

Week	<b>Literacy</b> Narrative, Explanation Text, Recount  Key Text: Anglo Saxon Boy By Tony Brandman	<b>Maths</b> Place Value, Addition and Subtraction, Fractions	<b>History</b> Anglo-Saxons How hard was it to invade and settle in Britain?	<b>Science</b> States of Matter  Why does the rate of evaporation change?	<b>Computing</b> Online Safety	<b>PSHE</b> Families and Relationships	<b>Art</b> Craft and Design: Fabric of Nature	<b>PE</b> <b>Ball Skills &amp; Gymnastics</b>	<b>Music</b> Developing Singing Technique: Theme Vikings	<b>MFL</b> French Numbers: Calendars and Birthdays
1	<p><b>Explanation of the Anglo-Saxon and their invasion of Britain</b></p> <p>Y4 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>Organising paragraphs around a theme.</p> <p>In non-narrative material, using simple organisational devices (for example, headings and sub-headings).</p> <p>To use fronted adverbials to enhance the clarity and flow of sentences in an explanation text.</p> <p>To assess the effectiveness of writing by proofreading and suggesting improvements.</p> <p><b>Y4 SPAG Singular and Plural Nouns</b></p> <p>Y5 Plan their writing by 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>Understand and use the structural features of different types of text.</p> <p>Organize paragraphs around a theme.</p> <p>Extend the range of sentences with more than</p>	<p><b>Y4:</b> Understand what each digit represents in a 4-digit number. <b>Y5:</b> Understand place value in 5-digit numbers.</p> <p><b>Y4:</b> Write place value additions and subtractions (4-digit numbers). <b>Y5:</b> Add and subtract 1, 10, 100, 1000, 10,000.</p> <p><b>Y4:</b> Compare 4-digit numbers. <b>Y5:</b> Place 5-digit numbers on a line; Order and compare 5-digit numbers.</p> <p><b>Y4:</b> Place 3-digit numbers on a line; Order 3-digit numbers. <b>Y5:</b> Place 4-digit numbers on a line and round to the nearest 10, 100 or 1000.</p>	<p><b>LO: To understand why the Anglo-Saxons invaded Britain</b></p> <p>Children will create a timeline of when the Anglo-Saxons invaded Britain and summarise the main reasons.</p>	<p><b>LO: To identify solids using their properties.</b></p> <p>Children will test some different materials and record and identify some of the properties of these materials</p>	<p><b>LO: To gain a greater understanding of the impact that sharing digital content can have.</b></p> <p>Recap what happens when we share something online and what they should do if they are not sure about something online.</p>	<p><b>LO: To develop understanding of courtesy and manners in a range of situations.</b></p> <p>Children will write some top tips for a stranger on Earth on how they would show good manners to others.</p>	<p><b>LO: To understand starting points in a design process.</b></p> <p>Students create mood boards using magazine cutouts, fabric swatches, and colour samples that reflect the theme for their project.</p>	<p><b>Ball Skills LO: To develop tracking and collecting skills.</b></p> <p><b>Gymnastics LO: To develop individual and partner balances.</b></p>	<p><b>LO: To sing in time with others.</b></p> <p>Teach the students a simple Viking-themed song or chant. Use a call-and-response format to help them practice singing in time.</p>	<p><b>LO: To recall and use numbers 1 to 31 in French.</b></p> <p>Play a number bingo game in French where each student has a bingo card with numbers from 1 to 31.</p>
2	<p><b>Y4:</b> Place 4-digit numbers on a line. <b>Y5:</b> Place 5-digit numbers on a line and round to the nearest 10, 100, 1000 or 10,000.</p> <p><b>Y4:</b> Add and subtract 1 or 1000 to and from 4-digit numbers. <b>Y5:</b> Know what each digit represents in 6-digit numbers; <b>Y4:</b> Add and subtract 10s to and from 4-digit numbers. <b>Y5:</b> Place 6-digit numbers on number lines; Round 6-digit numbers to the nearest 100 or 1000.</p>	<p><b>LO: To identify the features of Anglo-Saxon settlements and how they changed from prehistoric times.</b></p> <p>Using images of Iron Age and Anglo-Saxon houses, children will identify and compare the similarities and differences.</p>	<p><b>LO: To identify liquids and gases using their properties.</b></p> <p>Using three different types of liquids, children will observe and record the different properties of each.</p>	<p><b>LO: To review sources of support when using technology.