Willow Class Half Term Learning grid
Autumn 2: 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

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 hai

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
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
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Multiplication and division
Year 4

-Recall 2/3/4/5/6/8 multiplication and
Multiples of 3
Multiply and divide by 6
Multiply and divide by 9
6,9 times table
times table multiply and divide
1 times table multiply and divide
2 times table multiply and divide
Divide by 1 and 0
Multiply three numbers
Multiply and divide by 10 and 100
informal and efficient ways to multiply and d
Problem solving

Multiplication and division
Year 5

Multiples
Factors
Prime numbers
Square numbers
Cube numbers
Multiply and divide by 10,100,1000
digit numbers
digit numbers
digit numbers

Fractions
Year 4

-Understand the whole
Count beyond 1
Partition a mixed number
Compare and order mixed numbers - including number lines
Improper fractions, including converting to and from a mixed numbe
Equivalent fractions
Add two or more fractions
Add fractions and mixed numbers
Subtract two fractions
Subtract from whole amounts
Subtract from mixed numbers

Fractions
Year 5

Recognise and find equivalent unit and non-unit fractions
Convert improper and mixed number fractions
Compare and order fractions less than 1
Compare and order fractions greater than 1
Add and subtract fractions with same denominator
Add fractions within 1 and greater than 1
Add and subtract mixed numbers and fractions
Multiply unit, non-unit fractions and mixed numbers by an integer
Fractions of quantities and amounts
Fractions as operators

Willow Class Wider Subject areas

Science Year 5

WALT: To be able to describe the movement of the Earth, and other planets, relative to the Sun in the Solar System
WALT: To be able describe the Sun, Earth and Moon as approximately spherical bodies.
WALT: To be able to describe the movement of the Moon relative to the Earth.
WALT: To be able to use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.
WALT: To be able to use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.

Science Year 4

WALT describe the simple functions of the basic parts of the digestive system in humans

WALT identify the different types of teeth in humans and their simple functions

WALT construct and interpret a variety of food chains, identifying producers, predators and prey

Children know the main body parts associated with the digestive system (mouth, tongue, teeth, oesophagus, stomach and the small and large intestine).

Children know the role that each body part plays in digesting food.

Children know the names of incisors, canines and molars and can describe the function of the different teeth.

Children know that different animals will have different sets of teeth, dependent on whether they are a carnivore, herbivore or omnivore.

PE

Handball (inside)
Tag Rugby(Outside)

Design and Technology

Explain the advantages and disadvantages of different fastening types

To create an innovative fastening using an **iterative design process**, including cross-sectional diagrams and a paper mock-up (prototype) to check dimensions before cutting fabric.

To independently select and execute advanced stitching techniques—such as a **blanket stitch** or a **backstitch**—to provide enhanced durability and aesthetic appeal to the seams.
To carry out formative evaluations

throughout the making process, gathering peer-user feedback to refine the fastening alignment and overall functionality before completion.

Computing
Information on the Internet

Sharing information
What is a website
Who owns the Web?
Can I believe what I've read

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
Incarnation/ Prophet-hood

- exploring the concept of incarnation through our own ideas
- exploring Christian ideas about incarnation
- exploring Islamic ideas about incarnation

discuss our own ideas

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Children know that the Earth and all of the other planets orbit the sun – this takes the Earth approx. 364 days. *Children know that this is because of gravity – the larger the mass, the greater the gravitational pull.* *Children know that the Moon orbits the Earth – this takes approx. 28 days. Children know that the Earth completes a full rotation every 24 hours – this creates day and night.* *Children know that the Sun, Earth and Moon are approximate spherical bodies.*	*Children know the definitions of prey, predators and producers. Children know how to draw a food chain and can explain one, using producer, prey and predator.*					
The Core values and learning keys we will be focusing on are: evaluate, explore, teamwork, persevere, independence						