

Week	Literacy Setting Description, Newspaper, Informal Letter	Maths Number and place value, Addition and subtraction, Multiplication and division	History How did the Maya civilisation compare to the Anglo-Saxons?	Science Animals inc. Humans Scientist Study	Computing Effective Searching	PSHE Economic Wellbeing	Art Drawing: Power prints	PE Athletics/Cricket	Music Ballads	MFL Shopping
1	<p>I can write a newspaper article on the Ancient Mayan Civilisation</p> <p>Y4 Listening to and discussing a wide range of texts.</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Use simple organisational devices.</p> <p>Assessing the effectiveness of their own and others' writing reports and suggesting improvements.</p> <p>SPAG Use of inverted commas and other punctuation to indicate direct speech.</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a Dictionary.</p> <p>Y5 Continuing to read and discuss a range of non-fiction Text.</p> <p>Participate in discussion about texts that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Using further organisational and presentational devices to structure text and guide the reader</p>	<p>Y4: Add and subtract 1, 10, 100 and 1000 to/from 4-digit numbers.</p> <p>Y5: Add and subtract 1, 10, 100, 1000, 10,000 and 100,000 to/from 6-digit numbers.</p> <p>Y4: Place 4-digit numbers on landmarked lines and empty lines.</p> <p>Y5: Place 6-digit numbers on landmarked lines and empty lines.</p> <p>Y4: Discuss the history of zero and place value. Use Roman numerals to 100.</p> <p>Y5: Read/ write Roman numerals to 1000 (M).</p> <p>Y4: Count on and back in steps of 25 and 1000.</p> <p>Y5: Recognise years and explore other numbers written in Roman numerals.</p> <p>Y4: Use negative numbers in context of temperature.</p> <p>Y5: Use negative numbers in context of temperature; calculate rises and falls in temperature.</p> <p>Y4: Place negative numbers on a line; Order positive and negative numbers.</p> <p>Y5: Use negative numbers in the context of temperature; find differences between temperatures.</p> <p>Y4: Add three 3-digit numbers using compact addition; Use rounding to approximate.</p> <p>Y5: Revise column addition and subtraction of 4-digit and 5-digit numbers.</p> <p>Y4: Use compact addition to add amounts of money.</p> <p>Y5: Use counting up to find change and differences between prices. Check subtraction with addition.</p>	<p>LO: To recognise when and where the ancient Maya lived. Children will create a timeline of the different Mayan periods and concurrent British Periods.</p>	<p>LO: To discuss how to keep teeth healthy; plan and set up an investigation into tooth decay. Children will plan and set up an investigation into how different drinks effect tooth decay.</p>	<p>LO: To locate information on the search results page. Using a search engine, children will search for the answers to questions.</p>	<p>LO: To begin to understand what makes something good value for money. Children will decide if they think something is good value for money or not and justify their answers.</p>	<p>LO: To draw using tone to create a 3D effect. Children will create a drawing inspired by Ed Ruscha.</p>	<p>Cricket LO: To develop overarm and underarm throwing and apply these to a striking and fielding game. Athletics LO: To develop stamina and an understanding of speed and pace in relation to distance.</p>	<p>LO: To use musical vocabulary to explain the stylistic features of a ballad. Children will learn and understand the vocabulary used in Ballad music.</p>	<p>LO: To build numbers and prices confidently in French. Children will practice three different number building activities then use this knowledge to work out the prices of items.</p>
2	<p>Continuing to read and discuss a range of non-fiction Text.</p> <p>Participate in discussion about texts that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Using further organisational and presentational devices to structure text and guide the reader</p>	<p>Y4: Use negative numbers in context of temperature.</p> <p>Y5: Use negative numbers in context of temperature; calculate rises and falls in temperature.</p> <p>Y4: Place negative numbers on a line; Order positive and negative numbers.</p> <p>Y5: Use negative numbers in the context of temperature; find differences between temperatures.</p> <p>Y4: Add three 3-digit numbers using compact addition; Use rounding to approximate.</p> <p>Y5: Revise column addition and subtraction of 4-digit and 5-digit numbers.</p> <p>Y4: Use compact addition to add amounts of money.</p> <p>Y5: Use counting up to find change and differences between prices. Check subtraction with addition.</p>	<p>LO: To evaluate the challenges of settling in the rainforest. Children will explore the difficulties of living in the rain forest and consider how to overcome them, then compare how the Mayans overcame them.