

Year 4/5 – Theme = What did the ancient Egyptians Believe
Medium Term Planning Spring 2023 – 2024

Week	Literacy	Maths	History	Science	Computing	RE	Art	PE	Music	PSHE	MFL
	Narrative, Diary Entry, Explanation	Place Value, Fractions, Decimals, Addition and Subtraction	What did the ancient Egyptians Believe?	Light	Logo	For Christians, what was the impact of Pentecost?	Craft and Design: Ancient Egyptian Scrolls	OAA, Basketball	Rock and Roll	Safety and the changing body	School Days
1	<p>Narrative</p> <p>Y4 To create more detailed settings, characters and plot in narratives to engage the reader.</p> <p>Y5 To use dialogue to convey a character and advance the action with increasing confidence.</p> <p>Y4 To consistently organise their writing into paragraphs around a theme.</p> <p>Y5 To create paragraphs that are usually suitably linked.</p>	<p>Y4: Know that 1-place decimal numbers represent ones and tenths.</p> <p>Y5: Place value addition and subtraction of numbers with two decimal places.</p> <p>Y4: Divide 2-digit numbers by 10 to create 1-place decimal numbers.</p> <p>Y5: Divide by 10 and 100 to give answers with 2 decimal places; Multiply numbers with 2 decimals by 10 and by 100.</p> <p>Y4: Multiply 1-place decimals to give whole numbers.</p> <p>Y5: Multiply and divide by 10, 100 and 1000.</p>	<p>LO: I know when and where the ancient Egyptians lived</p> <p>Identify ancient civilisations, Describe the features of Egypt, Sequence key periods on a timeline.</p>	<p>LO: I can recognise that I need light in order to see things.</p> <p>Feeling inside a bag to work out what the objects are. Children will explain without light, we cannot see things.</p>	<p>LO: I understand the structure of the language of 2Logo and can input simple instructions.</p> <p>Children will predict what shape will be made by the input instructions on 2Logo</p>	<p>LO I know the story of Pentecost.</p> <p>Children will learn the story of Pentecost and write down its significance for the Christian church.</p>	<p>LO: I can investigate the style, pattern and characteristics of Ancient Egyptian Art</p> <p>Draw some Egyptian patterns and shapes in their books using interesting surfaces to draw on.</p>	<p>OAA</p> <p>LO: To develop co-operation and teamwork skills.</p> <p>Using teamwork, children will complete various challenges.</p> <p>Basketball</p> <p>LO: To develop the attacking skill of dribbling.</p> <p>Children will learn how dribble the ball in different directions.</p>	<p>LO: I understand the history of rock and roll music.</p> <p>Learn what rock and roll music is and where it comes from. Have a go at a dance routine to a piece of rock and roll music.</p>	<p>LO: I understand the role I can take in an emergency situation.</p> <p>Children will choose the clearest and most useful information to use when making an emergency phone call.</p>	<p>LO: I can use accurate pronunciation and intonation.</p> <p>Learn to read and say the days of the week.</p>
2	<p>Narrative</p> <p>LO I can write a narrative about an Egyptian adventure.</p> <p>Y4 To maintain an accurate tense throughout a piece of writing.</p> <p>Y5 To begin to proofread work to precise longer passages by removing unnecessary repetition or irrelevant details.</p> <p>Y4 To write narratives with a clear beginning, middle and end with a coherent plot.</p> <p>Y5 To describe settings, characters and atmosphere to consciously engage the reader.</p> <p>Y4 To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.</p> <p>Y5 To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</p>	<p>Y4: Add and subtract 0.1 and 1 to/from numbers with 1 decimal place.</p> <p>Y5: Place numbers with two decimal places on a line; Round to the nearest tenth or whole.</p> <p>Y4: Multiply and divide by 10 and 100 using 1-place decimals.</p> <p>Y5: Multiply and divide by 10, 100 and 1000 using 2-place decimals.</p> <p>Y4: Begin to know multiplication and division facts for the 7 times table.</p> <p>Y5: Use mental strategies (factors and multiples) to multiply by 5, 20, 6, 4 and 8.</p> <p>Y4: Know the 11 and 12 times tables.</p> <p>Y5: Use mental strategies to divide by 5, 20, 6, 4 and 8.</p>	<p>LO: I can explain the importance of the Egyptian gods and goddesses.</p> <p>Explain the Egyptian creation story, Identify the characteristics of important gods and goddesses.</p>	<p>LO: I can notice that light is reflected from surfaces.</p> <p>Using a torch, children will decide which is the best reflective material to use on a school book bag.</p>	<p>LO: I can use 2Logo to create letter shapes.