computing Overview – Designing and creating a website

Week 1	Week 2	Week 3	Week 4	Week 5
Lesson 1: Getting to know Microsoft Sway	Lesson 2: Book review webpage	Lesson 3: Adding features	Lesson 4: Planning my website	Lesson 5: Creating my website
To explore the features of Microsoft Sway.	To plan content for a collaborative webpage.	To create an engaging webpage.	To plan and create a website.	To create and evaluate a website.

Online Safety is covered in every Computing session

Week 1	Week 2	Week 3	Week 4	Week 5
Lesson 1: Online protection	Lesson 2: Online communication	Lesson 3: Online reputation	Lesson 4: Online bullying	Lesson 5: Online health
To understand how apps can access personal information and how to alter the permissions.	To be aware of the positive and negative aspects of online communication.	To understand how online information can be used to form judgements.	To discover ways to overcome bullying.	To understand how technology can affect health and wellbeing.

How and why do people mark the significant events in life?

Year Four Learning Pathway

In this unit, pupils will learn about the beliefs of people from different worldviews surrounding commitment and promises. They will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people. They will take time to consider the links between ideas of love, commitment and promises within the ceremonies that they study. Pupils will learn about several rites of passage and use their knowledge to reflect upon whether it is good for everyone to see life as a journey, and to mark the milestones.

Key Vocabulary

- Significant
- Journey
- Baptism
- Commitment
- Marriage
- Bar Mitzvah
- Bat Mitzvah
- Ceremony
- Wedding
- Sacred thread





Curriculum Map Pumas Year 4/5 Summer 2 2026

Where does our energy come from?

<p><u>English</u></p> <p>This term we will be building our knowledge within non-fiction. We will be focusing on two different writing styles, the art of persuasion and how to write effective instructions.</p>			<p><u>Maths</u></p> <ul style="list-style-type: none"> • Money • Fractions • Length and Perimeter • Decimals • Converting Units • Volume
<p><u>Science</u></p> <p>Learning about animals, including humans. Year 4 will focus on digestive systems whilst year 5 will learn about reproduction and development stages in humans.</p>	<p><u>Geography</u></p> <p>Where does our energy come from? How does it get to us? We will focus on learning about the different types of energy and the impact that our usage has on our planet.</p>	<p><u>Computing</u></p> <p>Online Safety is covered in every lesson. We will develop our collaborative workings skills by designing and creating a website using Microsoft 365 tools and resources.</p>	<p><u>PE</u></p> <p>This term we will be focusing on developing our throwing, catching and hand eye coordination skills whilst learning the rules and techniques that will make us effective cricketers. We will aim to use the sports field as much as possible!</p>
<p><u>RE</u></p> <p>We will explore the question, 'how do different people celebrate significant events in their life'. Linking ideas of love, commitment and promises.</p>	<p><u>Music</u></p> <p>Year 4 will be continuing their wider opportunity musical instrument lessons while all of Pumas will be learning the songs for the end of year production.</p>	<p><u>French</u></p> <p>Mrs. Payne will be teaching French this term using her fantastic French skills every Tuesday afternoon</p>	<p><u>PSHCE</u></p> <ul style="list-style-type: none"> • Changing Me <hr/> <p><u>Art</u></p> <ul style="list-style-type: none"> • We will be making 150 friendship bracelets to celebrate our School's 150th anniversary.

