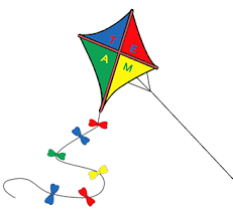


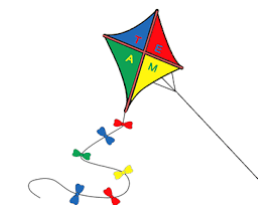
the earth touches the sky

Writing Year 4 and Year 5		
Description and Poetry from literary heritage- Text 'The Magnifying Glass' and 'Journey' -Use figurative language such as similes, alliteration to build a picture in the readers head -Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary - Use fronted adverbials followed by a comma - Fronted prepositional phrases for greater effect Throughout the stormy winter ... Far beneath the frozen soil ... -Use figurative language such as similes, alliteration, metaphors and personification in poetry	Diary Writing: Text 'The Hatmakers' - Openings and closings are clearly signaled and well developed -Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences - Use fronted adverbials followed by a comma - Description or detail in narratives are expanded through a range of vocabulary - Viewpoint is consistently maintained - Use conjunctions, adverbs and prepositions to express time and cause for cohesion -Make deliberate choices of sentence length and structure for impact on the reader with a range of clause structures - Use fronted prepositional phrases for greater effect -Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -Use expanded noun phrases to convey complicated information concisely - Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) - Linking ideas across paragraphs through tense choice (he had seen her before) -Content is balanced e.g. between action/ description/ dialogue	Non-chronological report Openings and closings are clearly signaled and well developed - Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences - Use conjunctions, adverbs and prepositions to express time and cause for cohesion - Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary -Use a wide range of devices to build cohesion within paragraphs - Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) and through tense choice (he had seen her before) - Choose the appropriate register for the audience and purpose (formal or informal) Year 4/5 separate grammar focus: - Use the present perfect form of verbs in contrast to the past tense - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial -Use the perfect form of verbs to mark relationships of time and cause -Use semi colons, colons or dashes to mark boundaries between independent clauses

Mathematics Year 4 and Year 5			
Multiplication and Division Use place value, known and derived facts to multiply and divide mentally -Recall and use multiplication and division facts for 2x, 3x, 4x, 5x, 8x, 10x tables -Use grid arrays for representing x and ÷ facts - Count in multiples of 3 and 4 from zero - Find the area of rectilinear shapes by counting squares -Derive, recall and use multiplication and division facts for 6x and 12x tables - Solve missing number problems and problems involving multiplying and adding (partitioning and recombining) such as 37 x 8 = (30 x 8) + (7 x 8) -Represent multiplication and division facts as grid array, linking to rectangular areas, identifying factors as whole number side lengths of rectangles (area models) -Calculate and compare the area of rectangles using standard units (m2 and cm2) and estimate the area of irregular shapes - Identify factors and multiples, finding all factor pairs of a number and common factors of two numbers. - Know prime numbers to 20 -Use place value to multiply and divide numbers by 10 and 100 -Use knowledge of multiples to estimate division calculations such as 1075÷25 ≈ 40 (4 x 25 = 100) -Multiply numbers up to 4-digits by a one- or two-digit numbers using an appropriate written method	Fractions and Decimals -Count up and down in tenths (proper and decimal fractions) -Recognise that tenths arise from dividing into ten equal parts -Count up and down in hundredths, recognise that hundredths arise from dividing by 100 - Round decimals numbers with one decimal place to the nearest whole number. - Find the effect of dividing a one- or two-digit number by 10 or 100 -Recognise and show families of equivalent fractions using bar model diagrams -Add and subtract fractions with the same denominator , bridging one whole -Identify, name and write equivalent fractions of a given fraction, including tenths and hundredths -Revise adding and subtracting fractions with the same denominator -Compare and order fractions whose denominators are multiples of the same number - Recognise mixed numbers and improper fractions and convert from one to another -Write fractions >1 as a mixed number -Add and subtract fractions with the same denominator beyond 1 and those with denominators that are multiples of the same number - Solve problems involving converting between units of time	Geometry -Compare and classify geometric shapes, including different quadrilaterals and triangles -Identify acute and obtuse angles - Complete a simple symmetric figure with respect to a specific line of symmetry - Describe positions on a 2D grid as coordinates in the first quadrant -Identify 3D shapes from 2D representations - Know angles are measured in degrees - Estimate and compare acute, obtuse, and reflex angles - Identify angles at a point and one whole turn (360°), at a point on a straight line and half a turn (180°),and other multiples of 90°. - Know that there are four right angles in a complete turn and two in a half turn - Identify, describe, and represent the position of a shape following a reflection or translation. Know that the shape has not changed, and internal	Number, Place Value and Measurement (length, mass, time) -Measure and compare lengths in km, m, cm and mm • -Convert between units of length (x / ÷ by 10, 100, 1000) -Measure and compare mass (kg and g) - Know 1000g = 1kg and derive associated facts 500 g = 1/2 kg , 250 g = 1/4 kg , 750 g = 3/4 kg and 100 g = 1/10 kg -Count up and down in hundredths, recognise that hundredths arise from dividing by 100 - Recognise the place value of each digit in a 4-digit number and numbers to one decimal place -Find 1000 more or less than a given number -Order and compare numbers beyond 1000 -Read, write and convert time between analogue and digital 12- and 24-hour clocks -Round decimals with two decimals places to the nearest whole number or tenth -Convert between different units of metric measure (link to scaling x / ÷ 10 , 100 , 1000) -Read scales graded in different sized intervals -Use all four operations to solve problems involving length and mass using decimal notation and scaling - Use any combination of operations to solve problems -Know that the distributive law means that a(b+c) = ab + ac so 13 x 8 = 8x (10 + 3) = 8 x 10 + 8 x 3 -Revise reading, writing and converting time between analogue and digital 12- and 24-hour clocks



