

Year 4 and 5 Summer Term 24-25 Medium Term Planning

(1) What is the legacy of the ancient Greek civilisation?

(2) Would you like to live in the Desert?

Week:	Literacy Key Text: Who let the Gods out by Maz Evans	Maths Number and place value, Addition and subtraction, Multiplication and division	History What is the legacy of the ancient Greek civilisation?	Science Living things and their Habitats	Computing Game Creator	Art Light and Dark	PSHE Transition goal setting	PE Tennis Athletics	Music Jazz	MFL Verbs in a French Week
1.	<p>Genre: Newspaper Article LOS Y4</p> <p>To identify the features of a newspaper article. To plan a newspaper article about a key event. To write an engaging lead paragraph Y5</p> <p>To use retrieval and inference to understand character. To suggest mood and atmosphere through vocabulary. To use a variety of sentence openers. Y4 SPAG Verb Inflections Y5 SPAG Pronouns &amp; Possessive Pronouns Guided Reading: To explore and discuss the meaning of ambitious vocabulary.</p>	<p>Y4: Add and subtract 1, 10, 100 and 1000 to/from 4-digit numbers. Y5: Add and subtract 1, 10, 100, 1000, 10,000 and 100,000 to/from 6-digit numbers. Y4: Place 4-digit numbers on landmarked lines and empty lines. Y5: Place 6-digit numbers on landmarked lines and empty lines. Y4: Discuss the history of zero and place value. Use Roman numerals to 100. Y5: Read/ write Roman numerals to 1000 (M). Y4: Count on and back in steps of 25 and 1000. Y5: Recognise years and explore other numbers written in Roman numerals.</p>	<p>LO: To explain where and when the ancient Greeks lived. Children will create a timeline that includes the six ancient Greek periods.</p>	<p>LO: Recognise that living things can be grouped in a variety of ways. Sort the animals into the correct groups, including some less obvious animals.</p>	<p>LO: To begin planning a game. Children will describe some of the elements that make a successful computer game and begin the process of designing their own.</p>	<p>LO: To understand how to darken or lighten a colour when mixing paint. In their sketchbooks, Children will practise mixing tints and shades of one starting colour.</p>	<p>LO: To understand what a goal is and identify personal goals. Children draw or write 1-2 goals they have for themselves in school or at home.  Decorate their "Goal Stars"</p>	<p>Tennis LO: To develop racket and ball control. Children will adopt the correct stance to be able to return the ball. Athletics LO: To understand pace and apply different speeds over varying distances. Children will choose the best running pace for the event and be able to run at a pace they can maintain.</p>	<p>LO: To sing and clap a syncopated rhythm for a ragtime-style song. Children will listen to a song that has a syncopated rhythm for them to sing or clap along to.</p>	<p>LO: To recognise that verbs take different forms. Children will learn and be able to say some of the verbs for the things they might do.</p>
2:	<p>LOS Y4</p> <p>To use quotes and reported speech effectively. To draft a full newspaper article. To edit and write a newspaper article. Y5</p> <p>To plan a newspaper article. To write a newspaper article using descriptive language and a variety of sentence openers. To edit a newspaper article.</p>	<p>Y4: Use negative numbers in context of temperature. Y5: Use negative numbers in context of temperature; calculate rises and falls in temperature. Y4: Place negative numbers on a line; Order positive and negative numbers. Y5: Use negative numbers in the context of temperature; find differences between temperatures. Y4: Add three 3-digit numbers using compact addition; Use rounding to approximate. Y5: Revise column addition and subtraction</p>	<p>LO: To identify ancient Greek beliefs by exploring their gods and goddesses. Children will create a Greek god profile.</p>	<p>LO: Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Create a classification key using items that children are familiar with.</p>	<p>LO: To design the game environment. Children can design the setting for their game so that it fits with the selected theme.</p>	<p>LO: To use tints and shades to give a three-dimensional effect when painting. The class is going to investigate how we can use lighter and darker colours to paint an object so that it appears to be 3D.</p>	<p>LO: To learn how to set SMART goals. Children pick one of their previous goals and rewrite it as a SMART goal using a scaffold.</p>	<p>Tennis LO: To return the ball using a backhand groundstroke under pressure. Children will make contact with the ball at the correct time using two hands to control the ball. Athletics LO: To develop fluency and co-ordination when running for speed. Children will sprint using the balls of their feet.</p>	<p>LO: To improvise a call and response. Children will use tuned instruments to play a song that they will use in a call and response style.</p>	<p>LO: To begin to recognise some regular verbs in the present tense. Children will arrange the comic strip into the correct order and be able to translate what is happening in the scenes.</p>