</p>	<p>To draw conclusions about keeping teeth healthy; to identify and examine different types of teeth and their functions. Children will draw conclusions about the teeth decay investigation, they will then learn about the function of teeth before completing a quiz about teeth to see what they can remember.</p>	<p>LO: To compare search engine results. Children will look at two images and discuss why the results might be different even with the same search query used.</p>	<p>LO: To begin to understand the importance of keeping track of money. Children will look at some stories and decide how much has been spent and is left.</p>	<p>LO: To explore proportion and tone when drawing. Children will draw objects that have been set up, using charcoal and erasers to draw.</p>	<p>Cricket LO: To develop bowling technique and learn the rules of the skill within this game. Athletics LO: To develop power and speed in the sprinting technique.</p>	<p>LO: To explore how actions can impact performance. Children will learn a song and come up with some actions to perform to the song.</p>	<p>LO: To name different foods in French and notice patterns in sounds. Using food flashcards, children will play different games and notice the patterns in the sound.</p>

	<p>SPAG</p> <p>Commas to indicate parenthesis.</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</p>									
3	<p>To write an informal letter. Y4</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proofreading for spelling and punctuation errors.</p> <p>Reading own writing aloud to a partner/group with appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Y4: Use expanded column subtraction to subtract 3-digit numbers.</p> <p>Y5: Use Frog (counting up) to subtract pairs of numbers with the same number of decimal places.</p> <p>Y4: Introduce compact column subtraction to subtract 3-digit numbers.</p> <p>Y5: Use counting up (Frog) to subtract pairs of numbers with different numbers of decimal places, e.g. 3.2 – 1.78 and 5.34 – 3.7.</p> <p>Y4: Use compact column subtraction to subtract 3-digit numbers.</p> <p>Y5: Use counting up (Frog) to find change and differences between prices. Solve subtraction word problems.</p> <p>Y4: Revise compact column subtraction of 3-digit numbers.</p> <p>Y5: Add and subtract near multiples of 10, 100, 1000.</p>	<p>LO: To compare and contrast Anglo-Saxon and Maya houses.</p> <p>Children will create Venn diagrams to compare the features of Anglo Saxon and Mayan houses.</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>To identify the parts of the digestive system and their function.</p> <p>Children will match the organ to its correct function.</p>	<p>LO: To use search effectively to find out information.</p> <p>Using the “search quiz” from their 2Do, children will use a search engine and compare answers.</p>	<p>LO: To begin to budget money</p> <p>Children will be given a set amount of money that they have and they will need to track how it is spent when looking at how much things cost.</p>	<p>LO: To plan a composition for a mixed-media drawing.</p> <p>Children cut out the images they want to use, carefully following the drawn lines with their scissors. They will arrange their cut pieces in different ways to explore what makes an interesting composition.</p>	<p>Cricket LO: To develop batting technique and understand where to hit the ball.</p> <p>Athletics LO: To develop technique when jumping for distance.</p>	<p>To be able to join in with and perform a short, repetitive story using voice and actions to communicate to an audience.</p> <p>Children will hear a story in French and pick out bits they can recognise. Children will then create their own version of the story to retell in French.</p>	
4	<p>SPAG</p> <p>Fronted adverbials.</p> <p>Use of paragraphs to organise ideas around a theme.</p> <p>Y5</p> <p>Reading texts that are structured in different ways.</p> <p>Checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>SPAG</p> <p>Relative clauses beginning with who, which, where, when, whose or that.</p>	<p>Y4: Explore expanded column subtraction of 4-digit numbers (1 move).</p> <p>Y5: Use pairs to 100, other facts and place value to mentally add and subtract, including decimal numbers and money.</p> <p>Y4: Use expanded then compact column subtraction to subtract pairs of 4-digit numbers (2 moves).</p> <p>Y5: Understand and use equivalence.</p> <p>Y4: Revise factors. Use factors to aid mental multiplication.</p> <p>Y5: Solve word problems needing mental multiplication or division.</p> <p>Y4: Multiply three numbers, recognising where commutativity can simplify a calculation, e.g. $2 \times 6 \times 5 = 6 \times 10$.</p> <p>Y5: Solve single and multi-step problems, deciding which calculation(s) are necessary.