</b></p> <p>Children know who to tell if they are upset by something that happens online. Children can use the SMART rules as a source of guidance when online.</p>	<p><b>LO: To begin to understand the physical and emotional boundaries in friendships.</b></p> <p>Children will come up with 10 expectations for friends.</p>	<p><b>LO: To explore techniques to develop imagery.</b></p> <p>Introduce different drawing and painting techniques such as shading, stippling, and watercolour washes.</p>	<p><b>Ball Skills LO: To develop confidence and accuracy when tracking a ball.</b></p> <p><b>Gymnastics LO: To develop individual and partner balances using apparatus.</b></p>		<p><b>LO: To say the days of the week in French.</b></p> <p>Use a song to teach the days of the week in French, such as "Les jours de la semaine." After learning the song, play a memory matching game where students match cards with the days of the week in English and French.</p>	

	<p>one clause by using a wider range of conjunctions, including when, if, because, although</p> <p><b>Pronouns</b></p> <p><b>Y5 SPAG</b> Proper Nouns</p> <p>Adverbs of Possibility</p>	<p><b>Y4:</b> Add and subtract 100 to and from 4-digit numbers.</p> <p><b>Y5:</b> Add and subtract 1, 10, 100, 1000, 10,000 and 100,000 to/from 6-digit numbers.</p>								
3	<p><b>To write a recount of an Anglo-Saxon during an invasion.</b></p> <p>Y4</p> <p>Identifying themes and conventions in a diary.</p> <p>Building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Identifying main ideas drawn from more than 1 paragraph and summarising these.</p> <p><b>Y4 SPAG</b> Using Standard English</p> <p>Spelling Compound Words</p>	<p><b>Y4:</b> Place 4-digit numbers on landmarked lines (sections with 10s marked) and round to the nearest 10.</p> <p><b>Y5:</b> Understand place value in numbers with 2 decimal places.</p> <p><b>Y4:</b> Place 4-digit numbers on landmarked lines (sections with 100s marked) and round to the nearest 100.</p> <p><b>Y5:</b> Place 2-place decimal numbers on a number line; Compare and order numbers with 2 decimal places</p> <p><b>Y4:</b> Place 4-digit numbers on landmarked lines (marked in 1000s) and round to the nearest 1000.</p> <p><b>Y5:</b> Compare and order numbers with 2 decimal places.</p>	<p><b>LO: To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life.</b></p> <p>Children will investigate who was buried at the mound and what the objects found there tell us about the Anglo-Saxons</p>	<p><b>LO: To describe melting and freezing.</b></p> <p>Using thermometers, children will record the changes in temperature as Ice melts.</p>	<p><b>LO: To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.</b></p> <p>Children have experienced how image manipulation could be used to upset them or others even using simple, freely available tools and little specialist knowledge.</p>	<p><b>LO: To understand that my behaviour can have an impact on others.</b></p> <p>After watching a short clip, children will discuss how the behaviours of one person, impacted others.</p>	<p><b>LO: To explore using a textile technique to develop patterns.</b></p> <p>Use basic textile techniques such as tie-dye, batik, or fabric painting.</p> <p>Children will create small samples using these techniques to experiment with different patterns and colour combinations.</p>	<p><b>Ball Skills LO: To develop dribbling skills with hands and feet.</b></p> <p><b>Gymnastics LO: To develop control in performing and landing rotation jumps.</b></p>	<p><b>LO: To recognise simple rhythmic notation by ear and by sight.</b></p> <p>Introduce students to basic rhythmic notation, such as quarter notes, half notes, and rests. Use Viking-themed words or phrases (e.g., "longship," "shield," "battle-axe") to represent different rhythms. Clap the rhythms and have students echo them.</p>	<p><b>LO: To say the months of the year.</b></p> <p>Create a classroom calendar in French. Assign each student a month to decorate and label in French.</p>