	<p>Y4 SPAG Conjunctions to Express Time and Cause</p> <p>Y5 SPAG Word Families</p> <p>Guided Reading: To infer characters' thoughts, feelings, and motives.</p>	<p>of 4-digit and 5-digit numbers.</p>								
3:	<p>Genre: Formal letter</p> <p>LOS</p> <p>Y4</p> <p>To recognise the features of a formal letter.</p> <p>To plan a formal letter from a character.</p> <p>To write an opening paragraph with a clear purpose.</p> <p>Y5</p> <p>To identify features of a formal letter and its purpose.</p> <p>To plan a formal letter from a character's perspective.</p> <p>To write an effective introduction that sets out the purpose.</p> <p>Y4 SPAG Suffixes</p> <p>Y5 SPAG Subordinate Clauses</p> <p>Guided Reading: To make predictions about upcoming events based on what has been read so far.</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.</p> <p>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 use a range of secondary sources to identify similarities and differences between Athens and Sparta.</p> <p>Create a Venn diagram to compare Athens and Sparta.</p>	<p>LO: Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Children to work in groups to create their own simple classification key to sort flowering / non-flowering plants. (Visit to the discovery centre).</p>	<p>LO: To design the game quest to make it a playable game.</p> <p>Children can design characters for their game.</p> <p>Children can decide upon, and change, the animations and sounds that the characters make.</p>	<p>LO: To explore how paint can create very different effects.</p> <p>Pupils will create two or more paintings of their chosen object in their sketchbooks, choosing a different painting technique for each one.</p>	<p>LO: To identify challenges and how to overcome them when working towards a goal.</p> <p>In groups, discuss different goal-setting challenges and suggest solutions.</p> <p>Children then write/draw what they will do if they face an obstacle while working on their goal.</p>	<p>Tennis LO: To use a variety of shots to keep a continuous rally going.</p> <p>Aim the ball to their partner so that they are able to return it.</p> <p>Athletics LO: To develop technique in relay changeovers.</p> <p>Choose the best pace for the running event and communicate with teammates to exchange the baton smoothly.</p>	<p>LO: To create a jazz motif.</p> <p>Children that they will be writing a jazz motif: a short snippet of music that often repeats or returns</p>	<p>LO: To know that some verbs do not follow regular patterns.</p> <p>The children are going to make verb bugs.</p>
4:	<p>LOS</p> <p>Y4</p> <p>To use formal language and persuasive techniques.</p> <p>To draft a full formal letter.</p> <p>To edit and publish a formal letter.</p> <p>Y5</p> <p>To use formal vocabulary and sentence structures for persuasion.</p> <p>To write a complete formal letter with a clear structure.</p> <p>To edit and improve a formal letter for accuracy and impact.</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</p>	<p>LO: To evaluate the legacy of the ancient Greek civilisation.</p> <p>children will select the two most important legacies the Greeks gave us and then design a set of first and second-class stamps to represent these legacies.</p>	<p>LO: Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Research and debate the pros and cons of different human activities.</p>	<p>LO: To finish and share the game.</p> <p>Children can write informative instructions for their game so that other people can play it.</p>	<p>LO: To apply knowledge of colour mixing and painting techniques to create a finished piece.</p> <p>Children now paint their still life using their chosen techniques.</p>	<p>LO: To reflect on progress and celebrate effort and improvement.</p> <p>Children will complete a 'goal check-in sheet' to show what they have achieved so far and understand the importance of celebrating success.</p>	<p>Tennis LO: To develop the underarm serve and understand the rules of serving.</p> <p>Children will perform the required motions to enable them to serve the ball accurately.</p> <p>Athletics LO: To build momentum and power in the triple jump.</p> <p>Children will perform the actions required for the triple jump and think about how to develop good technique.</p>	<p>LO: To adapt a familiar tune using jazz rhythms.</p> <p>The children will adapt a known song using instruments so that it has a jazz rhythm to it.</p>	<p>LO: To build and deliver a short presentation, choosing and using a range of action verbs.</p> <p>Children are going to look at some sentences and decide which sentence might best fit the story of Goldilocks.</p>

