



Newnham St Peter's C of E Primary School

Term Ahead: Spring 1 2025

Owls (Years 4 & 5)

Miss Kelly, Mrs Penfold and Mrs Bridgewood.

This term's value is: Resilience

Maths: Year 4

This term, the children will continue to have a daily arithmetic lesson and a daily 'Learning Objective' lesson. Alongside these lessons, children will also have daily opportunities to revisit previously taught concepts and times table practice to secure their Mathematical knowledge and understanding. The year 4 children will be working hard this term on their times table knowledge in preparation for the 'National Year 4 Multiplication table check commencing WB 2.6.2025

This term, the Year 4 children's 'Learning Objective' lessons will cover:

- factor pairs and the use of factor pairs
- multiplying by 10 and 100
- Dividing by 10 and 100
- relating multiplication and division facts
- informal written multiplication skills
- Multiply 2- and 3-digit numbers by 1-digit numbers
- Divide 2- and 3-digit numbers by 1-digit numbers
- Correspondence problems
- Efficient multiplication

Maths: Year 5

This term, the children will continue to have a daily arithmetic lesson and a daily 'Learning Objective' lesson. Alongside these lessons, children will also have daily opportunities to revisit previously taught concepts and times table practice to secure their Mathematical knowledge and understanding.

This term, the Year 5 children's 'Learning Objective' lessons will cover:

- Multiply 4-digit number by 1 digit number
- Multiply 2,3- and 4-digit numbers by 2-digit numbers
- Solve problems with multiplication
- Short division
- Divide 4-digit numbers by 1 digit numbers
- Division with remainders
- Solve problems with multiplication and division

English: Reading

On a Monday, Tuesday and Wednesday, the children will continue to have a whole class Guided Reading session which will focus on an extract from a text. The children will focus on 'DERIC' (Decode, Explain, Retrieve, Inference and Choice) style questions and be taught how to answer questions independently with a focus on one of these areas. On a Thursday, children will then have further opportunities to access different texts, including non-fiction and poetry to build up fluency and confidence with reading comprehension.

Additionally, the children will have 'daily story time', where the teacher will read them a class book with a focus issue to be discussed and explored together. This term, the narrative book is 'The Iron Man' by Ted Hughes. Your child will also be heard read in school as often as possible so please ensure their reading book and yellow reading diaries are in school every day.

English: Writing

This term, the children will be writing an alternative fairy tale, using the fantastic book 'The True Story of the Three Little Pigs' by Jon Scieszka as their writing stimulus. Through a mixture of experience days and sentence stacking days, the children will be explicitly taught how to use relevant grammar and punctuation in their writing. The children will then write their own independent 'alternative' fairy tale of their choice. They will do this by closely looking at character view points and develop an understanding of who is narrating the story.

Towards the end of the term, the children will also go onto complete some independent pieces of writing based on our guided reading text, 'The Iron Man' by Ted Hughes.

Additionally, the children will have daily short sessions where they will have the opportunity to revisit and revise a specific grammar and punctuation focus.

<p>Spelling: The children will be taught a spelling rule or pattern each week and will focus on spelling and applying common exception words to sentences. They will also practise writing ten common exception words using the 'look, cover, write, check' approach on a daily basis when they come into school in the morning. These common exception words will also be used as a homework focus.</p>	<p>Handwriting: The children will be following a continuous cursive handwriting scheme where they will practise their handwriting daily. The aim is to help children write neatly, with fluency and consistency, to improve their overall presentation in all books. Children will practise handwriting as a focused morning job when they first come into school and continue to practise the cursive style in all written work.</p>
<p>Science: Forces Pupils will be taught to:</p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • identify the effects of air resistance, water resistance and friction that act between moving surfaces. • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect • take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs 	<p>RE: What do Hindus believe God is like?</p> <p>In R.E, the children will be deepening their knowledge of Hinduism:</p> <ul style="list-style-type: none"> • Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some Hindu stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas
<p>History: How did the achievements of the Ancient Maya impact their society and beyond?</p> <p>By the end of this module, children will be able to:</p> <ul style="list-style-type: none"> • Sequence the key periods of the Ancient Maya civilisation. • Identify periods that were happening in Britain at the same time. • Explain how the Ancient Maya settled in the rainforest and the challenges they faced. • Describe Ancient Maya beliefs. • Name the features of the Ancient Maya cities. • Make deductions about the Ancient Maya cities. • Evaluate the reasons for the decline of the Maya civilisation. <p>Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.</p>	<p>DT: In DT, the children will be learning about Mechanical Systems – Pop up Book</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> • Produce a suitable plan for each page of their book. • Produce the structure of the book. • Assemble the components necessary for all their structures/mechanisms. • Hide the mechanical elements with more layers using spacers where needed. • Use a range of mechanisms and structures to illustrate their story and make it interactive for the users. • Use appropriate materials and captions to illustrate the story.
<p>Wellbeing (formally known as PSH E):</p> <p>In Wellbeing, the children will be completing the unit, 'growing and changing'. The SCARF (Safety, Caring, Achievement, Resilience, Friendship) program's "Growing and Changing" unit helps children understand the physical and emotional changes that occur as they</p>	<p>P.E: Netball and Forest School</p> <p>Alongside learning the specific rules of Netball and how to play a full match, children will also be taught the following skills:</p> <ul style="list-style-type: none"> • Communication, collaboration and sportsmanship