4	<p>Y5</p> <p>Checking that the diary makes sense to them, discussing their understanding and exploring the meaning of words in context.</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>Precising longer passages.</p> <p><b>Y5 SPAG</b></p>	<p><b>Y4:</b> Add pairs of 2-digit numbers mentally; Add 2-digit numbers to 3-digit numbers using mental strategies.</p> <p><b>Y5:</b> Use written addition to add pairs of 4-digit numbers.</p> <p><b>Y4:</b> Add two 3-digit numbers using compact written addition.</p> <p><b>Y5:</b> Use written addition to add pairs of 5-digit numbers.</p> <p><b>Y4:</b> Add three 3-digit numbers using compact written addition.</p> <p><b>Y5:</b> Add amounts of money using column addition.</p>	<p><b>LO: To understand how Anglo-Saxons converted to Christianity.</b></p> <p>Children will create a poster of their allocated missionary drawing an image of him in the stained glass window and recording key information about him around the outside.</p>	<p><b>LO: To describe condensing and evaporating.</b></p> <p>Measure how long it takes for water to evaporate at different temperatures.</p>	<p><b>LO: To know how to maintain secure passwords.</b></p> <p>Using purplemash, children will complete the password quiz.</p>	<p><b>LO: To understand the impact of bullying and the responsibility of bystanders to help.</b></p> <p>After reading through different stores, everyone will discuss about how the actions made people feel and how they would respond in those situations.</p>	<p><b>LO: To develop a pattern to create a piece of artwork.</b></p> <p>Guide students in designing their own unique patterns on paper using elements like shapes, lines, and colours.</p>	<p><b>Ball Skills LO: To develop catching skills using one and two hands.</b></p> <p><b>Gymnastics LO: To develop rotation jumps and sequence building using apparatus .</b></p>	<p><b>LO: To select vocabulary to discuss the date in French.</b></p> <p>Have students create a mini calendar for a specific month. Each day, a student will update the class calendar by saying the date in French.</p>	

	<p>Converting Nouns and Adjectives into Verbs - Suffixes 'ate' 'ise' 'ify'</p> <p>Tenses: Past &amp; Present Progressive and Present Perfect</p>	<p><b>Y4:</b> Find a difference by counting up.</p> <p><b>Y5:</b> Add amounts of money using column addition. Use rounding to check answers.</p>								
5	<p><b>To write a narrative based in Anglo-Saxon Times.</b></p> <p>Y4 To infer information about characters, from details stated and implied.</p> <p>To use direct and indirect speech.</p>	<p><b>Y4:</b> Count up and use number bonds to subtract 2-digit numbers from 100.</p> <p><b>Y5:</b> Find change from £20, £50 and £100 using counting up.</p> <p><b>Y4:</b> Choose counting up/back to subtract 2-digit numbers from numbers over 100.</p> <p><b>Y5:</b> Find the difference between two prices using counting up.</p> <p><b>Y4:</b> Add and subtract 3-digit numbers mentally using place value and number facts.</p> <p><b>Y5:</b> Use column subtraction (decomposition) to subtract pairs of 4-digit numbers and to subtract 3-digit numbers from 4-digit numbers.</p> <p><b>Y4:</b> Use place value to add/subtract to/from 4-digit numbers.</p> <p><b>Y5:</b> Use column subtraction (decomposition) to subtract pairs of 4-digit numbers and to subtract 3-digit numbers from 4-digit numbers.</p>	<p><b>LO: To create an interpretation of Alfred the Great.</b></p> <p>Children will record their ideas in a speech bubble as if there were present during key moments of Alfred the Great.</p>	<p><b>LO: To describe the different stages of the water cycle.</b></p> <p>Create a poster that demonstrates the process of the water cycle.</p>	<p><b>LO: To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this.</b></p> <p>Children will use editing software to digitally edit an image.</p>	<p><b>LO: To explore stereotypes in fictional characters and think about how these might influence us.</b></p> <p>After considering gender stereotypes, children will look at some fictional characters consider if any of those characters reinforce any of the stereotypes.</p>	<p><b>LO: To learn how to create a repeating pattern.</b></p> <p>Show students how to create a repeating pattern by drawing a simple design on a square of paper, cutting it into four pieces, rearranging the pieces, and then filling in the gaps to complete the pattern.</p>	<p><b>Ball Skills LO: To explore and develop a variety of throwing techniques.</b></p> <p><b>Gymnastics LO: To develop the straight, barrel, forward and straddle roll.</b></p>	<p><b>LO: To use simple rhythmic notation to compose a Viking battle song.</b></p> <p>Divide students into small groups and provide each group with a set of Viking-themed rhythmic notation cards. Ask them to arrange the cards to create a rhythm pattern. Once they have their rhythm, have them come up with lyrics related to a Viking battle to fit the rhythm.</p>	<p><b>LO: To compare similarities and differences between traditional birthday celebrations in France and England.</b></p> <p>Research and discuss how birthdays are celebrated in France and England. Create a Venn diagram as a class to compare the traditions.</p>
