

| Year 4 and 5 Autumn Term 25-26 Medium Term Planning.<br>(1) History: British History: What was life like in Tudor England?<br>(2) Geography: What is life like in the Alps? |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                        |                                                                                                                                                                                                         |                                                                                                                                                                      |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                         |                                                                                                                                                                                                                                   |
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| Week:                                                                                                                                                                       | Literacy.<br>Setting Description,<br>Narrative, Diary Entry<br>Key Text: Divers<br>Daughter<br>By Patrice Lawrence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Maths<br>Place<br>Value, Addition<br>and<br>Subtraction,<br>Decimals and<br>Fractions                                                                                                                                                                                                                                                                                                      | History<br>British History:<br>What was life like in<br>Tudor England?                                                                                                                                                    | Science<br>Animals:<br>Movement<br>and nutrition                                                                                                                                                                                       | Computing<br>Quizzing                                                                                                                                                                                   | Art<br>Drawing: I need space                                                                                                                                         | PSHE<br>How can I manage<br>the changes to my<br>body as I grow up?                                                                                                                                                                                         | PE<br>Netball & Gymnastics                                                                                                                                                                                                                                                                                                                                    | Music<br>Composition<br>Notation                                                                                                                        | MFL<br>French Monster Pets                                                                                                                                                                                                        |
| Key<br>Vocabulary                                                                                                                                                           | Atmosphere,<br>Viewpoint,<br>Inference,<br>Cohesion,<br>Adverbial.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Partition,<br>Exchange,<br>Estimate,<br>Inverse,<br>Placeholder                                                                                                                                                                                                                                                                                                                            | Tyrant,<br>Democracy,<br>Enslaved,<br>Merchant,<br>Heir                                                                                                                                                                   | Carbohydrate,<br>Conclude,<br>Diet,<br>Endoskeleton,<br>Energy                                                                                                                                                                         | Quiz,<br>Interactive,<br>Advanced,<br>Features,<br>Debug                                                                                                                                                | Collagraph,<br>printmaking,<br>repetition,<br>imagery,<br>composition                                                                                                | Boundaries,<br>Emotions,<br>Communicate,<br>Permission,<br>Respect                                                                                                                                                                                          | Asymmetrical,<br>Canon,<br>Unison,<br>Symmetrical,<br>Inverted                                                                                                                                                                                                                                                                                                | Composition,<br>notation,<br>minim,<br>quaver,<br>crotchet                                                                                              | le corps<br>la tête<br>la bouche<br>le nez<br>les yeux                                                                                                                                                                            |
| 1,                                                                                                                                                                          | <b>Genre: Setting<br/>Description<br/>LOS</b><br>Year 4<br>To explore setting<br>descriptions.<br>To collect vocabulary<br>for a setting.<br>To use expanded noun<br>phrases.<br>To describe using<br>senses.<br>Year 5<br>To analyse setting<br>descriptions.<br>To choose precise<br>vocabulary for<br>atmosphere.<br>To use expanded noun<br>phrases for effect.<br>To create imagery<br>using sensory detail.<br><b>Guided Reading: To<br/>explore the meaning<br/>of new vocabulary in<br/>context.</b><br><b>SPAG:</b><br><b>Y4 To use expanded<br/>noun phrases</b><br><b>Y5 To use precise<br/>nouns and adjectives.</b> | <b>LOS:</b><br>To represent and<br>partition numbers<br>up to 1,000.<br>To understand and<br>represent multiples<br>of 1000.<br>To represent<br>numbers up to<br>10,000.<br>To read and write<br>numbers up to<br>10,000.<br><b>To read and write<br/>numbers up to<br/>10,000</b><br><b>To read and write<br/>numbers up to<br/>100,000</b><br><b>To read numbers<br/>up to 1,000,000</b> | <b>LO To interpret the<br/>character of Henry<br/>VIII using portraits<br/>and written<br/>sources.