</p>	<p>LO: To explain the importance of Maya gods and goddesses.</p> <p>Children will create a fact file on one of the gods or goddesses researching their characteristics and importance to the Maya.</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p> <p>Children will summarise the key stages of digestion</p>	<p>LO: To search for and retrieve information.</p> <p>Using a search engine, children will find answers to questions to create their own questions for others to try and answer.</p>	<p>LO: To understand ways money can be lost and how this makes people feel.</p> <p>Using roleplay children will act out how money can be lost and how this may make the person feel.</p>	<p>LO: To use shading techniques to create pattern and contrast.</p> <p>Children will use a range of tools to scratch in lines, pattern and texture, revealing the wax crayon beneath.</p>	<p>Cricket LO: To develop fielding techniques and apply them to game situations.</p> <p>Athletics LO: To develop power and technique when throwing for distance.</p>	<p>LO: To plan a musical structure inspired by a story.</p> <p>Children will write a story for a song to go with the animation. The words will be written in the style of a ballad and not the melody.</p> <p>Children will perform their song to the music in the style of a ballad.</p>	<p>To be able to use vocabulary to describe a quantity of different food nouns.</p> <p>Notice which food items use un, une, des. Children will sort foods using clues about their quantity.</p>

	Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.									
5	<p>To write the sequel to a story. Y4</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Place the possessive apostrophe accurately in words with regular plurals.</p> <p>In narratives, creating settings, characters and plot.</p> <p>Discussing writing similar to that which they are planning to write.</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>SPAG Using commas after fronted adverbials.</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Y5</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Predicting what might happen from details stated and implied.</p>	<p>Y4: Use knowledge of times tables and place value to divide multiples of 10, e.g. $350 \div 7$.</p> <p>Y5: Find common multiples and common factors.</p> <p>Y4: Solve scaling problems. Convert from centimetres to metres.</p> <p>Y5: Solve problems requiring scaling by simple fractions.</p> <p>Y4: Solve correspondence problems.</p> <p>Y5: Recognise and use square numbers and cube numbers.</p> <p>Y4: Use compact column subtraction to subtract 3- and 4-digit numbers from 4-digit numbers.</p> <p>Y5: Revise using counting up (Frog) to subtract pairs of numbers with two decimal places.</p> <p>Y4: Use counting up (Frog) to subtract pairs of numbers which are close to multiples of 1000, numbers from multiples of 1000, or when the larger number contains several zeros.</p> <p>Y5: Revise using counting up (Frog) to subtract numbers with different numbers of decimal places (1 or 2); Solve subtraction word problems.</p> <p>Y4: Add any pair of 4-digit numbers using compact addition.</p> <p>Y5: Add three, four and five numbers including those with different numbers of digits.</p> <p>Y4: Expanded and compact decomposition, including 3 'moves'.</p> <p>Y5: Use column addition to add decimals and measures including money.</p> <p>Y4: Add and subtract near multiples of 10, 100 and 1000.</p> <p>Y5: Revise column subtraction of 5-digit numbers.</p> <p>Y4: Choose mental or written methods for addition and subtraction.</p> <p>Y5: Choose counting up (Frog), counting back or column subtraction.</p> <p>Y4: Divide 2-digit numbers by 1-digit numbers, with answers less than 30 (without remainders).</p> <p>Y5: Use short division to divide 4-digit numbers by single-digit numbers, including those that leave a remainder.</p> <p>Y4: Divide 2-digit numbers by 1-digit numbers, with</p>	<p>LO: Do design a map of a Maya city. Children will design a plan of a Maya city, which should include all the key buildings they have learnt about.</p>	<p>Construct and interpret a variety of food chains, identifying producers, predators and prey. Children will visit 5 different habitat areas in the classroom, for each habitat they will use the food chain cards to construct the food chains for the relevant habitat.</p>	<p>To assess whether an information source is true and reliable. Children will make informed judgements as to whether or not some information is true or false.</p>	<p>LO: To consider positive and negative factors that can influence people's career choices. Using 'influence cards' children will decide if it is a positive or a negative influence. Children will then decide how to support a friend who may doubt they can do a job..