</p> <p>Write a set of instructions for 2Logo to create the letters</p>	<p>LO To make links between ideas about the kingdom of God in the Bible and what people believe about following God today.</p> <p>Label the outline of a fruit, highlighting the actions of a person who is trying to follow Jesus.</p>	<p>LO: I can apply the design skills in the style of an ancient civilisation.</p> <p>Design an ancient Egyptian inspired scroll</p>	<p>OAA</p> <p>LO: To orientate a map and navigate around a grid</p> <p>Use a map to follow directions.</p> <p>Basketball</p> <p>LO: To protect the ball when dribbling against an opponent.</p> <p>Pupils will learn how to protect the ball while other players try and steal it.</p>	<p>LO: I can perform with a sense of style.</p> <p>Sing a rock and roll song. Create some actions to go with the lines.</p>	<p>LO: I understand how to help if someone has been stung or bitten</p> <p>Children will learn about bites and stings and what to do. They will play a charades activity and say if the insect bites or stings. Children will take turns simulating looking after a casualty.</p>	<p>LO: I can link the spelling, sound and meaning of number words.</p> <p>Use French numbers and calculation operations to work out some calculations.</p>
3	Explanation	Y4: Revise all times tables	LO: I can evaluate	LO: I can use a mirror	LO: I can use the	LO I can represent	LO: I can apply my	OAA	LO: I can play a	LO: I understand the	LO: I can identify

	<p>LO I can write an explanation on the process of mummification</p> <p>Y4 To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>Y5 To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.</p> <p>Y4 To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.</p> <p>Y5 To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</p>	<p>up to 12×12.</p> <p>Y5: Multiply and divide numbers mentally, drawing on known facts.</p> <p>Y4: Find factors of numbers up to 40.</p> <p>Y5: Find highest common factors.</p> <p>Y4: Explore the factors of numbers to 144.</p> <p>Y5: Find lowest common multiples.</p> <p>Y4: Add amounts of money using expanded and compact addition.</p> <p>Y5: Use written addition to add decimals; use rounding to estimate totals.</p>	<p>the challenges of building an Egyptian pyramid.</p> <p>Explain why the Egyptians built pyramids, suggest how they might have done so, and identify the problems of building a pyramid.</p>	<p>to reflect light and explain how mirrors work.</p> <p>Children will use a mirror to write messages and find out how a mirror can effect how we see things.</p>	<p>repeat command in 2Logo to create shapes</p> <p>Predict what shape the 2Logo instruction will create. Create some instruction to create the shape.</p>	<p>the Holy Spirit through drama.</p> <p>Children will receive a symbol that represents the holy spirit. They will act it out using movement and sound and others will guess their symbol</p>	<p>understanding on ancient techniques to make a new material.</p> <p>Children will make their own version of Papyrus paper, applying the traditional techniques to produce a new material.</p>	<p>LO: To develop observational skills, listening to others and following instructions.</p> <p>Use clear instructions to get their team mates to complete the tasks.</p> <p>Basketball</p> <p>LO: To develop passing and begin recognise when to use different skills.</p> <p>Learn the main types of pass, and play small games deciding when to use them.</p>	<p>walking bass line on tuned percussion</p> <p>Learn how to play a bass line, often used in rock and roll music.</p>	<p>importance of being kind online and what it looks like.</p> <p>Children will simulate writing an email to a classmate with a set of instructions on how to email in a friendly and appropriate manner</p>	<p>cognates and near cognates</p> <p>Recognising words that are the same/almost the same/different in English (cognates). Children will complete the class timetable in French.</p>
4	<p>Explanation</p> <p>LO To write an explanation of the process of mummification</p> <p>Y4 To proof read confidently and amend my own and others writing</p> <p>Y5 To use commas to avoid ambiguity</p> <p>Y4 To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition</p> <p>Y5 To use organisational and presentational devices that are relevant to the text type.</p> <p>Y4 To consistently use a neat, joined handwriting style.</p> <p>Y5 Proof read my work to assess the effectiveness of my own and others writing and make necessary changes.</p>	<p>Y4: Add amounts of money using expanded and compact addition.</p> <p>Y5: Add decimal numbers.</p> <p>Y4: Count up to find change from £5 and £10.