</b><br>Children will look<br>at different<br>sources of<br>information to<br>make<br>interpretations of<br>Henry VIII | <b>LO: To explain the<br/>role of a skeleton.</b><br>Children will sort<br>animals by skeleton<br>type, learn the<br>main functions of<br>skeletons, and<br>create a split-pin<br>skeleton to explore<br>how joints allow<br>movement. | <b>LO: To explore<br/>different types of<br/>quizzes and identify<br/>their features,<br/>strengths and<br/>weaknesses.</b><br>Children will create a<br>mind map of the<br>features of a good<br>quiz. | <b>LO: To explore the<br/>purpose and effect of<br/>imagery.</b><br>Annotate an image to<br>evaluate its impact.                                                     | <b>LO: To explain what<br/>body boundaries are<br/>and how to<br/>communicate them.</b><br>Children will learn<br>what body<br>boundaries are, sort<br>actions into ones that<br>need permission and<br>write down<br>respectful ways to<br>ask permission. | <b>Gymnastics LO: To<br/>perform symmetrical<br/>and asymmetrical<br/>balances.</b><br>Children will<br>perform different<br>types of balances<br><b>Netball LO: To explore<br/>attacking skills in<br/>different situations.</b><br>Children will learn an<br>attacking skill<br>then practice a small<br>game to enable them to<br>perform it successfully. | <b>LO: To sing with<br/>accuracy,<br/>fluency, control<br/>and<br/>expression.</b><br>Children will<br>learn to sing the<br>song 'Gift of the<br>Nile'. | <b>LO To investigate a<br/>text for clues to<br/>understand new<br/>words.</b><br>Give students a short<br>French text with some<br>unknown words. Use<br>context clues,<br>cognates, and<br>illustrations to deduce<br>meanings. |
| 2:                                                                                                                                                                          | <b>LOS</b><br>Year 4<br>To use prepositions to<br>describe place.<br>To plan a setting<br>description.<br>To write a setting<br>description.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>LOS</b><br>To partition<br>numbers up to<br>10,000.<br>To find 1000 more<br>or less than a<br>number.                                                                                                                                                                                                                                                                                   | <b>LO To explore why<br/>Henry VIII had<br/>many wives using<br/>secondary sources.</b><br>Children will read<br>various pieces of<br>information about<br>Henry VIII wives                                               | <b>LO: To recognise<br/>the main bones in<br/>the body.</b><br>Children will<br>identify and label<br>key bones in the<br>human skeleton,<br>then measure and                                                                          | <b>LO: To explore the<br/>features of 2Quiz<br/>and experiment with<br/>creating quiz<br/>questions.</b><br>Using the 2Quiz<br>application children<br>will put preset                                  | <b>LO: To understand and<br/>explore decision<br/>making in creative<br/>processes.</b><br>Using a space image,<br>children will select part<br>of the image to draw | <b>LO: To explore how<br/>bodies change<br/>during puberty.</b><br>Learn about physical<br>changes during<br>puberty, sort changes<br>that happen to boys,<br>girls or both, and                                                                            | <b>Gymnastics<br/>LO: To perform<br/>interesting symmetrical<br/>and asymmetrical<br/>balances using<br/>apparatus.</b><br>Children will use<br>different pieces of                                                                                                                                                                                           | <b>LO: To explore<br/>and use<br/>different forms<br/>of notation.</b><br>Children will use<br>Hieroglyphs to<br>improvise their                        | <b>LO To identify nouns<br/>by their gender,<br/>number and<br/>meaning.</b><br>Highlight nouns in a<br>text and sort them<br>into categories:<br>masculine/feminine                                                              |

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|                 | <p>To edit a setting description.</p> <p>Year 5</p> <p>To use prepositions and adverbials to guide the reader.</p> <p>To plan a setting description for atmosphere.</p> <p>To write an atmospheric setting description.</p> <p>To edit for vocabulary, clarity, and effect.</p> <p><b>Guided Reading: To retrieve key information from a text.</b></p> <p><b>SPAG:</b></p> <p><b>Y4 To use prepositional phrases.</b></p> <p><b>Y5 TO use fronted adverbials.</b></p>                                                                                                       | <p>To compare numbers up to 10,000. To order numbers up to 10,000.</p> <p><b>To understand the value of digits in numbers up to 1,000,000.</b></p> <p><b>To count forwards in powers of 10.</b></p> <p><b>To compare numbers up to 100,000 and 1,000,000.</b></p> <p><b>To order numbers up to 100,000 and 1,000,000.</b></p>                                                   | and record relevant details about each.                                                                                                                                                                                              | compare different bone lengths.                                                                                                                                                                       | questions into an engaging interactive quiz.                                                                                                                                                             | choosing what tools and materials to try.                                                                                        | discuss who they can talk to if they have questions.                                                                                                                                                              | equipment to perform different balances.<br><b>Netball LO:</b>                                                                                                                                                                                                                                                                                                                                              | own piece of music.                                                                                                            | and singular/plural. Discuss meanings as a class.                                                                                                                                                                                |