</p>	<p>LO: To work collaboratively to develop drawings into prints. Children will work in groups to make their prints.</p>	<p>Cricket LO: To play different roles in a game and begin to think tactically about each role. Athletics LO: To develop a pull throw for distance and accuracy.</p>	<p>To create lyrics that match a melody. The children will write lyrics to match a song. As a class we will come up with a chorus to sing together. In groups children will perform each verse. Verses will be created like stanzas in a poem and rhyming used where possible.</p>	<p>To be able to explore and understand an authentic French text. Children will look at a French text and pick out bits they know and fill in parts that are missing.</p>
6	<p>Y5</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p>	<p>Y4: Add any pair of 4-digit numbers using compact addition.</p> <p>Y5: Add three, four and five numbers including those with different numbers of digits.</p> <p>Y4: Expanded and compact decomposition, including 3 'moves'.</p> <p>Y5: Use column addition to add decimals and measures including money.</p> <p>Y4: Add and subtract near multiples of 10, 100 and 1000.</p> <p>Y5: Revise column subtraction of 5-digit numbers.</p> <p>Y4: Choose mental or written methods for addition and subtraction.</p> <p>Y5: Choose counting up (Frog), counting back or column subtraction.</p>	<p>LO: children will design a plan of a Maya city, which should include all the key buildings they have learnt about. In groups, children will present their theory and provide the evidence supporting their ideas to the rest of the class.</p>	<p>Construct and interpret a variety of food chains, identifying producers, predators and prey. Identifying differences, similarities or changes related to simple scientific ideas and processes. Children will explain the difference between the teeth of a herbivore, carnivore and omnivore.</p>	<p>LO To understand that a search engine can be used for other purposes that retrieving information. Children will use a search engine to find out any 'easter eggs' that are hidden within.</p>	<p>LO: To understand that stereotypes exist in the workplace but these should not limit people's career aspirations. Choose a job from the list and consider what skills/qualifications are required for the job and whether there is any gender stereotyping around that job</p>	<p>LO: To finalise the prints. Children will work to finalise their prints ready to be exhibited.</p>	<p>Cricket LO: To apply skills and knowledge to compete in a tournament. Athletics LO: To develop officiating and performing skills.</p>		
7	<p>Predicting what might happen from details stated and implied.</p>	<p>Y4: Divide 2-digit numbers by 1-digit numbers, with answers less than 30 (without remainders).</p> <p>Y5: Use short division to divide 4-digit numbers by single-digit numbers, including those that leave a remainder.</p> <p>Y4: Divide 2-digit numbers by 1-digit numbers, with</p>	<p>End of topic assessment. Children will add any additional information that they have learnt to the knowledge catcher.</p>	<p>Animals including humans assessment. Children will complete the questions to show what they know about animals including humans.</p>	<p>Computer Quiz Children will complete the computer quiz to see what they have learnt about effective searching.</p>	<p>Economic Wellbeing quiz Using the quiz children will answer questions on their understanding of economic wellbeing.</p>	<p>LO: To showcase the pieces of art. Children will display their art works in an exhibit style. They will take time to consider the different pieces and how they have</p>	<p>Cricket LO: To apply skills and knowledge to compete in a tournament.</p>	<p>LO: To show awareness of style, structure and features to perform a ballad. Finishing off their verses, children will have time to rehearse their part of</p>	<p>French Quiz Complete the quiz about food.</p>

	<p>Participate in discussions about books that are read to them and those they can read for themselves.</p> <p>SPAG Spell some words with 'silent' letters.</p> <p>Use a thesaurus.</p>	<p>answers less than 30 (with remainders).</p> <p>Y5: Use short division to divide 4-digit numbers by single-digit numbers, expressing the remainders as fractions.</p> <p>Y4: Solve a mix of mental and written calculations, using all four operations.</p> <p>Y5: Use long multiplication to multiply pairs of 2-digit numbers, where one number is less than 30.</p> <p>Y4: Solve word problems, using all four operations.</p> <p>Y5: Use long multiplication to multiply pairs of 2-digit numbers together where one number is less than 30.</p>					applied what they have learnt.		the song and they will perform their verse and the chorus as a class.	