6	<p>Write narratives with clear beginning, middle and end.</p> <p>In narratives, creating settings, characters, and plot.</p> <p><b>Y4 SPAG</b></p> <p><b>Adverbs to Express Time and Cause</b></p> <p><b>Assess and Review</b></p> <p>Y5</p> <p>In narratives, creating settings, characters, and plot.</p>	<p><b>Y4:</b> Add and subtract money mentally using place value and number facts.</p> <p><b>Y5:</b> Choose whether to use counting up or column subtraction (decomposition) to subtract pairs of 4-digit numbers.</p> <p><b>Y4:</b> Count in <math>\frac{1}{4}</math>s, <math>\frac{1}{3}</math>s, <math>\frac{1}{8}</math>s and <math>\frac{1}{10}</math>s saying equivalent fractions.</p> <p><b>Y5:</b> Write improper fractions as mixed numbers and vice versa.</p>	<p><b>LO: To understand how Anglo-Saxon rule ended.</b></p> <p>Children will investigate all the claimant's reasons for becoming king; why they should not be king; and who has the best claim.</p>	<p><b>LO: To describe how temperature affects evaporation rates and the water cycle.</b></p> <p>Children will create climate reports to read out to the rest of the class, commenting on the effects this has on the water.</p>	<p><b>LO: To learn about how to reference sources in their work.</b></p> <p>Complete a plagiarism quiz, then find information on the world wide web making sure it is reliable.</p>	<p><b>LO: To recognise that stereotypes can relate to a number of factors.</b></p> <p>Working in pairs, children will create a biography of someone with a disability and the challenges they face in everyday life.</p>	<p><b>LO: To develop a repeating pattern.</b></p> <p>Provide students with graph paper and markers. Ask them to design a small motif and then use the grid to replicate the motif in a repeating pattern.</p>	<p><b>Ball Skills LO: To use tracking and sending skills with feet.</b></p> <p><b>Gymnastics LO: To assess my straight, barrel, forward and straddle roll.</b></p>		



	<p>Plan their writing by discussing and recording ideas.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>	<p><b>Y4:</b> Find unit and non-unit fractions of amounts.</p> <p><b>Y5:</b> Write improper fractions as mixed numbers and vice versa.</p> <p><b>Y4:</b> Find unit and non-unit fractions of amounts.</p> <p><b>Y5:</b> Find fractions of amounts.</p>								
7	<p><b>Y5 SPAG</b> Possessive Plural Apostrophes</p> <p>Expanded noun phrases</p>	<p><b>Y4:</b> Identify equivalent fractions, especially in relation to halves and quarters.</p> <p><b>Y5:</b> Find equivalent fractions; Simplify fractions using factors.</p> <p><b>Y4:</b> Write fractions in their simplest form.</p> <p><b>Y5:</b> Compare and order fractions with related denominators.</p> <p><b>Y4:</b> Add fractions with the same denominator.</p> <p><b>Y5:</b> Add fractions with related denominators.</p> <p><b>Y4:</b> Subtract fractions with the same denominator.</p> <p><b>Y5:</b> Subtract fractions with related denominators.</p>	<p><b>How hard was it to invade and settle in Britain skills catcher assessment?</b></p> <p>Children will complete the skills catcher to show what they have learnt about the Anglo-Saxons and their invasion of Britain.</p>	<p><b>Unit Quiz:</b></p> <p>Children will complete the unit quiz on the states of matter.</p>	<p><b>LO: Ensuring reliability through using different methods of communication.</b></p> <p>Children show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each.</p>	<p><b>LO: To begin to understand that families are very varied, in this country and across the world.</b></p> <p>Working in groups to find out about families around the world.</p>	<p><b>LO: To understand how art is made for different purposes.</b></p> <p>Organize a class discussion and presentation on various types of art (e.g., fine art, commercial art, textile design, etc.).</p>	<p><b>Ball Skills LO: To use tracking and sending skills with feet.</b></p> <p><b>Gymnastics LO: To link actions that flow using the rolls I have learnt.</b></p>	<p><b>LO: To perform music with confidence and discipline.</b></p> <p>Organize a mini Viking concert where each group performs their composed Viking battle song.</p>	<p><b>LO: Complete the French Unit Quiz.</b></p> <p>Children will answer the multiple-choice assessment quiz to showcase what they know.</p>