| 3:<br>Topic Day | <p><b>Genre: Narrative</b></p> <p>Year 4</p> <p>To explore characters and settings.</p> <p>To describe a setting using sensory detail.</p> <p>To describe a character using actions and dialogue.</p> <p>Year 5</p> <p>To analyse character, setting and mood.</p> <p>To create atmosphere in a setting.</p> <p>To develop character through inference.</p> <p><b>Guided Reading: To make inferences about characters' thoughts, feelings and actions.</b></p> <p><b>SPAG:</b></p> <p><b>Y4 To use expanded noun phrases.</b></p> <p><b>Y5 To use relative clauses.</b></p> | <p><b>LOS</b></p> <p>To place numbers on a number line up to 10,000.</p> <p>To estimate numbers on a number line up to 10,000.</p> <p>To solve place value problems using number line.</p> <p><b>To count backwards in powers of 10.</b></p> <p><b>To count forwards and backwards in powers of 10.</b></p> <p><b>To solve place value problems involving powers of 10.</b></p> | <p><b>LO To make deductions about power and punishment using a range of sources.</b></p> <p>Children to work in their pairs to make deductions about the relationship between Henry and Anne Boleyn and why it ended in tragedy.</p> | <p><b>LO: To explain how muscles are used for movement.</b></p> <p>Children will explore how muscles contract and pull on bones, then make a model hand to show how tendons help create movement.</p> | <p><b>LO To explore additional features of quizzes, such as title screens and content pages.</b></p> <p>Children will add additional features to the quiz that they have learnt about in the lesson.</p> | <p><b>LO: To develop drawn ideas through printmaking.</b></p> <p>Children will make a collagraph plate for their background.</p> | <p><b>LO: To explain how to manage emotions and feelings during puberty.</b></p> <p>Children will explore emotional changes during puberty and create a toolkit of strategies to help manage strong feelings.</p> | <p><b>Gymnastics LO: To develop straight, forward, straddle and backward roll.</b></p> <p>Children will perform different types of roll and feedback on each other's performance.</p> <p><b>Netball LO: To develop movement skills to lose a defender in different situations.</b></p> <p>Using different small games, children will practice losing their opponent to enable them to receive the ball.</p> | <p><b>LO: To understand note length.</b></p> <p>Children will read the music to play parts to the song 'Gift of the Nile'.</p> | <p><b>LO To apply knowledge of French nouns and gender agreement to a short piece of writing.</b></p> <p>Write sentences describing objects, ensuring articles and adjectives agree with the gender and number of the nouns.</p> |
| 4:              | <p><b>LOS</b></p> <p>Year 4</p> <p>To plan a narrative structure.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>LOS</b></p> <p>To round numbers to the nearest 10.</p> <p>To round numbers to the nearest 100.</p>                                                                                                                                                                                                                                                                        | <p><b>LO To explore the use of propaganda by a Tudor monarch.</b></p>                                                                                                                                                                | <p><b>LO: To explain how food is an essential energy source for animals.</b></p>                                                                                                                      | <p><b>LO: To research information to design an educational quiz</b></p>                                                                                                                                  | <p><b>LO: To test and develop ideas</b></p> <p>Children will draw ideas about what they think the future will</p>                | <p><b>LO: To explain what a period is and what happens when you have one.</b></p>                                                                                                                                 | <p><b>LO: Gymnastics LO: TO explore different travelling actions using both canon and synchronisation.</b></p>                                                                                                                                                                                                                                                                                              | <p><b>LO: To read simple pitch notation.</b></p> <p>Children will fill in the</p>                                              | <p><b>LO To develop understanding of adjectival rules in French.</b></p>                                                                                                                                                         |

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|    | <p>To write a narrative opening.</p> <p>To write a build-up and problem.</p> <p>To write a resolution and ending.</p> <p>Year 5</p> <p>To plan a developed narrative.</p> <p>To write an opening with viewpoint and atmosphere.</p> <p>To write a cohesive build-up and problem.</p> <p>To write an effective resolution and ending.</p> <p>Guided Reading: To make predictions based on evidence from the text.</p> <p>SPAG</p> <p>Y4 To use fronted adverbials.</p> <p>Y5 To link paragraphs with adverbials.</p>                                                                                | <p>To round numbers to the nearest 1,000.</p> <p>To solve rounding problems with numbers up to 10,000.</p> <p>To round numbers to the nearest 10.</p> <p>To round numbers to the nearest 100.</p> <p>To round numbers to the nearest 1,000.</p> <p>To round numbers to the nearest 10,000 and 100,000.</p>                                                                                                                                                           | <p>Children will write an eyewitness account from the perspective of a person in the crowd who witnessed Eliza beth's visits.</p>                                                                    | <p>Children will compare animal diets and use food packaging to explore how different foods provide energy for different activities.</p>                                                                                                                           | <p><b>based on a chosen topic.</b></p> <p>Children will research questions and answers required to make an engaging interactive quiz on the topic of their choice.</p>               | <p>look like so that they can then use these on their printed backgrounds next lesson.</p>                                                                              | <p>Children will learn what periods are, explore different period products, and discuss who they can talk to for help or support.</p>                                                                                                            | <p>Children will use different types of movements to create a sequence.</p> <p><b>Netball LO: To communicate with my team, move into space and take the ball towards goal.</b></p> <p>Children will work with other players, moving the ball around a defender to enable them to reach a position to take a shot.</p>                                                                                                                              | <p>missing notes in a sequence and then try to play the melody.</p>                                                                                              | <p>Match nouns to adjectives, adjusting endings for agreement. Use them in sentences to describe people or things.</p>                                                                                                                  |
