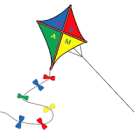


Ancient Greece: Leaving a Legacy

Writing Year 4 and Year 5	
<p>Epic adventure story Text Driver: The Odyssey by Gillian Cross</p> <p>-Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary</p> <p>- Use figurative language such as similes, alliteration to build a picture in the reader's head</p> <p>Plan their writing by:</p> <p>-Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>-Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>-In writing narratives, consider how authors have developed characters and settings</p> <p>Draft and write by:</p> <p>-Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>-Use a wide range of clause structures, sometimes varying their position within the sentence</p> <p>-Linking ideas across paragraphs through tense choice (he had seen her before)</p> <p>-Use a wide range of devices to build cohesion within paragraphs</p> <p>-In narratives, describing settings, characters and atmosphere</p> <p>Evaluate and edit by:</p> <p>• Assessing the effectiveness of their own and others' writing</p> <p>• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Year 4/5 separate grammar focus:</p> <p>- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial</p> <p>-Using commas to clarify meaning or avoid ambiguity in writing</p>	<p>Non-fiction text, in the style of 'The Wonder Garden', about an island and its creatures visited by Odysseus Text Driver: The Wonder Garden by Jenny Broom</p> <p>Openings and closings are clearly signaled and well developed</p> <p>- Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences</p> <p>- Use conjunctions, adverbs and prepositions to express time and cause for cohesion</p> <p>- Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary</p> <p>-Use a wide range of devices to build cohesion within paragraphs</p> <p>- Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) and through tense choice (he had seen her before)</p> <p>-Choose the appropriate register for the audience and purpose (formal or informal)</p> <p>Year 4/5 separate grammar focus:</p> <p>- Use the present perfect form of verbs in contrast to the past tense</p> <p>- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial</p> <p>-Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use semi colons, colons or dashes to mark boundaries between independent clauses</p> <p>-</p>

Mathematics Year 4 and Year 5		
<p>Place Value</p> <p>- Recognise the place value of each digit in a four-digit number</p> <p>-Count in multiples of 25 and 1000</p> <p>-Find 1000 more or less than a given number</p> <p>-Identify, represent and estimate numbers using different representations</p> <p>- Round any number to the nearest 10, 100</p> <p>solve number and practical problems</p> <p>-Read Roman numerals to 100 (I to C)</p> <p>• Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</p> <p>-Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10,000 and 100,000 \$ solve number problems and practical problems</p> <p>- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p>	<p>Addition and subtraction</p> <p>- Add and subtract numbers up to 4 digits</p> <p>-Solve addition and subtraction problems in contexts, deciding which operations and methods to use and why in the context of statistics</p> <p>- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. estimate and use inverse operations to check answers to a calculation.</p> <p>- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>-Statistics: complete, read and interpret information in tables, including timetables.</p> <p>-Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>-Solve comparison, sum and difference problems using information presented in a line graph</p>	<p>Multiplication and division</p> <p>-Recall 2/3/4/5/6/8 multiplication and division facts for multiplication tables (all tables year 5).</p> <p>-solve problems involving multiplying and adding using the distributive law to multiply two digit numbers by one digit and integer scaling problems</p> <p>-Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>-Know and use the vocabulary of prime numbers</p> <p>-Multiply and divide numbers mentally drawing upon known facts</p> <p>-Multiply and divide whole numbers and those involving decimals by 10, 100</p> <p>-Solve problems involving addition, subtraction, multiplication and division</p> <p>-Solve problems involving addition, subtraction, multiplication and division including using their knowledge of factors and multiples, squares and cubes</p>