Wk	<p><b>Literacy</b> Non-chronological report, Persuasive writing, Narrative</p> <p>Key Text: The Broken Spectre by Linda Newbery</p>	<p><b>Maths</b> Multiplication and Division, Addition and Subtraction, Shape</p>	<p><b>Geography</b> What is life like in the Apls?</p>	<p><b>Science</b> Materials: Rocks and Soil</p> <p>Which soil absorbs the most water and why is it important?</p>	<p><b>Computing</b> Making Music</p>	<p><b>RE</b> What kind of world did Jesus want?</p>	<p><b>D&amp;T</b> Structures: Pavilions</p>	<p><b>PE</b> Football, Dance</p>	<p><b>Music</b> Instrumental Lessons Unit: South Africa</p>	<p><b>MFL</b> Clothes: Getting Dressed in France</p>
8	<p>Persuasive writing to encourage people be environmentally friendly (To avoid global warming and damaging the Alps)</p> <p>Y4 Composing and rehearsing sentences orally</p>	<p><b>Y4:</b> Double and halve 2-digit numbers, including odd numbers.</p> <p><b>Y5:</b> Use knowledge of times tables facts to help find common multiples.</p> <p><b>Y4:</b> Double and halve 3-digit numbers.</p>	<p><b>LO: To locate the Alps on a map.</b></p> <p>Using maps, children will locate and label the Alps</p>	<p><b>LO: To group rocks using their appearance.</b></p> <p>Children will look at different types of rocks and be able to group them accordingly based on their appearance.</p>	<p><b>LO: To identify and discuss the main elements of music: Pulse, Rhythm, Tempo, Pitch, Texture.</b></p>	<p><b>LO: To identify and describe key teachings of Jesus.</b></p> <p>Read and act out the Parable of the Good Samaritan.</p>	<p><b>LO: To create a range of different shaped frame structures.</b></p> <p>Using some materials children will experiment with constructing some</p>	<p><b>Football LO: To develop the attacking skill of dribbling.</b></p> <p><b>Dance LO: To create a dance using a random structure and perform the</b></p>	<p><b>LO: To identify the basic key features of staff notation.</b></p> <p>Introduce students to the staff, clefs, and basic note values using a South African folk song. Provide them with a handout</p>	<p><b>LO: To recognise and use vocabulary relating to clothing.</b></p> <p>Create a clothing vocabulary flashcard game. Each card has a picture of a clothing item on one side and its French name on</p>

	<p>Assessing the effectiveness of their own persuasive writing and suggesting improvements.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Proofreading for spelling and punctuation errors.</p> <p><b>Y4 SPAG</b> Possessive Pronouns</p> <p>Fronted Adverbials</p>	<p><b>Y5:</b> Find factors of 2-digit numbers.</p> <p><b>Y4:</b> Revise the 4 and 8 times tables, and corresponding division facts.</p> <p><b>Y5:</b> Use rules of divisibility.</p> <p><b>Y4:</b> Double the 3 times table to get the 6 times table.</p> <p><b>Y5:</b> Find prime numbers less than 50.</p>			<p>Children can use appropriate musical language to discuss a piece of music.</p>		<p>small structures of different shapes.</p>	<p><b>actions showing quality and control.</b></p>	<p>of the song's melody written in staff notation.</p>	<p>the other (e.g., "la chemise" for shirt, "le pantalon" for pants)</p>
9	<p>Y5 Increasing their familiarity with a wide range of persuasive text.</p> <p>Identifying the audience for and purpose of the Writing.</p> <p>Using modal verbs or adverbs to indicate degrees of Possibility.</p> <p>Proofreading for spelling and punctuation error</p> <p><b>Y5 SPAG</b> Adverbs</p> <p>Degrees of possibility- Modal Verbs</p>	<p><b>Y4:</b> Explore division facts for the 3, 4, 5, 6 and 8 times tables.</p> <p><b>Y5:</b> Divide mentally, deciding whether to round up or down depending on the context.</p> <p><b>Y4:</b> Know multiplication and division facts for the 9 times table.</p> <p><b>Y5:</b> Perform divisions mentally within the range of tables using remainders, fractions and decimal equivalences</p> <p><b>Y4:</b> Use counting up to subtract, e.g. 402 – 356.</p> <p><b>Y5:</b> Find a difference between a number with 1 decimal place and a whole number by counting up.