| 5: | <p><b>Genre: Diary Entry</b></p> <p>Year 4</p> <p>To identify diary entry features.</p> <p>To explore thoughts and feelings.</p> <p>To use first person diary voice.</p> <p>To use Outside/inside sentence.</p> <p>Year 5</p> <p>To analyse diary entry features.</p> <p>To infer thoughts, feelings and motives,</p> <p>To use an authentic first-person voice.</p> <p>To use Outside/Inside sentences for contrast.</p> <p>Guided Reading: To explain ideas, language and author choices.</p> <p>SPAG:</p> <p>Y4 To use apostrophes for possession.</p> <p>Y5 To use commas for parenthesis.</p> | <p><b>LOS</b></p> <p>To recognise Roman numerals up to 10.</p> <p>To recognise Roman numerals up to 100.</p> <p>To understand negative numbers in context.</p> <p>To consolidate place value through reasoning and problem solving.</p> <p>To read Roman numerals up to 1000.</p> <p>To recognise years written in Roman numerals.</p> <p>To count forwards and backwards through zero.</p> <p>To consolidate place value through reasoning and problem solving.</p> | <p><b>LO To make deductions about people in Tudor England using inventories.</b></p> <p>Children will read the statements about various inventories they have studied and sort them accordingly.</p> | <p><b>LO: To identify the main nutrient groups and their simple functions.</b></p> <p>Children will use food packaging and information sources to identify the seven nutrient groups, examples of foods that contain them and why they are needed by the body.</p> | <p><b>LO: To apply knowledge of 2Quiz to design an educational quiz based on a chosen topic.</b></p> <p>Using 2Quiz, children will create an engaging quiz that others can play.</p> | <p><b>LO: To apply an understanding of drawing processes to revisit and improve ideas.</b></p> <p>Children will create their drawings on their printed backgrounds.</p> | <p><b>LO: To describe how and why we should treat others with kindness and respect.</b></p> <p>Children will explore how comments about bodies can affect feelings, then create kind message cards to promote respect and positive language.</p> | <p><b>LO Gymnastics LO: To explore different methods of travelling, linking actions in both canon and synchronisation.</b></p> <p>Children will create a sequence and decide where to use canon and synchronisation for the best outcome.</p> <p><b>Netball LO: To defend an opponent and know when to try and intercept.</b></p> <p>Children will recap the contact rule, and play some 2v1 mini games, deciding whether to intercept or not.</p> | <p><b>LO: To use hieroglyphs and stave notation to write a piece of music.</b></p> <p>Groups will compose a piece of music suitable for an Egyptian funeral.</p> | <p><b>LO To apply knowledge of vocabulary and grammar to a piece of writing.</b></p> <p>Write a short paragraph (e.g., describing a family, pet, or favorite item), applying correct noun-adjective agreement and known vocabulary.</p> |

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| 6: | <p><b>LOS</b><br/>Year 4<br/>To sequence events using time adverbials.<br/>To plan a diary entry.<br/>To write a diary entry.<br/>To edit and improve a diary entry.</p> <p>Year 5<br/>To create flow using adverbials and conjunctions.<br/>To plan a diary entry across key events.<br/>To write a detailed diary entry.<br/>To edit for clarity, accuracy and effect.<br/><b>Guided Reading: To summarise key events and characters from a text.</b><br/><b>SPAG:</b><br/><b>Y4 To use fronted adverbials.</b><br/><b>Y5 To use subordinating conjunctions.</b></p> | <p><b>LOS</b><br/>To add and subtract 1s, 10s, 100s and 1000s.<br/>To add up to two 4-digit numbers without exchange.<br/>To add two 4-digit numbers.<br/>To add two 4-digit numbers with one exchange.<br/><b>To add and subtract larger numbers mentally using place value.</b><br/><b>To add numbers with more than 4 digits without exchange.</b><br/><b>To add larger numbers using written methods.</b><br/><b>To add numbers with more than 4 digits, including exchange.</b></p> | <p><b>LO To create an inventory for a person from the Tudor times.</b><br/>The children will create an inventory for John Blanke showing what he left behind and what his life might have been like.</p> | <p><b>LO: To explain what makes a balanced diet.</b><br/>Children will compare balanced and unbalanced meals, explore how nutrition knowledge is used in different jobs.</p>                     | <p><b>LO: To be able to refine, test and share completed quizzes.</b><br/>Children will test their quizzes to refine and improve their own before testing others.</p> | <p><b>LO: To improve and refine ideas.</b><br/>Children will finish their art projects, adding to or improving any elements using what they have learnt about the techniques.</p> | <p><b>LO: To identify trusted adults and explain how they can help with worries about growing up and change.</b><br/>Children will identify trusted adults they can talk to about growing up and discuss how adults can help with worries.</p> | <p><b>Gymnastics LO: To perform progressions of inverted movements.</b><br/>Children will perform different actions at different speeds in order for them to be able to perform an inverted movement.<br/><b>Netball LO: To develop attacking skills to score under pressure.</b><br/>Children will identify the best area to shoot to create a higher percentage chance of success.</p>                                                          | <p><b>LO: To use hieroglyphs and stave notation to perform a piece of music.</b><br/>Pupils will use their own compositions to perform their music.</p> | <p><b>LO: To edit and improve a short piece of French writing.</b><br/>Children will reread their own French sentences or paragraph, checking noun gender, plural forms, adjective agreement and spelling before improving their final version.</p> |
