

<b>Writing</b>	<p><b>Fiction:</b> Information Texts</p> <p><b>Secondary Unit:</b> Meeting Stories</p> <p><b>Model Text:</b> The Grey Wolf</p> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• Maintain legibility in joined handwriting when writing at speed.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• When writing to inform, you would usually:</li> <li>• - Guide the reader by: organising information into a logical order; using linking words/phrases to connect ideas or signal new information; use topic sentences/subheadings to identify each section</li> <li>• - Appear knowledgeable by: using technical vocabulary; referring to sources/experts/official facts and figures; avoiding personal opinions OR hide opinions behind generalisation.</li> <li>• - Maintain interest by: presenting the most relevant/important/interesting details; hooking the reader with 'juicy facts' at key moments e.g. introduction; highlighting how relevant/important/interesting the facts are through e.g. amazingly, interestingly; elaborating with additional detail, including description if appropriate.</li> </ul>
<b>Reading</b>	<p><b>Class Text:</b> <b>Wolf Brother</b></p> <p><b>Comprehension focus(es):</b></p> <ul style="list-style-type: none"> <li>• Role of setting, including use of language: how does setting including chronological era set mood and expectations around onward trajectory of the plot? Fire burned low; darkness; isolation; moon; impenetrable. Review map at start of text; how does this orientate reader's perspective of the plot? E.g. quest pattern.</li> <li>• Plot/structure: Explore the prophecy as the central unifying plot thread to the narrative: how does interpretation of this shift and develop as the narrative unfolds? What predictions might be made based on this prophecy? Is the Listener Torak? Will he have to sacrifice himself? Or is Wolf really the Listener? Or someone else. How does Michelle Paver play on this?</li> <li>• Perspectives/viewpoints: explore which characters have been introduced and how they have fuelled the plot: Fa, Wolf, Torak, Renn, Fin Kedinn, the Bear, the Forest, Hord. How are the viewpoints the same/different and contribute to our overall understanding? Consider themes/messages around right/wrong relative to the characters.</li> </ul>
<b>SPAG</b>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Spell words with the following endings: -ible, -ibly, -cious,-tious</li> <li>• Common exception &amp; tricky words: disastrous, marvellous, mischievous</li> <li>• Punctuation of parenthesis using commas, dashes or brackets to add in extra information. Know the order that commas, dashes or brackets would be used based on intended use.</li> </ul>
<b>Mathematics</b>	<p><b>Arithmetic</b></p> <ul style="list-style-type: none"> <li>• To know how to add and subtract numbers mentally with increasingly large numbers.</li> <li>• To know how to add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</li> <li>• To know how to multiplying together three numbers.</li> <li>• To know how to multiply and divide numbers mentally drawing upon known facts.</li> </ul> <p><b>Number: Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Multiply and divide numbers mentally drawing upon known facts.</li> <li>• Multiply and divide whole numbers by 10, 100 and 1000.</li> <li>• Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li> <li>• Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3).</li> <li>• Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</li> <li>• Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</li> </ul>