</p> <p>Y5: Use Frog to find change from £100; Use column addition to add amounts.</p> <p>Y4: Use Frog to find the difference between amounts of money.</p> <p>Y5: Use Frog to find the difference between amounts of money.</p> <p>Y4: Relate fractions to decimals ($0.1 = \frac{1}{10}$, $0.2 = \frac{1}{5}$).</p> <p>Y5: Subtract pairs of 2-digit numbers with one decimal place.</p>	<p>LO: I can explain how and why the Egyptians mummified people.</p> <p>Explain the link between ancient Egypt and mummification.</p> <p>Mummify a tomato.</p>	<p>LO: I know that light from the sun can be dangerous.</p> <p>Using the knowledge of the sun and ways to protect our eyes, children will design a pair of sunglasses/hat. They will then create an advert explaining the harmful effects of the sun.</p>	<p>LO: I can use and build procedures in 2Logo.</p> <p>Use procedures to create patterns on 2Logo.</p>	<p>LO I can represent the Holy spirit through art.</p> <p>Children recall the symbols of the holy spirit and create sketches of their own interpretations of the symbol explaining why they have made those choices.</p>	<p>LO: I can apply drawing and painting skills in the style of an ancient civilisation.</p> <p>Translate their design onto the handmade paper they have made.</p>	<p>OAA</p> <p>LO: To develop trust whilst listening to others and following instructions.</p> <p>Create a map and give instructions for their partner to navigate.</p> <p>Basketball</p> <p>LO: To use defending skills to delay an opponent and gain possession.</p> <p>Track their opponent to stop them from scoring or passing</p>	<p>LO: I can play a rock and roll bass line</p> <p>Learn how to play the remainder of the bass line</p>	<p>LO: I understand that cyber bullying involves being unkind online.</p> <p>Create a decision tree considering possible scenarios people could encounter online and what action they could take.</p>	<p>LO: I can say and write descriptive sentences.</p> <p>Label various objects in the classroom. In partners on child will describe an object, the other must draw what they think the object is.</p>
5	<p>Diary Entry</p> <p>LO I can write a diary entry of an Egyptian archaeologist</p> <p>Y4 To maintain an accurate tense throughout a piece of writing.</p> <p>Y5 To begin to use a wider range of linking</p>	<p>Y4: Relate 1-place decimals to cm and mm; Mark numbers with 1 decimal place on number lines; Round numbers with 1 decimal place to the nearest whole.</p> <p>Y5: Round decimals to the nearest whole and tenth.</p> <p>Y4: Compare numbers with 1 decimal place.</p>	<p>LO: I can make inferences about Egyptian beliefs, using primary resources.</p> <p>Using the book of</p>	<p>LO: I understand that shadows are formed when the light is blocked by a solid object.</p> <p>Children will investigate which material is best to</p>		<p>LO I can make links between the Holy spirit and the lives of others.</p> <p>Children will write sentences about Christians and the holy spirit and ways</p>	<p>LO: To apply my understanding of Egyptian art to develop a contemporary response.</p> <p>Create their own</p>	<p>OAA</p> <p>LO: To be able to identify, draw and follow a simple map.</p> <p>Create maps for others follow to navigate and to</p>	<p>LO: I can play a rock and roll piece of music.</p> <p>Perform 'Rock around the Clock' as a class. Using percussion, bass</p>	<p>LO: I understand how to be safe on or near roads</p> <p>Create something to remind other children about keeping safe on or</p>	<p>LO: I can adapt phrases to build new sentences.</p> <p>Children will create a new class timetable but using French language. Children</p>

	words/phrases between sentences and paragraphs. Y4 To use standard verb inflections accurately Y5 To begin to convert nouns or adjectives into verbs using suffixes. Y4 To use fronted adverbials	Y5: Compare numbers with 1 or 2 decimal places. Y4: Identify equivalent fractions and mark them on a number line. Y5: Know decimal equivalents for halves, quarters, fifths, tenths and hundredths. Y4: Mark equivalent fractions and decimals on a number line. Y5: Use equivalence to order fractions and decimals	the dead, children will discuss what it tells them about daily life in ancient Egypt. Create a mind map of Egyptian beliefs	block light.		that the holy spirit helps Christians in their lives.	"zine"	collect the equipment Basketball LO To develop technique in the attacking skill of shooting. Shoot using a "set" shot, play a small 4 sided game.	line and singing from lesson 2.	near roads.	will listen to longer sentences and decide what is being described about a classroom.