| 7: | <p><b>LOS</b><br/>Year 4<br/>To explore a character's viewpoint.<br/>To gather ideas for writing in role.<br/>To plan a short piece in role.<br/>To write in role as a character.<br/>To edit and present a final piece.</p> <p>Year 5<br/>To analyse a character's viewpoint.<br/>To gather evidence for writing in role.<br/>To plan a developed piece in role.<br/>To write in role with voice and detail.<br/>To edit for accuracy, clarity and effect.</p>                                                                                                        | <p><b>LOS</b><br/>To add two 4-digit numbers with more than one exchange.<br/>To subtract up to two 4-digit numbers without exchange.<br/>To subtract two 4-digit numbers.<br/>To subtract two 4-digit numbers with one exchange.<br/><b>To add several larger numbers using column addition.</b><br/><b>To subtract numbers with more than 4 digits without exchange.</b><br/><b>To subtract larger numbers using place value.</b><br/><b>To subtract numbers with more</b></p>         | <p><b>Skills catcher</b><br/>Children will complete the skills catcher to showcase what they now know about the Tudors.</p>                                                                              | <p><b>The Big Question: What effect does movement and nutrition have on us?</b><br/>Children will complete their double page spread to showcase what they know about movement and nutrition.</p> | <p><b>LO: Evaluate a completed quiz.</b><br/>Children will review their own and other quizzes and evaluate them.</p>                                                  | <p><b>Art Exhibition:</b><br/>Children will display their art and evaluate their own and other pieces of art.</p>                                                                 | <p><b>End of unit review</b><br/>Children will create a poster to show others about some of the changes as they grow and what they can do if they are worried.</p>                                                                             | <p><b>Gymnastics LO: To perform progressions of inverted movements.</b><br/>Children will develop the inverted movements from the previous lesson and combine them with some of their other actions to create a sequence including both.<br/><b>Netball LO: To use and apply skills, principles and tactics to a game situation.</b><br/>Children will play some games to showcase the different skills they have learnt throughout the term.</p> | <p><b>Music Assessment Quiz</b><br/>Children will complete the music assessment quiz.</p>                                                               | <p><b>LO French Unit Assessment.</b><br/>Children to complete the end of unit assessment quiz using the French language skills they have learnt.</p>                                                                                                |

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|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | than 4 digits with one exchange.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                |                                                                                                                                                                                                               |                                                                                                                                                      |                                                                                                                                                                     |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                             |                                                                                                                                                       |
| Half Term.     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                |                                                                                                                                                                                                               |                                                                                                                                                      |                                                                                                                                                                     |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                             |                                                                                                                                                       |
| Week:          | <b>Literacy</b><br>Explanation text, Narrative, Recount<br>Key Text: Broken Spectre by Linda Newbery                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Maths</b><br>Multiplication and Division, Addition and Subtraction, Measure and Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Geography</b><br>What is life like in the Alps?                                             | <b>Science</b><br>Forces and Space: Forces and Magnets                                                                                                                                                        | <b>Computing</b><br>Databases                                                                                                                        | <b>DT</b><br>Cooking and Nutrition: Developing a recipe                                                                                                             | <b>RE</b><br>What do people think about God?                                                                                                                                                                                                                          | <b>PE</b><br>Dance & Tennis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Music</b><br>Blues                                                                                                                                       | <b>MFL</b><br>Space Exploration in French                                                                                                             |
| Key Vocabulary | Cause, Effect, Chronological, Tension, Cohesion,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Multiple, Factor, Prime, Equivalent, Improper fraction.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Atlas, Climate, Temperate, Hemisphere, Glacier                                                 | Attract, contact force, electromagnet, force, friction                                                                                                                                                        | Condition, Query, Database, Validation, Operator                                                                                                     | Adaptation, Balanced, Enhance, Nutritional Value, Hygiene                                                                                                           | Theist, Atheist, Agnostic, Secular, Worldview.                                                                                                                                                                                                                        | Formations, Dynamics, 8-count, Ground Stroke, Base line                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 12-bar-blues, Flat, Chord, improvisation, expression                                                                                                        | le Soleil, une planète, grand, petit, la Lune                                                                                                         |