</p> <p><b>Y4:</b> Use counting up to subtract (e.g. 421 – 356) and check with addition.</p> <p><b>Y5:</b> Find the difference between a number with 2 decimal places and a whole number by counting up.</p>	<p><b>LO: To locate the key physical and human characteristics of the Alps.</b></p> <p>Children will use a topographical map and use it to highlight the land heights above sea level.</p>	<p><b>LO: To group rocks using their physical properties.</b></p> <p>Children will conduct a small test to find and organise the physical properties for the different types of rocks</p>	<p><b>LO: To understand and experiment with rhythm and tempo.</b></p> <p>Children can identify and recall a simple rhythm.</p>	<p><b>LO: To identify ways Jesus showed love and care for others.</b></p> <p>Create "empathy cards" where students draw pictures or write kind messages to cheer up classmates or people in the community who might be feeling sad or lonely.</p>	<p><b>LO: To design a structure.</b></p> <p>Using a planning template, the children will plan their pavilion structure.</p>	<p><b>Football LO: To develop changing direction and speed when dribbling.</b></p> <p><b>LO: To understand how changing dynamics changes the appearance of the performance.</b></p>		<p><b>LO: To apply their understanding of noun and adjective agreement in French.</b></p> <p>Have them match the clothing items with the correct adjective forms, ensuring noun and adjective agreement (e.g., "une robe bleue" for a blue dress, "un pantalon grand" for big pants).</p>
10	<p><b>I can write a story set in the Alps.</b></p> <p>Y4</p> <p>Identifying themes and conventions in a wide range of books.</p> <p>In narratives, creating settings, characters, and plot.</p> <p>Discussing writing similar to that which they are</p>	<p><b>Y4:</b> Using counting up to subtract and check with addition.</p> <p><b>Y5:</b> Subtract decimals with 1 or 2 decimal places by counting up from the smaller to the larger number.</p> <p><b>Y4:</b> Add near multiples of 10 or 100 to 3-digit numbers.</p> <p><b>Y5:</b> Use place value to add and subtract; add and subtract near</p>	<p><b>LO: To describe the physical and human features of an Alpine region.</b></p> <p>Children will research Innsbruck and write a short description of the location, climate, population, leisure, transport and vegetation.</p>	<p><b>LO: To describe the process of fossil formation.</b></p> <p>Children will make their own fossils using salt dough.</p>	<p><b>LO: To create a piece of music using a computer.</b></p> <p>Children can create their own simple rhythm using Busy Beats</p>	<p><b>LO: To recognize the significance of community and friendship in Jesus' vision of the world.</b></p> <p>Organize a "friendship circle" where each student shares one thing they appreciate about another classmate, fostering a sense of</p>	<p><b>LO: To build a frame structure.</b></p> <p>Children will build the frame structure for their pavilion.</p>	<p><b>Football LO: To develop passing and begin to recognise when to use different skills.</b></p> <p><b>Dance LO: To understand and use relationships and space to change how a performance looks.</b></p>	<p><b>LO: To recognise and play minims by ear and from staff notation, moving up and down by step.</b></p> <p>Teach students a simple melody that incorporates minims (half notes) and moves up and down by step. Use a traditional South African song,</p>	

	<p>planning to write in order to understand and learn from its structure, vocabulary, and grammar.</p> <p>Read aloud their own writing, to a group or the whole class</p> <p><b>Y4 SPAG</b> Prepositions to express time and cause</p> <p>Plural and Possessive '-s'</p> <p>Y5 In writing narratives, considering how authors have developed characters and Settings.</p>	<p>multiples of 100 and 1000.</p> <p><b>Y4:</b> Subtract near multiples of 10 or 100 from 3-digit numbers.</p> <p><b>Y5:</b> Use place value to add and subtract; add and subtract near multiples of 100, 1000 and 10,000.</p> <p><b>Y4:</b> Add 1-digit numbers to 3- and 4-digit numbers.</p> <p><b>Y5:</b> Add and subtract any pair of 2-digit numbers and use the same strategies to add and subtract multiples of 10 and 100</p>				community and mutual respect.			showing the staff notation and playing it on a keyboard or xylophone.	