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Half Term

Wk	Literacy Non-chronological Report, Persuasive, Narrative	Maths Measures, Multiplication and division, Time and Data	Geography Are all settlements the same?	Science Sound	Computing Animation	RE Why do Christians call the day Jesus died 'Good Friday?'	D & T Mechanical systems: pneumatic toys	PE Cricket, Dance	Music Samba and carnival sounds and instruments	PSHE Citizenship	MFL Music – instruments and opinions
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6	Non-Chronological Report LO I can create a non-chronological report about the settlements in the surrounding area. Y4: Discussing their understanding and explaining the meaning of words in context. Y5 Identify the main ideas drawn from more than one paragraph and summarise these. Y4 Retrieve and record information from non-fiction. Y5 Retrieve, record, and discuss information from non-fiction. Y4 To spell all words with suffixes accurately. Y5 To begin to convert nouns or adjectives into verbs using suffixes. Y4 To use apostrophes for singular and plural possession with increasing confidence. Y5 To begin to use a wider range of linking	Y4: Find the perimeter of rectangles, in cm. Y5: Find the perimeters of rectangles and composite shapes. Y4: Find the perimeter of rectilinear shapes, in cm. Y5: Work out the missing lengths of sides in order to find perimeters. Y4: Find the area of rectangles by counting squares. Y5: Estimate area of irregular shapes; calculate the area from scale drawings. Y4: Investigate area and perimeter. Y5: Find areas of squares and rectangles in cm ² .	LO To describe different types of settlements. Children will label different cities in the UK.	LO To identify how sounds are made. Children will use posters to identify which part of each musical instrument vibrates to make the sound.	LO: To animate an object Children will put together a simple animation using paper to create flick book.	LO I can recall the Easter Story. Children will sequence the events in the easter story	LO To understand how pneumatic systems work. Children will explore and record 3 different pneumatic systems and explain how they work	LO To develop overarm and underarm throwing and apply these to a striking and fielding game. Pupils explore overarm throwing and catching technique. LO To copy and create actions in response to an idea and be able to adapt this using changes of space. Copying a dance then altering some of it to make it their own.	LO To recognise and identify the main features of samba music Listen to samba instruments and order the ones that they hear.	LO TO begin to understand the human rights convention Children will answer questions about Human Rights from the amnesty international presentation.	LO: To be able to say which musical instrument you play. Listen to some spoken French and pick out certain words. Answer questions about what musical instrument I can play.
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	word/phrases between sentences and paragraphs.										