Wider Subject Areas					
Science Year 4 <i>Animals including humans</i> WALT: Identify the different types of teeth in humans and their simple functions. <i>WS: To be able to identify the correct type of enquiry to answer a question.</i> <i>WS: To be able to set up a simple test.</i> WALT: To be able to describe the simple functions of the basic part of the digestive system in humans. <i>WS: To be able to record findings using labelled diagrams.</i> <i>WS: To be able to use written explanations to report on findings from an enquiry.</i> Year 5 <i>Living Things and their habitats & Animals including humans</i> WALT describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird <i>WS: To be able to plan the correct enquiry to answer a question.</i> WALT describe the life process of reproduction in some plants and animals.	Computing Coding and Digital Design -Create a simple algorithm on 2Code -Interpret and/or plan a flowchart of algorithms -Create a programme with ‘if’ statements for small achievable steps - Create and use variables, strings and/or functions to make my programming efficient	PE Athletics and Dance Athletics: Physical – pacing, sprints, jump for distance, jump for height, throwing (push), pull throw, balance Social – communication, collaboration, negotiation, supporting others Emotional – perseverance, confidence, determination Thinking – observing and providing feedback Dance: Physical – actions, dynamics, space, relationships, balance, jump Social – collaboration, consideration, awareness of others, inclusion Emotional – empathy, confidence, perseverance	Art & Design Using acrylic paint (inc. artist study of Frieda Kahlo - comparisons with oil paints as a medium) -Evaluate the work of an artist (Frida Kahlo) - surrealism vs. realism, mediums chosen and the effect -Adapt and apply acrylic colours to achieve tonal effects -Practise sketches based on observations -Design our own creative self-portraits in the style of Frida Kahlo -Create our own self-portraits in the style of Frida Kahlo with acrylic paints to make them our own	Geography What is life like in the Alps? -Locate the Alps on a map -Locate key physical and human characteristics of the Alps -Describe the physical and human features of an Alpine region -Investigate what there is to do in the local area using data collection -Understand similarities and differences between the local area and the Alpine area -Understand the human and physical geography of the Alps	French On holiday -More countries -Holiday accommodation -Vocabulary associated with the zoo, beach and theme park -Using the perfect past tense



WS: To be able to use scientific diagrams and labels.
WALT: describe the changes as humans develop to old age

Thinking – creativity, observe and provide feedback

The Big events this term are: Parent Event: Enterprise Week, Carol Concert
The Core values and learning keys we will be focusing on are: evaluate, explore, teamwork

AUTUMN 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
VIPERS Taught	 	  	 	     	 	 
WALTS	WALT: answer questions about poetry using different viper skills Challenge: evaluate a poem WALT evaluate an author's use of language in a poem Challenge: Use my vocabulary strategies to unpick unfamiliar words	WALT: summarise longer sections of a fiction text WALT: retrieve information from a fiction text Challenge: I can refer to the text WALT: make predictions Challenge: use clues from the text to justify my reasoning	WALT: make inferences about a character based on what they say/do Challenge: I can use evidence from the text to explain my reasoning WALT: make predictions Challenge: use clues from the text to justify my reasoning	READING ASSESSMENT – AFL for further planning	WALT: evaluate different a non-chronological text and compare to prior texts Challenge: I can explain what type of text a non-chronological report is WALT: explore subject-specific vocabulary to become experts Challenge: I can consider how I can apply this to my non-chronological report writing	WALT: make predictions Challenge: use clues from the text to justify my reasoning WALT: retrieve information from a non-fiction text Challenge: to use evidence from the text to back up our answers
Text Types	Poetry Literary Heritage – The Magnifying Glass by Walter de La Mere	Fiction text: The Hat makers	Fiction text: The Hat makers		Information text	Biography text – The Boy who Harnessed the Wind