<p>grow up. The unit also covers how to approach puberty with confidence.</p> <p>Topics covered this term are:</p> <ul style="list-style-type: none"> • Puberty – the children will learn about the physical and emotional changes that occur during puberty. They also learn about menstruation and the products they may need during puberty. • Body parts – the children learn which parts of the body are private and how the genitals help people make babies. They also learn that people have similar body parts but they can look different. • Relationships – the children learn how to build resilience and how to deal with uncomfortable situations. They also learn how to identify people they can trust and what kinds of touch are acceptable. • Safety – the children learn how to stay safe and healthy. They also learn how to identify unsafe secrets and situations where someone might need to break a confidence to keep someone safe. 	<ul style="list-style-type: none"> • Throwing, catching, moving and shooting skills • Fair play, honesty, perseverance and sport confidence • Decision making skills and reflective practice <p>PE will be every Friday afternoon taught by a specialist sports coach. The children will need to have their PE kit in school on Friday each week. It would be useful to keep a PE kit in their locker and keep it in school termly. Please refer to the school's PE uniform policy on the school website.</p> <p>This term, the children will also have forest school every Monday afternoon. Please check separate letter for details on what is needed.</p>
<p>French:</p> <p>This term, the children's French lessons will be based around space and the planets. This will be a great way to recap the knowledge they learnt in science last term. The children will learn:</p> <ul style="list-style-type: none"> • To listen to and identify cognates in French, noticing differences with spelling and pronunciation, e.g. for planet names. • Write their own metaphors using a writing model, replacing nouns with original vocabulary. • Make the correct choice of un/une for gender and add colour adjectives when writing. • Form a factually and grammatically accurate phrase to compare two planets in terms of their size or temperature. • Adapt a model text to create an original sentence of their own, including descriptive phrases 	<p>Computing:</p> <p>Online Safety – children will be using a scheme of work from 'Purple Mash', They will be taught:</p> <ul style="list-style-type: none"> • To understand how they can protect themselves from online identity theft. • To understand that information they put online leaves a digital footprint or trail and that this can aid identity theft. • To identify the risks and benefits of installing software including apps • To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. • To identify the positive and negative influences of technology on health and the environment. • To understand the importance of balancing game and screen time with other parts of their lives <p>The children will also be using their computing lessons to present a piece of work to help improve their touch-typing skills.</p>
<p>Music:</p> <p>Year 4 and 5: Instrumental scheme, South America. Children will be learning to:</p> <ul style="list-style-type: none"> • Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. 	<p>Music:</p> <p>Year 4: Year 4 are lucky enough to be taking part in some specialist music lessons every Thursday Morning at 9:00am for one hour with a focus on learning Ukulele skills.</p>

<ul style="list-style-type: none"> • Clap on the off-beat (the and of each beat) and be able to play a syncopated rhythm. • Play their rhythm in time with the rest of their group • Play their break in time with the rest of their group and play in the correct place in the piece. • Play in time and with confidence; accurately playing their break. 	
<p>Homework: Homework will continue to be set each Wednesday (term time only) and it needs to be submitted by the following Monday. The children will have Spelling, English <u>or</u> Maths homework set weekly onto Seesaw. The children will also be set a range of topic homework where they will have activities to complete (Please see Seesaw). Please encourage children to bring in any topic homework for our homework display in class.</p> <p>Reading: Your child needs to be reading preferably five days a week at home and recording this into their reading record.</p> <p>Times Tables: Your child has a Times Tables Rockstars login and password in their reading record. Please encourage your child to use this to practise their times tables regularly.</p>	

Thank you in advance for your support and encouragement with your child's learning. Miss Kelly, Mrs Penfold and Mrs Bridgewood.