	<ul style="list-style-type: none"> <li>Establish whether a number up to 100 is prime and recall prime numbers up to 19.</li> </ul> <p><b>Number: Fractions</b></p> <ul style="list-style-type: none"> <li>Compare and order fractions whose denominators are multiples of the same number.</li> <li>Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.</li> <li>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt;1</math> as a mixed number.</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>Reasoning logically.</li> </ul>
<b>Science</b>	<p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>Earth takes <math>365\frac{1}{4}</math> days to complete its orbit around the Sun. Because of the extra quarter day it takes to orbit the Sun, every four years on Earth is a leap year.</li> <li>The Earth rotates (spins) on its axis every 24 hours.</li> <li>As Earth rotates half faces the Sun (day) and half is facing away from the Sun (night). As the Earth rotates, the Sun appears to move across the sky but the Earth's rotation causes day and night.</li> <li>Different parts of the Earth experience daylight at different times - this means that it is morning, afternoon and night in different places. This is also the reason why we have time zones.</li> <li>The Sun is a star, which is at the centre of our Solar System.</li> <li>There are 8 planets in our Solar System (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune). These travel around the Sun in fixed orbits. Pluto is a dwarf planet.</li> <li>The first four planets are relatively small and rocky, while the four outer planets are gas giants (Jupiter and Saturn) or ice giants (Uranus and Neptune).</li> <li>There are also asteroids, meteoroids and comets in the Solar System.</li> <li>The Solar System is in a galaxy called the Milky Way.</li> <li>The galaxy is in the universe.</li> <li>To consider the views of scientists in the past and evidence used to deduce shapes and movements of the Earth, Moon and planets before space travel.</li> <li>The Moon orbits the Earth. It takes about 28 days to complete its orbit. The Sun, Earth and Moon are approximately spherical.</li> <li>The Moon spins once on its axis every time it orbits Earth. This means that we only see one side of the Moon.</li> <li>The Moon has different phases depending on where it is in its orbit.</li> <li>The Moon's gravity causes high and low tides.</li> <li>As the Earth rotates, shadows that are formed change in size and orientation.</li> <li>The Earth's tilt causes the seasons.</li> </ul>
<b>Religious Education</b>	<p><b>What would Jesus do? Can people live by the values of Jesus today in the twenty-first century?</b></p> <ul style="list-style-type: none"> <li>That Jesus taught believers certain values to live by and how these reflect in our own lives today; (love, forgiveness, justice and fairness and generosity).</li> <li>To explore what they believe the 'Kingdom of God' might look like to believers.</li> <li>To investigate that God had an idea of the 'Kingdom of God' to show us how we might live the way God wants us to through the stories of either the mustard seed (Mark 4;30-32) or the great feast (Luke 14; 15-24).</li> <li>To explore what message God gives through:             <ul style="list-style-type: none"> <li>the parable of Love (Love your enemies, Matthew 5:43-48);</li> <li>the parable of forgiveness (the two debtors, Luke 7:36-50)</li> <li>the parable of justice (the sheep and the goats, Matthew 25:31- 46)</li> <li>the parable of generosity (the rich young man, Mark 10:17-27).</li> </ul> </li> <li>To explore, through the use of the parables, how we might follow God's example in our lives as believers or non-believers in school, at home and in the wider community.</li> <li>Religious believers apply Jesus' teachings to their own moral dilemmas and that they question what Jesus would do.</li> <li>To appreciate how believers might find God's aims difficult and challenging in our lives today.</li> </ul>

	<ul style="list-style-type: none"> <li>Through their understanding of the Easter story, that there are links between the death of Jesus and Christians belief in love and forgiveness.</li> <li>That theologian's debate the challenges of following Jesus' teachings about love, forgiveness, justice and generosity.</li> </ul>
<b>Physical Education</b>	<p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>To develop an awareness of what your body is able to do.</li> <li>To develop speed and stamina.</li> <li>To develop strength using my own body weight.</li> <li>To develop co-ordination.</li> <li>To develop agility.</li> <li>To develop balancing with control.</li> <li>To understand that humans have different components of fitness.</li> <li>To explore exercises to develop different areas of fitness.</li> <li>To learn about muscles and what they are used for.</li> </ul> <p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>To understand when to run and when to pass.</li> <li>To use the 'forward pass' and 'offside' rules.</li> <li>To introduce the tagging rule and apply this to game situations.</li> <li>To develop dodging skills to lose a defender.</li> <li>To develop drawing defence and moving towards goal.</li> <li>To apply rules, skills and tactics learnt to play in a tag rugby tournament.</li> <li>To estimate distances.</li> </ul>
<b>Geography</b>	<p><b>World Zones</b></p> <ul style="list-style-type: none"> <li>That Geographers have divided the world into different zones, such as the Northern and Southern Hemispheres, Equator and Tropics, based on their location, climate and physical features. That maps can represent physical and/or human geography.</li> <li>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>How to use longitude and latitude lines to discuss position of different areas in terms of how far N, S, E or W it is.</li> <li>About latitude and longitude- imaginary lines to help locate where a place is in the world.</li> <li>That the Equator is at the centre of the lines of latitude and is at 0° latitude.</li> <li>That anything lying south of the Equator is in the Southern Hemisphere and anything lying north of the Equator is in the Northern Hemisphere.</li> <li>That the region of Earth's surface that is closest to the Equator is called the tropics.</li> <li>Two imaginary lines that circle the globe mark the boundaries of the tropics. The line called the Tropic of Cancer marks the northern edge. The line called the Tropic of Capricorn marks the southern edge.</li> <li>That areas closest to the Equator are the wettest, and rainforests cover the land.</li> <li>That two of Earth's big deserts, the Sahara and the Kalahari, lie on the edges of the tropics.</li> <li>That the line labelled 0° longitude is called the Prime Meridian or the Greenwich Meridian and runs through London. Anything lying east of the Greenwich Meridian is in the Eastern Hemisphere. Anything lying west of the Greenwich Meridian is in the Western Hemisphere.</li> <li>That time zones are divided by imaginary lines called meridians which run from the North Pole to the South Pole.</li> <li>That time in countries to the east of the Prime Meridian is always in front of that in the UK. Time in countries to the west of the Prime Meridian is always behind that of the UK.</li> </ul>
<b>PSHE</b>	<p><b>Relationships (Terms 1 and 2)</b></p> <ul style="list-style-type: none"> <li>To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break confidence' or share a secret.</li> <li>The PANTS rules: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help.</li> <li>That they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable.</li> <li>To recognise and manage 'dares' and to be able to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li> <li>That peer pressure or a desire for peer approval is not a reason to do something that they feel is unsafe or which makes them feel uncomfortable.</li> </ul>