Wk	<p>Literacy Narrative, Poetry, Persuasive/ Balanced Argument</p>	<p>Maths Fractions and decimals, Measures and data, Shape</p>	<p>Geography Why do people live near volcanose?</p>	<p>Science Living Things and their Habitats</p>	<p>Computing Hardware Investigators</p>	<p>RE How and Why do people try to make the world a better place?</p>	<p>D & T Digital Worlds: Mindful Moments Timer</p>	<p>PE Rounders/Football</p>	<p>Music Changes in pitch, tempo and dynamics (Theme: Rivers)</p>	<p>MFL Weather and the water cycle.</p>
8	<p>I can write a poem about a river. Y4</p> <p>Listening to and discussing a wide range of poetry.</p> <p>Identifying themes and conventions in a wide range of poetry-based books.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Composing and rehearsing sentences orally.</p> <p>Organising verses around a theme.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>SPAG Extending sentences by using a wider range of conjunctions, including when, if, because, although.</p> <p>Using the present perfect form of verbs in contrast to the past tense. Y5</p>	<p>Y4: Revise finding unit fractions of amounts.</p> <p>Y5: Use mental division strategies to find unit fractions of amounts.</p> <p>Y4: Use mental division strategies to find unit fractions of amounts.</p> <p>Y5: Find non-unit fractions of amounts.</p> <p>Y4: Solve fraction word problems.</p> <p>Y5: Find fractions of amounts; Multiply and divide to solve word problems.</p> <p>Y4: Identify equivalent fractions, including decimals.</p> <p>Y5: Use equivalence to compare and order fractions; Convert improper fractions to mixed numbers, or vice versa.</p>	<p>LO: To name and describe the layers of the Earth. Children will make a model of the inside of the earth.</p>	<p>LO: To group animals in various ways.</p> <p>Working scientifically: To record data in different ways. Sorting animals into groups based on shared characteristics. Data will be recorded in a Carroll diagram or a Venn Diagram.</p>	<p>LO: To understand the different parts that make up a desktop computer. Find the parts of a computer activity, children will be able to name the different parts.</p>	<p>LO: I can Identify what different religions and worldviews say about what is wrong with the world. Children will list some of the things wrong with the areas like our town, the country and the world. They will explore what different religions understand wrong and how to correct it.</p>	<p>LO: To evaluate existing products. children to evaluate the advantages and disadvantages of each timer. children to move around the classroom to visit each timer and fill in their analysis.</p>	<p>Rounders LO: To develop throwing and catching with accuracy and apply these to a striking and fielding game. Football LO: To develop the attacking skill of dribbling.</p>	<p>LO: To sing in two parts using expression and dynamics Pupils will sing and perform 'The River is Flowing' with more than one part.</p>	<p>LO: To learn weather phrases. Children will match the weather phrase to the correct picture. If it is true, they will repeat the phares, if it is false, they will remain silent.</p>
9	<p>SPAG Extending sentences by using a wider range of conjunctions, including when, if, because, although.</p> <p>Using the present perfect form of verbs in contrast to the past tense. Y5</p>	<p>Y4: Add and subtract mixed numbers with the same denominators.</p> <p>Y5: Add and subtract mixed numbers with related denominators.</p> <p>Y4: Count in steps of unit fractions.</p> <p>Y5: Revise multiplying fractions by whole numbers; Simplify answers.</p>	<p>LO: To explain how and where mountains are formed. Children will be mapping mountain ranges on a world map using an atlas.</p>	<p>LO: To group plants in various ways.</p> <p>Working scientifically: To apply and create classification keys. Sort plants into groups based on shared characteristics and</p>	<p>LO: To recall the different parts that make up a computer Children will make a leaflet about the main parts of a computer.</p>	<p>LO: Connect ideas about the 'Golden Rule' from different religions and Beliefs. Thinking about why all the religions share this idea and how</p>	<p>LO: children to move around the classroom to visit each timer and fill in their analysis. Children will write their version of the design criteria. They</p>	<p>Rounders LO: To develop bowling and learn the rules of the skill within this game. Football LO: To develop changing</p>	<p>LO: To recognise key elements of music Children will listen to a piece of classical music and identify the key elements. Children will note down key words,</p>	<p>To repeat short phrases accurately. Children will play 'Jacques a dit' (Simon says) with the weather phrases learnt last lesson.</p>