| 8:             | <b>Genre: Explanation Text</b><br>Year 4<br>To identify explanation text features.<br>To understand cause and effect.<br>To use conjunctions to explain ideas.<br>To organise ideas in order.<br>Year 5<br>To analyse explanation text features.<br>To explain cause and effect clearly.<br>To use precise causal conjunctions.<br>To organise ideas logically.<br><b>Guided Reading:</b><br>To explore the meaning of unfamiliar vocabulary in context.<br><b>SPAG:</b><br><b>Y4:</b> To use causal conjunctions.<br><b>Y5:</b> To use adverbials for cohesion. | <b>LOS</b><br>To subtract two 4-digit numbers with more than one exchange.<br>To estimate answers to addition and subtraction calculations.<br>To use inverse operations to check addition and subtraction calculations.<br>To solve one-step addition and subtraction problems.<br>To subtract numbers with more than 4 digits with more than one exchange.<br>To check answers using estimation and rounding.<br>To use inverse operations to check addition and subtraction calculations.<br>To solve single-step addition and subtraction problems. | <b>LO: To locate the Alps on a map.</b><br>Using maps, children will locate and label the Alps | <b>LO: To describe the effects of contact forces.</b><br>Children will identify whether each force is a push, pull or twist, then draw and label force arrows on diagrams to show the direction of the force. | <b>LO: To understand what a database is.</b><br>Children explore examples of databases and identify how information is stored in records and fields. | <b>LO: To understand how ingredients are reared and processed.</b><br>Children will create a storyboard about beef production for recipes like spaghetti Bolognese. | <b>LO: To recognise how people might respond to scenarios based on their varying religious beliefs.</b><br>Children will explore the terms theist, atheist, agnostic and secular, then discuss how people with different beliefs might respond to everyday scenarios. | <b>Dance LO: To create a dance using random structure and perform the actions showing quality and control.</b><br>Children will listen to a piece of music and come up with some actions to perform, making sure they stay in time and perform with control.<br><b>Tennis LO: To return the ball using a forehand groundstroke under pressure.</b><br>Children will make sure that they are using the correct sideways stance when they are returning the ball to their partner during a serve and return sequence. | <b>LO: to know some features of blues music.</b><br>After listening to a piece of blues music, children will discuss the main things they noticed about it. | <b>LO: To identify keywords and phrases.</b><br>Children will listen to spoken French about the Solar System and work in groups to identify keywords. |
| 9:             | <b>LOS</b><br>Year 4<br>To plan an explanation text.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>LOS</b><br>To solve one-step subtraction problems.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>LO: To locate the key physical and human</b>                                                | <b>LO: To recognise the effects and uses of friction.</b>                                                                                                                                                     | <b>LO: To identify fields and records in a database.</b>                                                                                             | <b>LO: To make adaptations to design a recipe.</b>                                                                                                                  | <b>LO: To understand that people have different beliefs about God.</b>                                                                                                                                                                                                | <b>Dance LO: To understand how changing dynamics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>LO: To play the first line of the 12-bar blues.</b>                                                                                                      | <b>LO: To create metaphors in French.</b><br>Children will use dictionaries and their                                                                 |

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|     | <p>To write an introduction.<br/>To write clear explanation paragraphs.<br/>To edit an explanation text.<br/>Year 5<br/>To plan a detailed explanation text.<br/>To write a clear introduction.<br/>To use De:De sentences for explanation.<br/>To edit for clarity and cohesion.<br/><b>Guided Reading:</b><br/>To infer a character's thoughts, feelings and motives.<br/><b>SPAG:</b><br/><b>Y4:</b> To use commas after fronted adverbials.<br/><b>Y5:</b> To use colons for explanation.</p>                                                                               | <p>To solve two-step addition and subtraction problems.<br/>To recall and use the 4- and 8-times tables.<br/>To identify multiple of 3.<br/>To solve single-step addition and subtraction problems, choosing efficient methods.<br/>To solve multi-step addition and subtraction problems.<br/>To identify multiples and common multiple.<br/>To identify factors and common factors.</p> | <p><b>characteristics of the Alps.</b><br/>Children will use a topographical map and use it to highlight the land heights above sea level.</p>                                                                                 | <p>Children will explore how friction affects movement by testing how far different bottle caps slide across a shiny floor.</p>                                                                                                       | <p>Children look at sample databases and sort information into suitable categories.</p>                                                                  | <p>Children will look up alternative Bolognese recipes before coming up with their own, considering the nutritional benefits.</p>                                                                                                                     | <p>Children will compare simple statements from different worldviews and place them on a belief scale, explaining whether they show theist, atheist or agnostic views.</p>                                                                | <p><b>chances the appearance of the performance.</b><br/>The children will consider the actions they perform and how they could change with the music.<br/><b>Tennis LO: To return the ball using a backhand groundstroke under pressure.</b><br/>Children will serve the ball for their partner to return using a backhand groundstroke making sure the racket contacts the ball when the racket face is facing their partner.</p> | <p>Children will have a go at playing the chords required for the 12-bar blues.</p>                                                                                                                                                          | <p>knowledge of noun–adjective agreement to write creative French metaphors about the Sun or Moon.</p>                                                                                                   |