	<p>Y4 SPAG Possessive Apostrophes</p> <p>Y5 SPAG Writing Cohesive Paragraphs</p> <p>Guided Reading: To explain how the author uses humour and mythological references to engage the reader.</p>	<p>simplify a calculation, e.g. <math>2 \times 6 \times 5 = 6 \times 10</math>.</p> <p>Y5: Solve single and multi-step problems, deciding which calculation(s) are necessary.</p>								
Half Term										
Week:	Literacy	Maths	Geography	Science	Computing	DT	RE	PE	Music	MFL
	<p>Key Text: The Song Walker by Zillah Bethell</p>	<p>Fractions and decimals, Measures and data, Shape</p>	<p>Would you like to live in the desert?</p>	<p>Animals Including Humans</p>	<p>Effective Searching</p>	<p>Torches</p>	<p>How and why do people mark the significant events of life?</p>	<p>Rounders Tag Rugby</p>	<p>Body and Tuned Percussion</p>	<p>French Family</p>
5:	<p>Genre: Persuasive/Balanced Argument</p> <p>LOS Y4</p> <p>To identify persuasive language and techniques used in texts.</p> <p>To explain the purpose of a persuasive text and identify the target audience.</p> <p>To generate ideas for a persuasive argument based on a theme or event from The Song Walker.</p> <p>Y5</p> <p>To analyse how writers use language and structure to influence the reader.</p> <p>To evaluate how a writer adapts their language and style for different audiences and purposes.</p> <p>To develop persuasive arguments using evidence and examples linked to The Song Walker.</p> <p>Y4 SPAG Verb Tenses - Past</p> <p>Y5 SPAG Adverbials/ Fronted Adverbials</p> <p>Guided Reading: To understand and discuss the meaning of</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 summarise the characteristics of a desert biome.</p> <p>Children will write a postcard as if they have been to the Mojave Desert including lots of characteristics of this biome.</p>	<p>LO: To explain the role of a skeleton.</p> <p>Children will create moveable skeletons to demonstrate the location of the main joints and explain their functions.</p>	<p>LO: To locate information on the search results page.</p> <p>Children can structure search queries to locate specific information.</p>	<p>LO: To learn about electrical items and how they work.</p> <p>Children will create electrical circuits to include a switch.</p>	<p>LO: To identify key life events celebrated in different religions.</p> <p>Create a class mind map titled "Life Events" (e.g. birth, coming of age, marriage, death).</p> <p>Children research and add examples from at least three religions</p>	<p>Rounders LO: To develop throwing and catching and apply them relevantly to the situation.</p> <p>Children will practice different types of throw and decide when to best use them in a game.</p>	<p>LO: To identify structure and texture in music.</p> <p>Children will listen to and appraise a piece of music</p>	<p>LO: To recognise and use phrases to say if I have a brother or sister.</p> <p>Children will be able to read and write phrases to say if they have/have not got a sister/brother</p>