11	<p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p><b>Y5 SPAG</b> Verb Prefixes dis-, de-, mis-, over-, re-</p> <p>Verb Inflections and Standard English</p>	<p><b>Y4:</b> Subtract 1-digit numbers from 3- and 4-digit numbers.</p> <p><b>Y5:</b> Decide what calculation is necessary to solve problems involving addition or subtraction; Choose strategies to calculate additions and subtractions.</p> <p><b>Y4:</b> Subtract 3-digit numbers using expanded decomposition with one move (10s to 1s).</p> <p><b>Y5:</b> Use place value to add and subtract near multiples.</p> <p><b>Y4:</b> Subtract 3-digit numbers using expanded decomposition with one move (100s to 10s).</p> <p><b>Y5:</b> Add pairs of 5-digit numbers (5-digit answers). Use rounding to check.</p> <p><b>Y4:</b> Use expanded decomposition for 3-digit – 3-digit numbers with 1 or 2 moves.</p> <p><b>Y5:</b> Subtract pairs of 5-digit numbers.</p>	<p><b>LO: To investigate what there is to do in the local area using data collection.</b></p> <p>The class will walk around the local area, the children need to add the OS map symbols to the correct locations on their maps.</p>	<p><b>LO: To identify fossils and group rocks accordingly.</b></p> <p>Looking at different fossils, children will investigate what they can learn from each type.</p>	<p><b>LO: To create a melodic phrase.</b></p> <p>Children can create a simple melodic pattern using 2Sequence and Busy Beats.</p>	<p><b>LO: To explain the concept of the Golden Rule</b></p> <p>Create a Golden Rule poster. Have students draw or write examples of how they can treat others kindly in various situations at school, home, and in their neighbourhood.</p>	<p><b>LO: To add cladding to a frame structure.</b></p> <p>Develop a system to create cladding for their pavilions.</p>	<p><b>Football LO: To apply attacking skills to move towards a goal.</b></p> <p><b>Dance LO: To copy and repeat movements in the style of rock 'n' roll.</b></p>		<p><b>LO: To understand adjectival position and agreement for gender and number.</b></p> <p>Conduct a sorting activity where students receive a mixed set of sentences and have to correct them by placing adjectives in the correct position and ensuring agreement in gender and number.</p>
12	<p>To write a non-chronological report about life in the Alps</p> <p>Y4 Using simple organisational devices.</p>	<p><b>Maths Assessments</b></p>	<p><b>LO: To understand similarities and differences between the local area and an Alpine area.</b></p>	<p><b>LO: To compare soils and how they were formed.</b></p> <p>Using 4 different types of soil, children will investigate the</p>	<p><b>LO: To compose a piece of electronic music.</b></p>	<p><b>LO: To discuss the importance of justice and fairness in Jesus' teachings.</b></p>	<p><b>LO: To add a roof structure to the pavilion.</b></p> <p>Children will understand some of the engineering</p>	<p><b>Football LO: To use defending skills to delay an opponent and gain possession.</b></p>	<p><b>LO: To recognise and play semibreves by ear and from staff notation.</b></p> <p>Use a song that features semibreves</p>	<p><b>LO: To express an opinion (like/dislike).</b></p> <p>Students describe different clothing items and express their opinions using</p>



	<p>Reading texts that are structured in different ways.</p> <p>Identifying themes and conventions in a information text.</p> <p><b>Y4 SPAG</b> <b>Commas</b></p> <p>Y5</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Using further organisational and presentational devices to structure text and to guide the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p><b>Y5 SPAG</b> <b>Using inverted Commas</b></p>		<p>Using the information found out about Innsbruck, children will compare the human and physical geography of the local area.</p>	<p>drainage rate of the different types.</p>	<p>Children can experiment with pitch, rhythm, and melody to create a piece of house music on Busy Beats.</p>	<p>Read the story of Jesus and the woman caught in adultery. Discuss fairness and justice, then have students write a short story or draw a picture about a time when they saw someone stand up for what is right.</p>	<p>involved in designing roofs before they make their own for their pavilion.</p>	<p><b>Dance LO: To work with a partner to copy and repeat actions in time with the music.</b></p>	<p>(whole notes) from South African music. Show the students the staff notation and play the melody, pointing out the semibreves. Practice singing the melody, holding the semibreves for their full value. Then, have students play the melody on percussion instruments, focusing on maintaining the correct note duration.</p>	<p>phrases like "J'aime" (I like) and "Je n'aime pas" (I don't like).</p>