| 10: | <p><b>Genre: Narrative</b><br/>Year 4<br/>To explore narrative structure.<br/>To describe characters and settings.<br/>To build tension using vocabulary.<br/>To use dialogue in a narrative.<br/>Year 5<br/>To analyse narrative structure.<br/>To create atmosphere and character.<br/>To build tension using sentence structure.<br/>To use dialogue to develop character.<br/><b>Guided Reading:</b><br/>To predict what might happen using evidence from the text.<br/><b>SPAG:</b><br/><b>Y4:</b> To punctuate direct speech.<br/><b>Y5:</b> To use relative clauses.</p> | <p><b>LOS</b><br/>To multiply and divide by 6.<br/>To use mixed practice with the 6 times table.<br/>To multiply and divide by 9.<br/>To use links between the 3, 6 and 9 times tables.<br/>To identify prime numbers.<br/>To identify square numbers.<br/>To identify cube numbers.<br/>To multiply by 10, 100 and 1000.</p>                                                             | <p><b>LO: To describe the physical and human features of an Alpine region.</b><br/>Children will research Innsbruck and write a short description of the location, climate, population, leisure, transport and vegetation.</p> | <p><b>LO: To plan an investigation using variables.</b><br/>Children will plan and carry out a friction investigation using different ramp surfaces, measuring how far a car travels and using the results to write a conclusion.</p> | <p><b>LO: To design a database for a specific purpose.</b><br/>Children decide what information needs to be collected and choose appropriate fields.</p> | <p><b>LO: To evaluate nutritional content.</b><br/>Children will look at the nutritional value of different recipes and how changing quantities affects the nutritional balance of a meal before making the final decisions for their own recipe.</p> | <p><b>LO: To explore how religious people describe God.</b><br/>Children will look at examples of how God is described in different religions, such as Christianity, Islam, Judaism or Hinduism, and create a word bank of key ideas.</p> | <p><b>Dance LO: To understand and use relationships and space to change how a performance looks.</b><br/>Children will be using their actions from the previous lessons and deciding where they would be performed and if they are cannon or unison to effect what the performance looks like.<br/><b>Tennis LO:</b></p>                                                                                                            | <p><b>LO: To be able to play the 12-bar blues.</b><br/>Children will learn the sequence of the chords they have learnt so that they can play the 12-bar blues. They will practice playing their instrument to play the piece as a whole.</p> | <p><b>LO: To make comparisons in French.</b><br/>Children will work in pairs to describe and compare planets, using modelled French phrases to say which are bigger or smaller and hotter or colder.</p> |

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| 11: | Assessment Week                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>LOS</b><br>To multiply and divide by 7.<br>To multiply and divide by 11.<br>To multiply and divide by 12.<br>To multiply and divide by 1 and 0.<br>To divide by 10, 100 and 1000.<br>TO multiply and divide by 10, 100 and 1000.<br>To multiply numbers mentally using known facts.<br>To multiply 4-digit numbers by 1 digit. | <b>LO: To investigate what there is to do in the local area using data collection.</b><br>The class will walk around the local area, the children need to add the OS map symbols to the correct locations on their maps.       | <b>LO: To describe the effects of magnets.</b><br>Children will explore how magnets attract and repel, then test different materials to sort them into magnetic and non-magnetic groups.  | <b>LO: To create a database by entering information accurately.</b><br>Children build their database and input records carefully.       | <b>LO: To practice food preparation skills.</b><br>Children will practice some of the steps involved in the food preparation process and explain some of the important factors when doing so, including safety, hygiene, and the order. | <b>LO: To explore how people express beliefs about God through worship and prayer.</b><br>Children will compare how different believers may pray, worship or reflect, and identify similarities and differences in how belief is shown.             | <b>Dance LO: To cope and repeat movement in the style of rock ‘n’ roll.</b><br>Children will use the actions provided to perform in the style of the music.<br><b>Tennis LO: To use a variety of shots to keep a continuous rally going.</b><br>Children will use the shots they have practiced to make a rally last as long as possible.                                                        | <b>LO: To be able to play the blues scale on a tuned instrument.</b><br>Children will learn the notes in the blues scale to enable them to improvise a piece.                      | <b>LO: To develop understanding of adjectival agreement.</b><br>Children will complete a progressive challenge to choose and justify the correct French adjectives in sentences. |
| 12: | <b>LOS</b><br>Year 4<br>To plan a narrative.<br>To write a narrative opening.<br>To write a build-up and problem.<br>To write a resolution and ending.<br>Year 5<br>To plan a developed narrative.<br>To write an atmospheric opening.<br>To write a cohesive build-up and problem.<br>To write an effective resolution and ending.<br><b>Guided Reading: To retrieve key information about characters and events.</b><br><b>SPAG</b><br><b>Y4: To use fronted adverbials.</b><br><b>Y5: To link paragraphs with adverbials.</b> | Assessment Week                                                                                                                                                                                                                                                                                                                   | <b>LO: To understand similarities and differences between the local area and an Alpine area.</b><br>Using the information found out about Innsbruck, children will compare the human and physical geography of the local area. | <b>LO: To compare the properties of different types of magnets.</b><br>Children will investigate the strength of different magnets, record results and present their data in a bar chart. | <b>LO: To build queries to find information.</b><br>Children use search tools and filters to find specific information in the database. | <b>LO: To design a product label.</b><br>Children will design and create a label for their Bolognese sauce.                                                                                                                             | <b>LO: To understand that some people do not believe in God but still have values and beliefs.</b><br>Children will learn about non-religious worldviews, such as Humanism, and discuss how people can make moral choices without religious belief. | <b>Dance LO: To work with a partner to copy and repeat actions in time with the music.</b><br>Using bouncy and quick dynamics, children will perform the dance with their partner.<br><b>Tennis LO: To develop the underarm serve and understand the rules of serving.</b><br>Children will practice throwing the ball to the correct height to enable them to serve under arm to their partner. | <b>LO: To be able to improvise with notes from the blues scale.</b><br>Children will use the blues scale to improvise a short section of a song to go along with the 12-bar blues. | <b>LO: To form questions to ask about an alien planet.</b><br>Children will work in pairs to ask and answer questions in French about mystery alien planets.                     |