	<p>Continuing to read and discuss an increasingly wide range of poetry.</p> <p>Identifying and discussing themes and conventions in and across a wide range of poetry.</p> <p>Summarising the main ideas drawn from more than one verse/stanza, identifying key details that support the main ideas.</p> <p>In writing narrative poetry, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>SPAG Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses.</p>	<p>Y4: Count in steps of non-unit fractions.</p> <p>Y5: Multiply mixed numbers by whole numbers.</p> <p>Y4: Measure in metres and centimetres. Convert between units.</p> <p>Y5: Compare and order negative numbers.</p> <p>Y4: Measure in centimetres and millimetres. Convert from millimetres to centimetres.</p> <p>Y5: Count back in steps through zero.</p>		<p>choose appropriate questions for a classification key.</p>		<p>pupils would like to be treated at school. List all the different ways the world would be different if people kept the golden rules.</p>	<p>will include their option for the length of time that the timer should last.</p>	<p>direction and speed when dribbling.</p>	<p>shapes images or patterns that come to mind as they listen.</p>	<p>Children will then listen to a rap and perform the appropriate action when they hear them. Children will learn the rap and perform it in groups.</p>
10	<p>I can create a balanced/persuasive argument about the pollution of rivers. Y4</p> <p>Identifying themes and conventions in a wide range of books.</p> <p>identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>In non-narrative material, using simple organisational devices.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>SPAG Using the present perfect form of verbs in contrast to the past tense.</p> <p>Use and understand the grammatical terminology. Y5</p> <p>Continuing to read and discuss an increasingly wide range of persuasive text.</p>	<p>Y4: Weigh in kilograms/grams. Convert from kilograms to grams and vice versa.</p> <p>Y5: Convert between grams and kilograms, millilitres and litres (mainly to 1 decimal place).</p> <p>Y4: Estimate masses/weights and order items by mass/weight. Display information on a bar chart.</p> <p>Y5: Convert between metres and kilometres. Know approximate conversion between miles and km. Begin to draw line graphs and read intermediate points.</p> <p>Y4: Measure mass/weight or length using SI units. Display results on a bar chart.</p> <p>Y5: Know regularly used imperial units and approximate metric equivalents.</p> <p>Y4: Collect and organise data and record in a bar chart.</p> <p>Y5: Draw a line graph and read intermediate points.</p>	<p>LO: To explain why volcanoes happen and where they occur.</p> <p>Children will research the definition of an active volcano, a dormant volcano and an extinct volcano.</p>	<p>LO: Working scientifically: To make careful observations. To make and use classification keys.</p> <p>Observe and describe the characteristics of different organisms and use a classification key to group, identify and name local living things.</p>	<p>I can explain that digital devices accept inputs.</p> <p>Pupils will sort objects into groups linking it to the digital world of an input process and an output process.</p>	<p>LO: I can say why people might want to 'repair' the world.</p> <p>Pupils will suggest ways in which people can repair the world. They will look at some Jewish scripture and see how many ideas they give about repairing the world.</p>	<p>LO: To program and control a product.</p> <p>Children will write a program using the virtual micro:bit;</p>	<p>Rounders LO: To develop batting technique and understand where to hit the ball.</p> <p>Football: To develop passing and begin to recognise when to use different skills.</p>	<p>LO: To perform a vocal ostinato.</p> <p>Children will learn about ostinato. They will focus on the patterns within a piece of music and perform some to create the sound of a rivers journey.</p>	