13	<p>Reading Assessments</p>	<p><b>Y4:</b> Use a compass to draw circles to given radii.</p> <p><b>Y5:</b> Describe properties of 2-D shapes including polygons.</p> <p><b>Y4:</b> Draw different polygons; identify their properties.</p> <p><b>Y5:</b> Describe properties of polygons.</p> <p><b>Y4:</b> Describe, name and sort triangles, identifying their properties.</p> <p><b>Y5:</b> Investigate properties of quadrilaterals.</p> <p><b>Y4:</b> Describe and name 3-D shapes and identify their properties.</p> <p><b>Y5:</b> Identify, visualise and describe properties of 3-D shapes; Sort 3-D shapes according to their properties.</p>	<p><b>LO: To understand the human and physical geography of the Alps.</b></p> <p>Create a tourist brochure about all the information the have found out about the Alps.</p>	<p><b>LO: To describe a soil sample using sedimentation.</b></p> <p>With different types of soil in 4 different containers, children will observe and similarities or differences between them.</p>	<p><b>LO: To edit a piece of electronic music.</b></p> <p>Children will edit a piece of music that they have created using Busy Beats</p>	<p><b>LO: To explain how Jesus promoted forgiveness and understanding.</b></p> <p>Role-play different conflict scenarios (e.g., a disagreement over a game) and practice using peaceful language and actions to resolve the conflicts, emphasizing forgiveness and understanding.</p>	<p><b>LO: Testing the pavilions.</b></p> <p>Using various conditions, children will test their pavilion structures.</p>	<p><b>Football LO: To apply skills and knowledge to compete in a tournament.</b></p> <p><b>Dance LO: To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll.</b></p>	<p><b>LO: To recognise and play crotchets and crotchet rests by ear and from staff notation.</b></p> <p>Teach students a rhythm pattern that includes crotchets (quarter notes) and crotchet rests, using a South African rhythm as a base. Clap the rhythm and have students repeat it.</p>	<p><b>LO: To describe an outfit using adjectives correctly.</b></p> <p>Have students draw or cut out pictures of outfits from magazines and create a "Look Book." Each page should feature a different outfit with a written description in French, ensuring proper use of adjectives.</p>
14	<p>Y4</p> <p>Discussing and recording ideas.</p> <p>Proposing changes to grammar and vocabulary to improve</p>	<p><b>Y4:</b> Identify and sort 3-D shapes according to their properties.</p> <p><b>Y5:</b> Visualise 3-D shapes from 2-D drawings; Describe</p>	<p><b>LO: What is it like to live in the Alps?</b></p> <p>End of unit assessment.</p>	<p><b>LO: To write a conclusion to an investigation</b></p> <p>Children will write a conclusion to the sediment investigation.</p>	<p><b>LO: Assessing music performance.</b></p> <p>Children will listen to music they have created and provide</p>	<p><b>LO: To understand the value of service and generosity by examining stories where Jesus helped others.</b></p>	<p><b>LO: To evaluate their designs.</b></p> <p>Children will evaluate their designs using a</p>	<p><b>Football LO: To apply skills and knowledge to compete in a tournament.</b></p>	<p><b>LO: To compose rhythmic patterns for a gumboot dance.</b></p> <p>Introduce students to the history and</p>	<p><b>LO: French Unit Quiz</b></p> <p>Children will complete the multiple choice end of unit assessment to</p>

	<p>consistency, including the accurate use of pronouns in sentences</p> <p><b>Y4 SPAG</b> Assess and Review</p> <p>Y5</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p><b>Y5 SPAG</b> Access and Review</p>	<p>properties of prisms and pyramids.</p> <p><b>Y4:</b> Revise telling the time, am and pm</p> <p><b>Y5:</b> Read timetables using the 24-hour clock; calculate time intervals.</p> <p><b>Y4:</b> Calculate time intervals, crossing the hour, using both analogue and digital clocks.</p> <p><b>Y5:</b> Calculate time intervals using the 24-hour clock.</p>			<p>feedback on their pieces.</p>	<p>Writing thank-you notes to community helpers</p>	<p>spider evaluation grid.</p>	<p><b>Dance LO: To develop set choreography inspired by a Mayan god.</b></p>	<p>significance of gumboot dancing in South Africa. Show videos or demonstrate basic gumboot dance steps that create rhythmic sounds. Provide students with percussion instruments and ask them to compose their own rhythmic patterns using a combination of crotchets, minims, semibreves, and rests.</p>	<p>showcase what thy have learnt.</p>
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