Willow Class Half Term Learning grid
Autumn 1: Journeys of Transformation

Writing Year 4 and Year 5

Descriptive writing:

Note and develop initial ideas, drawing on reading and research where necessary
Identify audience for, and purpose of, the writing
Select the appropriate form and use other similar writing as models for their own
Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
Evaluate and edit by assessing the effectiveness of their own and others' writing
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Use expanded noun phrases to convey complicated information concisely
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Plan their writing by discussing and recording ideas
Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements
Writing is clear in purpose
Use a varied and rich vocabulary
Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. *the strict maths teacher with curly hair*

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Instruction writing: How to make delicious ice cream

Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining
Note and develop initial ideas, drawing on reading and research where necessary
Identify audience for, and purpose of, the writing
Select the appropriate form and use other similar writing as models for their own
Evaluate and edit by assessing the effectiveness of their own and others' writing
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Use expanded noun phrases to convey complicated information concisely
Use brackets, dashes or commas to indicate parenthesis
Non-narrative material uses simple organisational devices
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Plan their writing by discussing and recording ideas
Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements
Writing is clear in purpose
Use conjunctions, adverbs and prepositions to express time and cause for cohesion
Compose and rehearse sentences orally (including dialogue)
Use an increasing range of sentence length and structure
Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair

Persuasive writing and pitches

Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining
Note and develop initial ideas, drawing on reading and research where necessary
Identify audience for, and purpose of, the writing
Select the appropriate form and use other similar writing as models for their own
Evaluate and edit by assessing the effectiveness of their own and others' writing
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Use expanded noun phrases to convey complicated information concisely
Use brackets, dashes or commas to indicate parenthesis
Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
Non-narrative material uses simple organisational devices
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Plan their writing by discussing and recording ideas
Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements
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Mathematics Year 4 and Year 5

Place Value

- Recognise the place value of each digit in a four-digit number
-Count in multiples of 25 and 1000
-Find 1000 more or less than a given number
-Identify, represent and estimate numbers using different representations
- Round any number to the nearest 10, 100
solve number and practical problems
-Read Roman numerals to 100 (I to C)
• Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
-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
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Addition and subtraction

- Add and subtract numbers up to 4 digits
-Solve addition and subtraction problems in contexts, deciding which operations and methods to
use and why in the context of statistics
- 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.
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
-Statistics: complete, read and interpret information in tables, including timetables.
-Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
-Solve comparison, sum and difference problems using
information presented in a line graph

Multiplication and division

-Recall 2/3/4/5/6/8 multiplication and
division facts for multiplication tables (all tables year 5).
-solve problems involving multiplying and adding using the distributive law to multiply two digit numbers by one digit and integer scaling problems
-Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
-Know and use the vocabulary of prime numbers
-Multiply and divide numbers mentally drawing upon known facts
-Multiply and divide whole numbers and those involving decimals by 10, 100
-Solve problems involving addition, subtraction, multiplication and division
-Solve problems involving addition, subtraction, multiplication and division including using their knowledge of factors and multiples, squares and cubes

Fractions

-Recognise and show fractions, using diagrams
-Find the effect of dividing a one- or two-digit number by 10 and 100
-Compare and order fractions whose denominators are all multiples of the same number

Willow Class Wider Subject areas

Science

Investigating the states of matter!
-compare and group materials together, according to whether they are solids, liquids or gases
-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)
-identify the part played by evaporation and condensation in the water cycle and how this links with temperature

Computing

Online Safety:
Understand where to go for help and support when you have concerns about content or contact on the internet or other online technologies
-Use technology responsibly and understand that communication online may be seen by others

PE

Outdoor: Netball
-communicate with my team and move into space to keep possession and score.
-identify when I was successful and what I need to do to improve.
-pass, receive and shoot the ball with some control under pressure.
-stay with an opponent and I confident to attempt to intercept.
-know what position I am playing in and how to contribute when attacking and defending
-understand the need for tactics and can identify when to use them in different situations.
-understand the rules of the game and I can apply them honestly most of the time.

Indoor: Dance
-choose actions and dynamics to convey a character or idea.
-copy and remember set choreography.
-provide feedback using appropriate language relating to the lesson.
-respond imaginatively to a range of stimuli relating to character and narrative.
-use changes in timing and spacing to develop a dance.
-use counts to keep in time with others and the music.
-use simple movement patterns to structure dance phrases on my own, with a partne and in a group.

Design and Technology

Designing and evaluating packaging for Ice cream.
- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group – investigate existing products to help with own designs!
- evaluate their ideas and products and make improvements

Geography

Where does our food come from?
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
Describe and understand key aspects of:
• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;
• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

RE

Creation
-Explore what Christians believe, what scientists believe, then discuss our own ideas

P4C

Value, business, enterprise, teamwork, journeys, fairness, money, creativity, innovation

The Core values and learning keys we will be focusing on are: evaluate, explore, teamwork