11	<p>SPAG Using the present perfect form of verbs in contrast to the past tense.</p> <p>Use and understand the grammatical terminology. Y5</p> <p>Continuing to read and discuss an increasingly wide range of persuasive text.</p>	<p>Y4: Collect and represent data in pictograms.</p> <p>Y5: Draw a graph to convert imperial to metric units; use it to find equivalent measures.</p> <p>Y4: Convert between units of time.</p> <p>Y5: Solve problems involving rate</p> <p>Y4: Read, interpret and describe a line graph.</p> <p>Y5: Draw and interpret line graphs and read intermediate points.</p>	<p>LO: To recognise the negative and positive effects of living near a volcano.</p> <p>Create a poster to summarise the pros and cons of living near a volcano and stating whether they would choose to live near a volcano or</p>	<p>LO: To recognise and describe different habitats and their inhabitants.</p> <p>Working scientifically: To gather, record, classify and present data.</p> <p>In groups, children will be given a season and create a picture book about their season</p>	<p>I can design a digital device.</p> <p>Children will match inputs, digital devices and outputs then use the understanding of inputs and outputs to design their own digital device.</p>	<p>LO: I can identify an inspirational Christian</p> <p>Children will research and gather facts and information on the life of an inspirational Christian to present to the class.</p>	<p>LO: To develop and communicate ideas.</p> <p>Children will use cardboard to create their prototype timers.</p>	<p>Rounders LO: To develop fielding techniques and apply them to game situations.</p> <p>Football LO: To apply attacking skills to move towards a goal.</p>	<p>LO: To create and perform an ostinato.</p> <p>Children will use percussion instruments rather than their voice to create rhythmic ostinatos to build the image of a river.</p>	<p>To describe the weather using points of the compass.</p> <p>Looking at a map, children will describe what they can see in each direction. Children will use a compass direction and describe the weather in that direction. The</p>

	<p>Identifying and discussing themes and conventions in persuasive text.</p> <p>Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</p> <p>Precising longer passages.</p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>SPAG Using modal verbs or adverbs to indicate degrees of Possibility.</p> <p>Use further prefixes and understand the guidance for adding them.</p>	<p>Y4: Draw, read, interpret, and describe a time graph. Y5: Solve problems involving rate. Draw and interpret line graphs and read intermediate points.</p>	<p>not, justifying their choice.</p>	<p>from the perspective of a dormouse.</p>					<p>class will be split into 2 teams and play against each other.</p>	
12	<p>Assessment Week</p>		<p>LO: To explain what earthquakes are and where they occur. Children to identify up to five negative consequences of earthquakes and then to design and annotate their own earthquake-proof building.</p>	<p>LO: To recognise the impact humans can have on habitats. Working scientifically: To research using an information sheet. In groups children will research one problem caused by humans and create a booklet about it.</p>	<p>I can explain how I use digital devices for different activities. Looking at different digital devices, children will think about what tasks it could be used for.</p>	<p>LO: I can Identify some examples of how and why Muslims give to people in need. Pupils will think about generosity. They will listen to a story and think about what it tells us about generosity.</p>	<p>LO: To develop ideas through computer-aided design. Children will create a 2D logo for a mindfulness technology company using computer-aided design (CAD).</p>	<p>Rounders LO: To play different roles in a game and begin to think tactically about each role. Football LO: To use defending skills to delay an opponent and gain possession.</p>	<p>LO: To create and perform an ostinato. Children will develop their ostinato ready to perform to the class.</p>	<p>LO: To recognise the French written words for multiples of ten. Children are going to produce a weather report, combining their knowledge of compass points, weather phrases and temperatures to make full sentences.</p>
