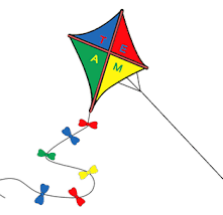


Willow Class Half Term Learning grid Summer 1: Leaving a Legacy



Writing Year 4 and Year 5

Twelfth Night, Text Study and Diaries

- Discuss writing similar to that which they are planning to write and learn from its structure, vocabulary and grammar
- Plan their writing by discussing and recording ideas
- In narratives, creates settings, characters and plot
- 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
- Note and develop initial ideas, drawing on reading 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
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Use expanded noun phrases to convey complicated information concisely
- Use relative clauses beginning with who, which, where ect.

Persuasive Plague Pitches

- Writing is clear in purpose
- Use a varied and rich vocabulary
- Openings and closings are clearly signaled and well developed
- Non-narrative material uses simple organisational devices
- Organise paragraphs around a theme
- Use conjunctions, adverbs and prepositions to express time and cause for cohesion
- 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
- Identify audience for, and purpose of, the writing
- Select the appropriate form and use other similar writing as models for their own
- Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining
- Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph
- Make deliberate choices of sentence length and structure for impact on the reader
- Use brackets, dashes or commas to indicate parenthesis

Mathematics Year 4 and Year 5

Year 5 Geometry - shape (3 weeks)

- Use degrees
- Classify angles
- Estimate angles
- Measure angles up to 180 degrees
- Draw lines and angles accurately
- Calculate angles around a point
- Calculate angles on a straight line
- Lengths and angles in shapes
- Regular and irregular polygons
- 3D shapes
- Year 4
- Decimals
- Make a whole with tenths
- Make a whole with hundredths
- Partition decimals
- Flexible partition decimals
- Compare decimals
- Order decimals
- Round to the nearest whole number
- Halves and quarters as decimals

Year 5 Geometry position and direction (1 week)

- Read and plot coordinates
- Problem solving with coordinates
- Translation
- Translate with coordinates
- Lines of symmetry
- Reflection in horizontal and vertical lines
- Year 4 Money (1 week)
- Write money as decimals
- Converting between pounds and pence
- Compare amounts of money
- Estimate with money
- Calculate with money
- Solve problems with money

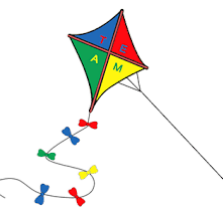
Year 5 Decimals (first week)

- Use known facts to add and subtract decimals within 1
- Complements to 1
- Add and subtract decimals across 1
- Add decimals with the same number of decimal places

Year 4 - Time (1 week)

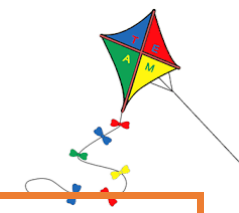
- Years, months, days, weeks
- Hours, minutes, seconds
- Convert between analogue and digital times
- Convert to the 24 hour clock
- Convert from the 24 hour clock

**Willow Class Half Term Learning grid
Summer 1: Leaving a Legacy**



Willow Class Wider Subject areas						
SCIENCE	COMPUTING	PE -Team Games	HISTORY	P.SHE	RE	MUSIC
<p align="center">Year 5 - Animals including humans (RSE link)</p> <p>WALT describe the changes as humans develop to old age.</p> <p><i>Children know that humans change throughout their lives.</i></p> <p><i>Children know the difference between babies and toddlers, a child to a teenager and a teenager to an adult.</i></p> <p><i>Children know that puberty starts approx from the age of 10 – 16.</i></p> <p><i>Children know the changes that will take place – periods, breast development, hair growth etc.</i></p> <p><i>Children know that a male and a female are needed to make a baby (egg and sperm meet).</i></p> <p>Children know that the female will carry the young/ a baby.</p>	<p>Programming - Repetition and Loops</p> <p>Programming a screen turtle</p> <p>Programming letters</p> <p>Patterns and repeats</p> <p>Using loops to create shapes</p> <p>Breaking things down</p> <p>Creating a programe</p>	<p>Cricket</p> <p>Fitness</p> <p>Swimming (YR5)</p> <p><i>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</i></p>	<p><i>Study of Elizabeth's Golden Era as a significant woman in history</i></p> <p><i>Children know facts about Queen Elizabeth: daughter of Henry VIII, sister of Mary I, never married, had no heir</i></p> <p><i>Children know who Sir Francis Drake was</i></p> <p><i>Children know what the Spanish Armada was and why there was a war between Spain and England during the time</i></p>	<p>Families & people who care for me</p> <p><i>Reflecting on our emotional needs and Being Assertive</i></p>	<p>People of God/Ibadah Islam- How can following God bring freedom and justice?</p> <p><i>Children know that many Muslims believe that 'Ibadah' is the Islamic concept of devoting oneself to God in servitude.</i></p> <p><i>Children know some of the ways in which Muslims might follow a religious ritual.</i></p> <p><i>Children know some ways that Muslims might believe that following God can bring justice.</i></p>	<p>Year 5 Listen 2 Me Digital Music production and Music Technology</p> <p>Year 4 Map Rappers Studying Duration, structure</p>
<p align="center">Year 4 - Sound</p> <p>WALT identify how sounds are made, associating some of them with something vibrating</p> <p>WALT recognise that vibrations from sounds travel through a medium to the ear</p> <p>WALT find patterns between the pitch of a sound and features of the object that produced it</p> <p>WALT find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>WALT recognise that sounds get fainter as the distance from the sound source increases</p> <p><i>Children know the words pitch, vibrations and volume.</i></p> <p><i>Children know how some sounds are made, linking this to vibrations, e.g. a drum with rice in it.</i></p> <p><i>Children know that sounds travel through a medium to the ear.</i></p> <p><i>Children know that the pitch of the sound is determined by the different features of an object.</i></p> <p><i>Children know that the volume of sound is linked to the vibrations it produces.</i></p>						

**Willow Class Half Term Learning grid
Summer 1: Leaving a Legacy**



Children know that as you go further away from a sound it gets fainter.

The Big events this term are: Visit to Winchester and Visit to Hampton Court Palace
The Core values and learning keys we will be focusing on are: evaluate, explore, teamwork

SUMMER 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
VIPERS Taught		 		 		AFL WEEK
WALTS	<p>WALT Draw sound character inferences, supported through reference to the text Challenge: Draw inferences such as feelings, thoughts and motives from their actions, and justifying these</p>	<p>WALT Predict what might happen in the text through both stated and implied details. Challenge: I can explain which is my best prediction</p> <p>WALT: Identify and discuss themes in a text e.g. 'deception' or 'Love'</p>	<p>WALT answer questions about a text using our vocabulary knowledge Challenge: I can answer find and copy questions</p> <p>EXT. effect of phrases</p>	<p>WALT Retrieve and record information from non-fiction Challenge: Skim and scan efficiently for key ideas and facts</p>	<p>WALT Recognise Recognise the difference between fact and opinion. Challenge: I can explain what bias is.</p>	
Text Types	Shakespeare – Twelfth Night	Shakespeare – Twelfth Night	Shakespeare – Twelfth Night	Non-fiction - The Great Plague	Persuasive text	