Willow Class Wider Subject areas						
<p>Science</p> <p><i>Materials: States of Matter</i></p> <p>WALT: To be able to compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>WS: To be able to set up a fair test.</p> <p>WS: To be able to use results to draw simple conclusions</p> <p>WALT: To be able to observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>WS: To be able to use a data logger to take accurate measurements.</p> <p>WS: To be able to use a thermometer to take accurate measurements.</p> <p>WS: to be able to set up a fair test</p> <p>WALT: To be able to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with</p>	<p>Computing</p> <p><i>Online Safety:</i></p> <p>-Understand the SMART rules to online safety</p> <p>-Understand the importance of personal privacy online</p> <p>-Search safely online</p> <p>-Evaluate ways to communicate online</p>	<p>PE</p> <p><i>Parkour</i></p> <p>-Improve the ability to change direction and co-ordinate body movements while interacting with obstacles</p> <p>- Demonstrate creative solutions to a movement challenges</p> <p><i>Tag Rugby</i></p> <p>-Develop an understanding of the attacking and defending principles of invasion games</p>	<p>Art and Design</p> <p><i>Sculpture: Modroc</i></p> <p><i>Creating our own Ancient Greek vases</i></p> <p>-Explore and evaluate existing designs</p> <p>-Plan a design for our own sculpture (Greek vase)</p> <p>-Practise a range of techniques for building, joining and decorating</p> <p>-Select materials based on their properties</p> <p>-Create and evaluate our sculptures</p>	<p>History</p> <p><i>- Ancient Greece - a study of Greek life and achievements and their influence on the western world</i></p> <p><i>-Ancient History through Movement</i></p> <p>-Examine evidence to follow a line of enquiry about the Ancient Greeks</p> <p>-Make deductions about Ancient Greek life using pottery evidence</p> <p>Work out valid and non-valid reasons for Athens' victory at the Battle of Marathon</p>	<p>RE</p> <p><i>Creation & Fall / Stewardship</i></p> <p>-Express creatively the Christian belief in stewardship and reflect on my own</p> <p>-Recognise that a Christian view of stewardship may be informed by the creation story</p> <p>-Accurately describe a Christian view on stewardship</p> <p>-Discern the value of stewardship to Christians</p>	<p>French</p> <p><i>Describing People</i></p> <p>-Saying colours that are useful for describing hair & eyes</p> <p>-Describing physical features</p> <p>-Describing a person's personality</p> <p>-Saying what they are wearing</p>

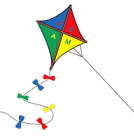


Ancient Greece: Leaving a Legacy

temperature. To be able to use straightforward scientific evidence to answer questions or to support their findings.	WS: -Use strategies and tactics to outwit the opposition -Develop an understanding of the importance of fair play while self-managing games			-Explore different versions of a historical event Discover the influence of the Greek empire	-		
The Big events this term are: Ancient Greek Day and Workshop (Historic Histories) The Core values and learning keys we will be focusing on are: evaluate, explore, teamwork							

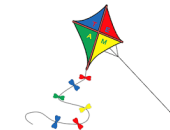
READING – PHASE 1 OBJECTIVES YEAR 4 BELOW / YEAR 5 NEXT PAGE

Year 4	READING							
	Word Reading	Themes and Conventions	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect
Ongoing, in-school provision and approaches	<ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they read: <ul style="list-style-type: none"> listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what others say 							
Phase 1	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Can apply Hampshire or School chosen Autumn Term core spelling curriculum knowledge when reading 	<ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they read Use, select and read books that are structured in different ways for the appropriate purposes Identify themes and conventions in a wide range of books Make RELEVANT links to other known texts or personal experience Recognise themes in age-appropriate texts, such as bullying Recognise conventions in age-appropriate texts, such as the use of 'the power of 3' (wishes, characters, e.g. the king's 3 sons etc.) in fairy stories and folk tales Identify a range of presentational devices used to guide the reader in non-fiction, e.g. appropriate subheadings 	<ul style="list-style-type: none"> Understand what they read, in books they can read independently Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Use known strategies appropriately to establish meaning Ask questions to improve their understanding of a text Self-correct misread words when reading age-appropriate texts and suggest the meaning of new words in context Discuss understanding as it develops and explain the meaning of words in context Use dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarising these Summarise main details from more than one paragraph in a few sentences, using vocabulary from the text 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction Recognise and distinguish between fact and opinion Use features to locate information e.g. contents, indices, subheadings Locate information using skimming, scanning and text marking 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, asking questions, listening and responding to others Discuss words and phrases that capture the reader's interest and imagination Recognise some different forms of poetry (for example, free verse, narrative poetry) 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied based on references to the text Make plausible predictions based on knowledge of the text Infer character's feelings, thoughts and motives of main characters from their actions, and justifying inferences with sound evidence 	<ul style="list-style-type: none"> Identify how language, structure, and presentation contribute to meaning Discuss how language used has an effect on the reader Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration and explain the effect on them as a reader