13	<p><u>I can write a narrative about a journey along a river.</u> Y4 Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Asking questions to improve their understanding of a text.</p> <p>In narratives, creating settings, characters and plot.</p> <p>Assessing the effectiveness of their own and others' writing and suggesting Improvements.</p>	<p>Y4: Compare and order numbers with two decimal places. Y5: Revise place value in numbers with three decimal places. Convert between kilograms and grams, litres and millilitres, metres and kilometres. Y4: Place numbers with two decimal places on landmarked lines (marked in 0.1s). Y5: Compare and order numbers with three decimal places and place on a line. Y4: Add/subtract 0.1/0.01 to/from numbers with two decimal places. Count on and back in tenths and hundredths. Y5: Introduce percentages. Y4: Add or subtract multiples of 0.1 or 0.01. Y5: Know equivalence between percentages and fractions.</p>	<p>LO: To observe and record the location of rocks around the school grounds and discuss findings. Using maps, children will map different rocks around the school ground.</p>	<p>LO: To recognise the impact of natural disasters on habitats. Children will take on a role of either animal, plant, part of the earth, shelter or water. They will find out what action that thing takes during an earthquake and perform that action when they hear the earthquake.</p>	<p>LO: I can recognise different connections. Children will simulate being computers on a network and see how the connections are made to send messages around the network.</p>	<p>LO: I can Suggest some guidelines for life that non-religious people might use. Recalling the golden rules, pupils will come up with at least 3 guidelines for living.</p>	<p>LO: To develop ideas and apply them to products. Children will take their computer based logos and apply them different products that may be used.</p>	<p>Rounders : To apply skills and knowledge to compete in a tournament. Football LO: To apply skills and knowledge to compete in a tournament.</p>	<p>LO: To improve and perform a piece of music based around ostinatos. Children will add more layers to their ostinato and develop it further so that it represents the journey of a river.</p>	<p>LO: To understand the water cycle in French. Children will create their own cycle de l'eau – water cycle. Children will add water to Ziploc bags to enable to see the water cycle process.</p>

	<p>Spell further homophones.</p> <p>SPAG Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Y5 Increasing their familiarity with a wide range of books, including myths, legends and traditional stories.</p> <p>Making comparisons within and across books.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>SPAG Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p>	<p>Y4: Solve simple measures problems. Y5: Use equivalence with fractions to find percentages</p> <p>Y4: Read and plot co-ordinates in the first quadrant; Complete polygons by giving missing points. Y5: Plot co-ordinates and draw polygons in two quadrants.</p> <p>Y4: Read and plot co-ordinates in the first quadrant; Translate shapes in the first quadrant. Y5: Work out new co-ordinates after a translation in two quadrants.</p> <p>Y4: Use co-ordinates in the first quadrant and join points to draw polygons. Y5: Reflect a shape and write the new co-ordinates..</p>	<p>LO: End of topic assessment. Using the skills catcher, children will add any new information that they now have to their skills catcher.</p>	<p>End of topic assessment. Using the end of topic quiz, children will try to answer questions about what they know.</p>	<p>LO: I can recognise that a computer network is made up of a number of devices. Like in the previous lesson, some children will role play the parts of a network, but this time some new parts will be introduced.</p>	<p>LO: I can say why my 'better world recipe' is full of good ideas. Recap the learning, pupils to say what they have enjoyed, found difficult and remembered best. Talk about what makes some people 'world-changers' in a big way, and whether we can all be world-changers in a small way.</p>	<p>LO: To consider feedback and evaluate. The children will create a trade exhibition to showcase their creations and use feedback to evaluate their designs.</p>	<p>Rounders : To apply skills and knowledge to compete in a tournament. Football LO: To apply skills and knowledge to compete in a tournament.</p>	<p>LO: To improve and perform a piece of music based around ostinatos. Pupils will perform their final ostinatos as a group.</p>	<p>French Quiz: Children will complete the end of term French quiz to show what they have learnt.</p>
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