	<i>figurative and descriptive language</i>									
6:	<p>LOS Y4</p> <p>To organise ideas into a clear structure using paragraphs.</p> <p>To use persuasive sentence starters, emotive language and rhetorical questions.</p> <p>To write a persuasive text, organising ideas clearly and using persuasive language features.</p> <p>Y5</p> <p>To plan a persuasive text using logical sequencing and cohesive devices to link ideas.</p> <p>To refine persuasive techniques by using a range of sentence structures, modal verbs, and persuasive devices.</p> <p>To write a cohesive and convincing persuasive text, carefully selecting language to suit the audience and purpose.</p> <p>Y4 SPAG Prefixes Y5 SPAG Dictionary Work</p> <p>Guided Reading: To infer the main character's emotions and motivations through their internal thoughts and actions.</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>Y4: Count in steps of non-unit fractions.</p> <p>Y5: Multiply mixed numbers by whole numbers.</p>	<p>LO: To locate and explore features of deserts.</p> <p>Children will compare the temperatures in the two desert cities, then compare these to the temperatures in London.</p>	<p>LO: To recognise the main bones in the body.</p> <p>Children will measure and record the length of various bones.</p>	<p>LO: To improve search results by using keywords and simple operators.</p> <p>In pairs, children rewrite vague search queries into better, keyword-focused ones.</p>	<p>LO: To analyse and evaluate electrical products.</p> <p>Children will analyse other electrical products considering their designs, who they think it is designed for and why and how it could be improved.</p>	<p>LO: To explain how religious ceremonies mark significant life changes.</p> <p>Watch short video-clips of a Hindu wedding, a Christian baptism, and a Jewish bar mitzvah.</p> <p>In groups, children create posters showing the key features</p>	<p>Rounders LO: To develop bowling accuracy and perform the skill within the rules of the game.</p> <p>Children will practice bowling towards a target before applying the skill within the rules of the game.</p>	<p>LO: To use body percussion.</p> <p>The children are going to be composing and performing some basic body percussion rhythms.</p>	<p>LO: To be able to name different family members on a family tree.</p> <p>Children will create a family tree showing the names for different family members in French.</p>
7:	<p>Genre: Poetry LOS Y4</p> <p>To identify powerful vocabulary and imagery used in poems.</p> <p>To experiment with using expanded noun phrases, similes and descriptive language to create imagery in poetry.</p> <p>To write and perform a poem using</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</p>	<p>LO: To describe the physical features of a desert environment.</p> <p>Children to draw a picture of a desert feature and write a short caption underneath explaining how each feature is formed.</p>	<p>LO: To explain how muscles are used for movement.</p> <p>Children will make their own model hand with working muscles.</p>	<p>LO: To understand that different search engines may produce different results.</p> <p>Children search the same question on two or three different search engines and record differences.</p>		<p>LO: To compare similarities and differences between rites of passage in different faiths.</p> <p>Complete a comparison grid of the similarities and differences.</p>	<p>Rounders LO: To develop batting skills, identify when I am successful and what I need to do to improve.</p> <p>Children will practice batting a ball and provide feedback to each other on how to improve.</p>	<p>LO: To create musical rhythms using body percussion.</p> <p>Children are going to compose music for each separate layer of the rainforest.</p>	<p>LO: To be able to build descriptive sentences into a short paragraph.</p> <p>Children will write some short sentences to describe different members of their family.</p>

	<p>descriptive language to convey a setting or emotion.</p> <p>Y5</p> <p>To analyse how poets and authors create atmosphere and mood through language choices.</p> <p>To use figurative language, including similes, metaphors and personification, to develop mood and imagery in poetry.</p> <p>To write and perform a structured poem using vivid imagery and a consistent tone.</p> <p>Y4 SPAG Plural Possessive Apostrophes</p> <p>Y5 SPAG Relative Clauses</p> <p>Guided Reading: To make and justify predictions about the characters' journey and how their relationship might develop.</p>	<p>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>								
8:	Assessment Week	<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>Y4: Draw, read, interpret, and describe a time graph.</p> <p>Y5: Solve problems involving rate. Draw and interpret line graphs and read intermediate points.</p>	<p>LO: To explain the different ways humans can use deserts.</p> <p>Children to write a short speech personifying the desert. They should write in the first person, boasting about all the ways they are useful to humans.</p>	<p>LO: To explain how food is an essential energy source for animals.</p> <p>Using food packaging, children will compare the energy the provide to the energy required for different activities.</p>	<p>LO: To use search effectively to find out information.</p> <p>Children have used search to answer a series of questions.</p>	<p>LO: To design a product to fit a set of specific user needs.</p> <p>Children will design a torch for a particular person (target audience) based on that person's profile.</p>	<p>LO: To understand the symbolism used in ceremonies marking life events.</p> <p>Small groups choose one artefact and present how it symbolises part of a life event.</p>	<p>Rounders LO: To develop fielding techniques and begin to use these under pressure.</p> <p>Children will identify different scenarios with a game and the best things to do in the situation.</p>	<p>LO: To create simple tunes.</p> <p>Focusing on the upper two layers of the rainforest the children will play simple melodies to represent these layers.</p>	<p>LO: To be able to understand and express simple opinions.</p> <p>Children will be able to say in French what they and other family members like or do not like.</p>
9:	<p>Genre: Narrative</p> <p>LOS</p> <p>Y4</p> <p>To describe characters and settings using expanded noun phrases and sensory details.</p>	Assessment Week	<p>LO: To describe some of the threats of desert environments.</p> <p>Pupils will highlight key information about threats to deserts and</p>	<p>LO: To identify the main nutrient groups and their simple functions.</p> <p>Children will collect information about the different food groups</p>	<p>LO: To use search effectively to find out information.</p> <p>Children have written search questions for a friend to solve.</p>	<p>LO: To make and evaluate a torch.</p> <p>Assemble the torch from their design sheet.</p>	<p>LO: To reflect on how marking significant events affects individuals and communities.</p> <p>Writing task: Children will imagine they are attending a</p>	<p>Rounders LO: To understand the need for tactics and identify when to use them.</p> <p>Children will come up with some tactics that could be used in</p>	<p>LO: To build and improve a composition.</p> <p>The children will be putting together the four sections which they have composed</p>	<p>LO: To plan and prepare a short presentation about my family.</p> <p>Children will use the different language skills they have learnt to create and</p>