Ancient Greece: Leaving a Legacy

Year 5	READING							
	Word Reading	Themes and Conventions	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect
Ongoing, in-school provision and approaches	<ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what they read: <ul style="list-style-type: none"> ○ continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ read books that are structured in different ways and read for a range of purposes ○ increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions ○ recommend books that they have read to their peers, giving reasons for their choices ○ learn a wider range of poetry by heart ○ prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary <ul style="list-style-type: none"> ○ Provide reasoned justifications for their views 							
Phase 1	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet • Can apply Hampshire or School chosen Autumn Term core spelling curriculum knowledge when reading 	<ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and show some awareness of the various purposes for reading by using, selecting and reading books that are structured in different ways for the appropriate purposes • Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in a wide range of writing e.g. 'heroism' or 'loss', across a range of age-appropriate texts, explaining the theme in the context of the writing • Discuss how the organisation of a text supports its purpose, e.g. persuading, explaining, informing etc. 	<ul style="list-style-type: none"> • Ask pertinent and helpful questions to improve their understanding of a text • Use contextual and genre knowledge to determine alternate meanings of known words 	<ul style="list-style-type: none"> • Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Distinguish between statements of fact and opinion and understand why this is important to interpreting the text • Identify main ideas drawn from more than one paragraph and summarise these, identifying the key details that support the main idea 	<ul style="list-style-type: none"> • Retrieve and record information from non-fiction by using features to locate information e.g. contents, indices, subheadings • Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen • Retrieve, record and present information from non-fiction extracting information from age-appropriate texts and make notes using quotation and reference to the text 	<ul style="list-style-type: none"> • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • Identify and explain the author's point of view with reference to the text • Make comparisons within and across books by comparing information, characters or events within and between age-appropriate texts • Provide reasoned justifications for their views. 	<ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text and wider experiences • Make predictions and express opinions, explaining and justifying these with reference to the text 	<ul style="list-style-type: none"> • Identify how language, structure, and presentation contribute to meaning, giving relevant examples to illustrate • Identify and comment on genre-specific language features used in age-appropriate texts, e.g. related language to convey information in a non-fiction text • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Understand and begin to use technical terms to discuss language effects, e.g. simile, metaphor, personification, with reference to the text



TSM Learn to Read Intent – YR 4/5 Willow Cycle A

AUTUMN 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
VIPERS Taught	 		 	 			
WALTS	<p>WALT: identify and explore themes and conventions in Greek mythology Challenge: I can ask questions about myths as a genre</p> <p>WALT: summarise a longer piece of text</p>	<p>WALT: make inferences about how a character is feeling at different points in the text Challenge: I can use evidence from the text to explain my reasoning</p>	<p>WALT: use strategies to work out unfamiliar words Challenge: I can explain the strategies I've used</p> <p>WALT: retrieve information from a fictional non-fiction text Challenge: I can justify my reasons with evidence from the text</p>	<p>WALT: make inferences about a character based on what they say/do Challenge: I can use evidence from the text to explain my reasoning</p> <p>WALT: retrieve information from a non-fiction text Challenge: I can decide how to organise my information</p>	<p>WALT: retrieve information from a non-fiction text Challenge: I can create a retrieval quiz for a partner to answer based on information in the text</p>	<p>WALT: identify organisational features in an information text Challenge: I can explain why the author has uses certain features</p>	<p><u>Re-enacting our favourite myths!</u> In groups, we planned, re-enacted and filmed our favourite myths – we needed to use our summarising skills to show our viewer the key characters and events!</p>
Text Types	- Myths	-Myths	-Fictional non-fiction (The Troy Ploy)	- myth - information texts	-Non-chron report	Leo and the Gorgon's Curse – fictional text	- range of myths studied this half term FILMING RE-ENACTMENTS FOR PARENT EVENT