7	<p>Non-Chronological Report</p> <p>LO I can create a non-chronological report about settlements in the surrounding area.</p> <p>Y4 To consistently organise their writing into paragraphs around a theme.</p> <p>Y5 To create paragraphs that are usually suitably linked.</p> <p>Y4 To consistently use a neat joined handwriting style.</p> <p>Y5 To write, legibly, fluently and with increasing speed.</p> <p>Y4 To proofread confidently and amend their own and others' writing</p> <p>Y5 To proofread their work to assess the effectiveness of their own and others writing and make necessary corrections.</p>	<p>Y4: Use tables facts and place value to multiply multiples of 10 and 100 by 1-digit numbers.</p> <p>Y5: Use short multiplication to multiply 4-digit by 1-digit numbers. Use rounding to approximate.</p> <p>Y4: Multiply multiples of 10 and 100 by 1-digit numbers using tables facts. Write inverse division sentences.</p> <p>Y5: Use short multiplication to multiply 4-digit by 1-digit numbers.</p> <p>Y4: Use tables facts and place value to multiply multiples of 10 and 100 by 1-digit numbers.</p> <p>Y5: Use short multiplication to multiply 4-digit amounts of money by 1-digit numbers</p> <p>Y4: Use the grid method and ladder layout when multiplying 3-digit numbers by 1-digit numbers.</p> <p>Y5: Use short multiplication to multiply 4-digit numbers by 1-digit numbers.</p>	<p>LO To identify the human and physical features in the local area.</p> <p>Children will label the counties in the UK and identify some of the local features.</p>	<p>LO To find patters between volume of a sound and the strength of the vibrations that produced it.</p> <p>Conduct a mini investigation to find a link between the size of the vibration and the loudness of the sound by putting rice on a drum.</p>	<p>LO To learn about onion skinning in animation and add backgrounds and sounds to animations</p> <p>Use 2Animate to create an image, adjust the background and add sound to make more complex animations.</p>	<p>LO I can explain the importance of Jesus' words at The Last Supper.</p> <p>Children will create friendship flowers including writing on the petals nice things they can do for their friends.</p>	<p>LO To design a toy that uses a pneumatic system.</p> <p>Children will develop design ideas from a design brief. They will use thumbnail sketches and include on type of pneumatic system.</p>	<p>LO To develop bowling technique and learn the rules of the skill within this game.</p> <p>Children will bowl the ball to hit the wickets.</p> <p>LO To choose actions which relate to the theme.</p> <p>Using the previous choreography pupils explore actions that show action and reaction.</p>	<p>LO To understand and play syncopated rhythms</p>	<p>LO To understand how re-using items benefits the environment</p> <p>Discuss the environmental benefits of reusing things. Think of ways that items can be reused for another purpose.</p>	<p>LO: To be able to say what kind of music you like or do not like.</p> <p>Children will listen to some spoken French and practice asking and answering the question about what genre of music they like.</p>
8	Assessment Week		<p>LO To discuss why physical and human features are in particular locations.</p> <p>Children will identify physical features in the local area using a map and looking at them.</p>	<p>LO To find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Children will create musical instruments and explain how they change the pitch.</p>	<p>LO: To create a stop motion animation and share it with the class</p> <p>Children will know what stop motion animation is and create a stop motion animation to share.</p>	<p>LO I can explain how prayer is related to Good Friday.</p> <p>Children will write things to be thankful for and things to be sorry for. The sorry will be written onto an inflated balloon and pooped to represent a fresh start.</p>	<p>LO To create a pneumatic system.</p> <p>Children will test their pneumatic toy, clearly testing and marking where their pneumatic system attaches.</p>	<p>LO To develop batting technique and understand where to hit the ball.</p> <p>Children will batt a ball from a cone and try to score as many runs as possible.</p> <p>LO To develop a dance using matching and mirroring.</p> <p>Children will add parts to the dance that use mirroring and matching.</p>	<p>LO To play syncopated rhythms as part of a group</p>	<p>LO To understand the role of groups in the wider community</p> <p>Discuss the county and region that they live in. Research a community group and answer questions about it. Present their findings to the group.</p>	<p>LO: To research and write information about European countries in French.</p> <p>Children will understand and recognise some names of European countries and write some information about a European country in French.</p>
9	<p>Persuasive Writing</p> <p>LO I can write a letter to persuade about why a building development should/should not take</p>	<p>Y4: Read and tell the time to nearest minute on digital and analogue clocks, using 24-hour clock.</p>	<p>LO To describe how land use in my local area has changed.</p> <p>Children will look at</p>	<p>LO To recognise that vibrations from sounds travel through a medium to</p>		<p>LO I can explain the importance, in Christianity, of the cross</p>	<p>LO To test and finalise ideas against design criteria.</p>	<p>LO To develop fielding techniques and apply them to game situations.</p>	<p>LO To compose a basic rhythmic break</p>	<p>LO To understand the contribution groups make to a community</p>	<p>LO: To write a short, simple text, using familiar language.</p> <p>Children will write</p>