	<p>To identify the structure of a narrative.</p> <p>To generate ideas for a story setting or journey linked to <i>The Song Walker</i>. Y5</p> <p>To develop characters and settings using precise vocabulary and figurative language.</p> <p>To analyse how writers use structure and pacing to build tension and interest.</p> <p>To develop detailed story ideas, creating character motivations and conflicts inspired by <i>The Song Walker</i>. Y4 SPAG Subordinate Clauses Y5 SPAG Editing &amp; Evaluating Guided Reading: To explain how the author explores the themes of memory, identity and friendship through the plot and characters.</p>		<p>what it would be like to live there.</p>	<p>and their roles in the human body.</p>			<p>coming-of-age ceremony. Describe how it might feel to take part.</p>	<p>a game of rounders before trying them out.</p>	<p>over the last couple of lessons.</p>	<p>present a short piece about themselves and their family.</p>
10:	<p>LOS Y4</p> <p>To plan a narrative.</p> <p>To write a narrative using paragraphs to organise key events.</p> <p>To evaluate and edit writing. Y5</p> <p>To plan a structured narrative, ensuring coherence and effective paragraphing across the story.</p> <p>To write a cohesive narrative.</p> <p>To edit narratives to enhance cohesion, clarity and impact. Y4 SPAG Organisational Devices Y5 SPAG Parenthesis - Dashes</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 explore the similarities and differences between two physical environments.</p> <p>Children will compare places, considering human features like roads, settlements and airstrips, and how the land is used in both areas.</p>	<p>LO: To explain what makes a balanced diet.</p> <p>Children will pretend to be nutritionists and plan two meals.</p>	<p>LO: To assess whether an information source is true and reliable.</p> <p>Children can analyse the contents of a web page for clues about the credibility of the information.</p>		<p>LO: To consider how non-religious people mark significant life events.</p> <p>Children create an interview script imagining they are interviewing someone who had a non-religious celebration – what questions would they ask about meaning, importance, and feelings?</p>	<p>Rounders LO: To apply skills and knowledge to compete in a tournament. Using tactics identified.</p> <p>Children will compete in a rounders tournament umpiring the game and recording the scores themselves.</p>		

	Guided Reading: To retrieve key details about the desert environment and challenges the characters face.									
11:	<p>Y4 SPAG Assess and Review</p> <p>Y5 SPAG Assess and Review</p> <p>Guided Reading: To summarise how the main character changes from the beginning to the end of the story.</p>	<p>Y4: Solve simple measures problems.</p> <p>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.</p>	<p>End of unit skills catcher.</p> <p>Children will add any new information to their mind map that they created at the start of the term.</p>	<p>End of unit assessment</p> <p>Double page</p> <p>Movement and Nutrition.</p>	<p>LO: To create a guide to teach others how to search effectively.</p> <p>Children create their own information file that informs others on how to search effectively.</p>	<p>Product Evaluation</p> <p>Pupils will use the spider diagram to evaluate their final products.</p>			<p>Assess and evaluate</p> <p>Children will perform their compositions and provide feedback for each other.</p>	<p>End of unit French quiz</p> <p>Children will use what they have learnt to complete the French quiz.</p>