| 13: | <b>Genre: Recount</b><br>Year 4<br>To identify recount features.<br>To sequence events chronologically.<br>To use first person or third person.                                                                                                                                                                                                                                                                                                                                                                                  | <b>LOS</b><br>To solve problems using multiplication and division facts.<br>To understand fraction as parts of a whole.                                                                                                                                                                                                           | <b>LO: To understand the human and physical geography of the Alps.</b><br>Create a tourist brochure about                                                                                                                      | <b>LO: To explain the uses of magnets.</b><br>Children will research different uses of magnets and present and share their findings.                                                      | <b>LO: To solve problems using a database.</b><br>Children answer questions by choosing the correct fields, records and queries.        | <b>LO: To follow and make an adapted recipe.</b><br>Children will follow their adapted recipe to make the Bolognese.                                                                                                                    | <b>LO: To reflect respectfully on different beliefs about God.</b><br>Children will respond to the question “What do people think about God?” by creating a balanced                                                                                | <b>Dance LO: To work collaboratively with a group to choreograph a dance in the style of Rock ‘n’ Roll.</b><br>Children will think about and add to their dance routines using different levels and formation to                                                                                                                                                                                 |                                                                                                                                                                                    | <b>LO: To write a short description of a planet in French.</b><br>Children will use key vocabulary, adjectives and comparison phrases to write a short description of a          |

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|     | <p>To use time adverbials.<br/>Year 5<br/>To analyse recount features.<br/>To organise events clearly.<br/>To maintain viewpoint in a recount.<br/>To use adverbials for flow.</p> <p><b>Guided Reading:</b><br/>To summarise the main events in a section of the text.</p> <p><b>SPAG:</b><br/><b>Y4:</b> To use past tense accurately.<br/><b>Y5:</b> To use cohesive devices.</p>                                                                                                                                                                            | <p>To understand fractions greater than 1.<br/>To understand mixed numbers.<br/>To multiply 2-digit numbers by 2 digits.<br/>To identify equivalent fractions.<br/>To identify equivalent non-unit fractions.<br/>To convert improper fractions to mixed numbers.</p>                                                                                                | all the information they have found out about the Alps.                                                                                                            |                                                                                                                                                                                   |                                                                                                                                                         |                                                                                                                                                    | explanation showing different viewpoints and respectful language.                                                          | <p>make the dance look interesting.<br/><b>Tennis LO: To develop the volley and understand when to use it.</b><br/>Children will play volley shots back to their partner, hitting the ball in front of them with no swing.</p>                                                                                                                           |                                                                                                                                                  | real or imaginary planet.                                                                         |
| 14: | <p><b>LOS</b><br/>Year 4<br/>To plan a recount.<br/>To write a recount opening.<br/>To write detailed recount paragraphs.<br/>To edit and improve a recount.<br/>Year 5<br/>To plan a detailed recount.<br/>To write an engaging recount opening.<br/>To write developed recount paragraphs.<br/>To edit for clarity, accuracy and effect.</p> <p><b>Guided Reading:</b><br/>To explain how a character changes throughout the text.</p> <p><b>SPAG:</b><br/><b>Y4:</b> To use paragraphs to organise events.<br/><b>Y5:</b> To use commas for parenthesis.</p> | <p><b>LOS</b><br/>To compare and order mixed numbers.<br/>To identify equivalent fractions.<br/>To simplify equivalent fractions.<br/>To identify equivalent fraction families.<br/>To convert mixed numbers to improper fractions.<br/>To compare fractions less than 1.<br/>To order fractions less than 1.<br/>To compare and order fractions greater than 1.</p> | <p><b>LO: What is it like to live in the Alps?</b><br/>Children will complete the end of unit assessment to show what they have learnt about life in the Alps.</p> | <p><b>The big question: Forces and Space: What forces are around me?</b><br/>Children will complete their double page spread to show what they know about forces and magnets.</p> | <p><b>LO: To evaluate and improve a database.</b><br/>Children review whether their database works well, check for errors and suggest improvements.</p> | <p><b>To evaluate the cooked recipe.</b><br/>The children will look at their cooking and say what was good, and what could have been improved.</p> | <p><b>End of unit quiz.</b><br/>The children will use the end of unit quiz to show what they have learnt in this unit.</p> | <p><b>Dance LO:</b><br/>Children will perform their final dance pieces and critique each performance providing feedback where appropriate.<br/><b>Tennis LO: To apply skills and principles to playing against an opponent.</b><br/>Children will use the different skills they have learnt to apply them to a game situation against their partner.</p> | <p><b>LO: To perform a blues piece.</b><br/>Children will perform their own pieces and peer assess if it meets the qualities of blues music.</p> | <p><b>End of unit assessment.</b><br/>Children will complete the end of unit assessment quiz.</p> |