	<p>place.</p> <p>Y4 Recognising and discussing the different features of a variety of texts.</p> <p>Y5 Identify the characteristics of text types and differences between text types</p> <p>Y4 Begin to use appropriate intonation and volume when reading aloud.</p> <p>Y5 Show an awareness of audience when reading aloud using intonation, tone, volume and action.</p> <p>Y4 Use standard English verb inflections accurately.</p> <p>Y5 To use the full range of punctuation from previous year groups</p> <p>Y4 To use the full range of punctuation from previous year groups.</p> <p>Y5 To spell some complex homophones correctly.</p>	<p>Y5: Calculate time intervals using the 24-hour clock.</p> <p>Y4: Read the 24-hour clock, and convert to am and pm times and vice versa.</p> <p>Y5: Read timetables and calculate time intervals using the 24-hour clock.</p> <p>Y4: Read timetables; calculate time intervals crossing the hour.</p> <p>Y5: Read timetables using the 24-hour clock; calculate time intervals.</p> <p>Y4: Find time intervals using the 24-hour clock.</p> <p>Y5: Given a time delay, count on to find new train departure and arrival times.</p>	<p>historical maps and photos of the area and identify anything that has changed and why it may have done so.</p>	<p>the ear.</p> <p>Children will make and use a string telephone to make sound louder so that it can travel further.</p>		<p>and the resurrection going together</p> <p>Children will create a craft cross using bright colours to reflect the crucifixion and resurrection together.</p>	<p>Children will assemble their toy making sure that it meets the design criteria.</p>	<p>Children will play 3 player games using the techniques of bowling, batting and fielding so prevent the batter from scoring runs.</p> <p>LO To learn and create dance moves in the theme of carnival.</p> <p>Children will learn some carnival dance steps.</p>		<p>Children will plan their own community group. Answer questions in the order about their group. Present information about their group to the class.</p>	<p>some simple sentences to create into a song to perform at a class Eurovision song contest</p>
10	<p>Narrative</p> <p>LO I can write a short story about a person living in a settlement that is changing over time.</p> <p>Y4 To write a range of narratives using a consistent and appropriate structure.</p> <p>Y5 To write for a range of purposes and audiences</p> <p>Y4 To write narratives with a clear beginning, middle and end with a coherent plot.</p> <p>Y5 To begin to proofread work to precise longer passages by removing unnecessary repetition or irrelevant details.</p> <p>Y4 To use all the necessary punctuation in direct speech mostly accurately.</p> <p>Y5 To use dialogue to convey a character and advance the action with increasing confidence.</p>	<p>Y4: Derive division facts from known tables facts and solve divisions as multiplications with missing numbers.</p> <p>Y5: Use short division to divide 3-digit numbers by 1-digit numbers.</p> <p>Y4: Divide 2-digit numbers by 1-digit numbers (with remainders), using a 'compact' vertical layout.</p> <p>Y5: Use short division to divide 3-digit numbers by 1-digit numbers, including where the first digit is less than the divisor.</p> <p>Y4: Divide 2-digit numbers by 1-digit numbers (with remainders), using a 'compact' vertical layout.</p> <p>Y5: Use short division to divide 3-digit numbers by 1-digit numbers. Express remainders as fractions.</p>	<p>LO To identify land use in New Delhi</p> <p>Using a video clip children will notice any human or physical features in New Delhi. They can use google maps to look at some of the other features of New Delhi.</p>	<p>LO To recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Children will test different materials to sound proof a studio.</p>		<p>LO I can explain why Easter eggs are given at Easter</p> <p>Discuss the symbolism of the Easter egg, the connections to new life and the spring time.</p>	<p>LO Assessment quiz.</p> <p>Children will complete the assessment quiz to demonstrate their knowledge of pneumatic systems and their design process.</p>	<p>LO To play different roles in a game and begin to think tactically about each role.</p> <p>Children will play small 6-sided games, thinking about the different roles. Children will swap all roles.</p> <p>LO To develop a carnival dance using formations, canon and unison.</p> <p>Pupils will develop their dance formations either side by side, in square etc. They will use both canon and unison.</p>		<p>LO To understand the value of diversity in a community</p> <p>Children will design their own island community. Working in small groups children will think about the groups they will have in their community. Feedback the communities they have designed.</p>	<p>LO: To perform a song in French from memory with accurate pronunciation.</p> <p>Perform the songs as a class Eurovision song contest.</p>