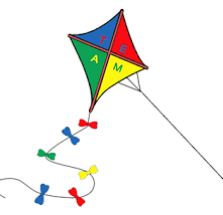


Willow Class Half Term Learning grid Spring 1: The Vikings



Writing Year 4 and Year 5

Diary Writing: How To Train Your Dragon

- 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

Newspaper Narratives: The Lighthouse

- 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
- Use relative clauses beginning with who, which, where, when, whose, that
- 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
- Evaluate and edit by assessing the effectiveness of their own and others' writing
- Use expanded noun phrases to convey complicated information concisely
- Content is balanced e.g. between description, dialogue, fact and comment

Mathematics Year 4 and Year 5

Time

- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
 - Statistics: complete, read and interpret information in tables, including timetables.
 - Read write and convert time between analogue and digital 12 and 24 hour clocks
- solve problems involving converting between units of time
- Geometry:**
- Compare and classify geometric shapes, including quadrilaterals based on their properties and sizes
 - Identify acute and obtuse angles
 - Complete a simple symmetric figure with respect to a specific line of symmetry
 - Identify lines of symmetry in 2-D shapes presented in different orientations
 - Describe positions on a 2-D grid as coordinates in the first quadrant
 - Identify 3-D shapes, including cubes and other cuboids, from 2-D representations
 - identify: angles at a point and one whole turn (total 360°)
 - Know angles are measured in degrees
 - Estimate and compare acute, obtuse and reflex angles

Addition and subtraction problem solving

- Add and subtract numbers with up to 4 digits
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
- Count forwards or backwards in steps of powers of 10 up to 1,000,000
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero
- 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

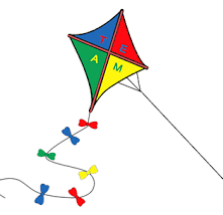
Multiplication and division with problem solving

- Recall 2/3/4/5/6/8 multiplication and division facts for multiplication tables (all tables year 5).
- Use place value, known and derived facts to multiply and divide including:
 - * multiplying by 0 and 1
 - * multiply two-digit and three-digit numbers by a one-digit number
- Solve problems involving multiplying and adding using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- Multiply numbers up to 4 digits by a one- or two-digit number using Multiplication and division and a combination of these, including understanding the meaning of the equals sign
- Recognise and use square numbers, and the notation for squared (2)
- Solve addition and subtraction multi-step problems (year 4 2 step problems, year 5 more than 2) in contexts, deciding which operations and methods to use and why.

Fractions Decimals and Percentages

- Understand and write decimal numbers
 - Round decimals with one decimal place to the nearest whole number
 - Convert between £ and p
 - Estimate, compare and calculate with money in £ and p
 - Solve simple measure and money problems involving fractions and decimals to two decimal places
 - Find the effect of dividing a one- or two-digit number by 10 and 100
- Solve problems involving number up to three decimal places
- Round decimals with two decimal places to the nearest whole number and to one decimal place
 - Use all four operations to solve problems involving measure using decimal notation including scaling.

Willow Class Half Term Learning grid Spring 1: The Vikings



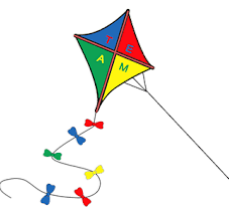
Reading

Willow Class Wider Subject areas

Science	Computing -coding	PE	Art - charcoal	History	RE	P4C
<p>WALT: To be able to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>WALT: To be able to identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>WS: To be able to set up a simple practical enquiry.</p> <p>WS: To be able to use results to make predictions.</p> <p>WALT: To be able to recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>WALT: To be able to identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>WALT: To be able to recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>WS: To be able to record findings using drawings</p>	<p>To understand how to use coordinates in computer programming.</p> <p>- create a simple algorithm on 2Code</p> <p>-interpret and/or plan a flowchart of algorithms</p> <p>-create a programme with 'if' statements for small achievable steps</p> <p>- create and use variables, strings and/or functions to make our programming efficient</p>	<p>Football Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>Fitness Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>- consider and practise use of drawing space to show perspective and proportion</p> <p>- experiment with shading and perspective to create form and texture</p>	<p>Viking raids and invasion</p> <p>- Research the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>- Establish clear narratives within the Viking and Anglo-Saxon era of study.</p> <p>- Regularly address and sometimes devise historically valid questions about change, similarity and difference, and significance.</p> <p>- Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Wisdom</p> <p>- Wisdom through Gospel What is wisdom? Would you rather be wise or intelligent? -Christian and Islamic beliefs about wisdom</p>	<p>Wisdom vs. intelligence</p>
<p>The Big events this term are: School trip to 876 AD Invaders and Settlers Day with Sycamore class The Core values and learning keys we will be focusing on are: evaluate, explore, teamwork</p>						

SPRING 1	Week 1	Week 2	Week 3	Week 4	Week 5
VIPERS Taught	 	 	 	 	
WALTS	<p>WALT: make inferences from a text (focus: character) Challenge: I can use evidence from the text to explain my reasoning using my vocabulary skills</p> <p>WALT: create a character profile based on inference Challenge: I can use evidence from the text</p>	<p>WALT: discuss words and phrases that capture the reader's interest and imagination Challenge: I can suggest improvements to vocabulary choices and explain my thinking</p> <p>NOTE: short summarising WB work</p>	<p>WALT: explore organisational features in a newspaper report Challenge: I can explain the effect of certain layout choices</p> <p>WALT: distinguish between fact and opinion Challenge: I can unpick unfamiliar vocabulary using taught strategies</p> <p>WALT: To explore the meaning of words in context Challenge: I can discuss strategies used to work out unfamiliar vocabulary</p> <p>WALT: summarise the key events of a text ready to be reporters in our own writing Challenge: I can discuss turning points</p> <p>YEAR 4 Information Book Award WALT: discuss a wide range of non-fiction books Challenge: I can explain what my preferences are</p> <p>YR 5 peer challenge with YR 3: WALT: retrieve information from a non-fiction text Challenge: I can come up with my own retrieval quiz on a text</p>	<p>To make inferences based on a fiction text Challenge: I can refer to the text as evidence</p> <p>To make sensible predictions based on details stated and implied Challenge: I can refer to the text as evidence</p>	<p>WALT: summarise the key events of a text ready to be reporters in our own writing Challenge: I can make links between newspaper texts I have read this half term</p> <p>WALT: discuss words and phrases that capture the reader's interest and imagination Challenge: I can use my taught strategies to work out unfamiliar words</p>

Willow Class Half Term Learning grid
Spring 1: The Vikings



Text Types	Chapter extracts from a longer narrative text – How To Train Your Dragon Video clip; https://www.youtube.com/watch?v=Yk52k187-VI	Chapter extract from a longer narrative text – How To Train Your Dragon Video clip	<ul style="list-style-type: none"> - Newspaper reports for first 2 WALTs - Extract from a fiction text for vocab WALT - Lighthouse video clip from the Literacy Shed for summarising WALT - Range of information books (YR 4 award) - Urban Jungle (map non-fiction book - YR 5) 	<ul style="list-style-type: none"> - Literary heritage text extract (Alice’s Adventures in Wonderland) - Play script scene 	<ul style="list-style-type: none"> - Newspaper article - Metaphorical Poem
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