	<ul style="list-style-type: none"> <li>To recognise and challenge stereotypes.</li> <li>To recognise ways in which relationships –including family relationships and friendships– can be unhealthy, how to manage these situations and whom to talk to if they need support.</li> <li>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability and that these things, along with our hobbies and likes/dislikes, contribute to who we are (our personal identity).</li> <li>That people may be attracted to someone of the same sex or different sex to them.</li> <li>That gender identity and sexual orientation are different.</li> <li>That for some people gender identity does not correspond with their biological sex.</li> <li>To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online) and the impact and consequence of bullying, and know that teasing, name-calling, trolling, harassment, and the deliberate exclusion of others are all considered to be bullying.</li> <li>That they must tell a trusted adult if themselves or someone else is being bullied or discriminated against.</li> <li>To listen and respond respectfully to wide range of people, to feel confident to raise their own concerns, to recognise and care about others people's feelings and try to see, respect and if necessary constructively challenge their points of view.</li> </ul>
DT	<p><b>Mechanism: Moving toys using cam mechanisms</b></p> <ul style="list-style-type: none"> <li>To recognise the movement of a mechanism within a toy or model.</li> <li>That designers consider the audience and purpose of their build and sometimes work to specific criteria.</li> <li>To understand that a cam mechanism will change rotary motion into linear motion</li> <li>To investigate examples of cam toys and comment on how they work.</li> <li>To explore how different shaped cams affect the movement of the follower.</li> <li>To make suggestions for how different cams could be used for different kinds of toys.</li> <li>That designers consider how their design will look, including colour and choice of material.</li> <li>To make suggestions for how they could make a sturdy structure for a moving toy</li> <li>To experiment with a variety of materials, tools and techniques</li> <li>To state the purpose and audience of their design</li> <li>To draw and label a design of a moving toy with a cam mechanism, considering the materials and tools they will need.</li> <li>To follow their design carefully to create a moving toy</li> <li>To safely use a range of different materials, tools and techniques:</li> <li><u>Materials</u>: cardboard boxes, wood, lolly sticks, straws, wheels, <u>Decoration</u>: paint, crayons, scraps of shiny paper, etc...</li> </ul> <p><b>Under close supervision:</b></p> <p><u>Tools</u>: scissors, glue gun, blades</p> <ul style="list-style-type: none"> <li>To identify areas of their toy that could be improved upon</li> <li>To identify what they did well.</li> <li>To evaluate their moving toy to identify what could be improved.</li> </ul>
Primary Languages – Spanish	<p><b>En mi casa (Year 4 revisit)</b></p> <p><b>Vocabulary:</b></p> <p>Say whether they live in a house or an apartment and say where it is.</p> <ul style="list-style-type: none"> <li>Where do you live? (<i>¿Dónde vives?</i>),</li> <li>I live in...( <i>vivo en...</i>),</li> <li>A house (<i>una casa</i>),</li> <li>An apartment (<i>un piso</i>),</li> <li>In town (<i>en la ciudad</i>),</li> <li>In the countryside (<i>en el campo</i>),</li> <li>In the mountains (<i>en la montaña</i>),</li> <li>By the sea (<i>en la costa</i>),</li> <li>In a village (<i>en un pueblo</i>).</li> <li>In my home there is... /there are... (<i>en mi casa hay...</i>),</li> </ul>

	<ul style="list-style-type: none"> <li>• A kitchen (<i>una cocina</i>),</li> <li>• A dining room (<i>un comedor</i>),</li> <li>• A bathroom (<i>un cuarto de baño</i>),</li> <li>• A bedroom (<i>un dormitorio</i>),</li> <li>• A utility room (<i>un lavadero</i>)</li> <li>• And (<i>y</i>)</li> <li>• A basement (<i>un sótano</i>)</li> <li>• An office (<i>un despacho</i>)</li> <li>• A living room (<i>un salón</i>)</li> <li>• A garage (<i>un garaje</i>)</li> <li>• A garden (<i>un jardín</i>)</li> <li>• How is your house? (<i>¿Cómo es tu casa?</i>)</li> </ul> <p>To be able to listen to and understand the new vocabulary. To say what rooms they have or haven't got in their house using the negative form 'no'. To pick out and understand key information from a short text. To ask somebody to describe their home to me using the phrase "<i>¿Cómo es tu casa?</i>"</p> <p>To create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age). That listening and speaking are two important skills when learning a new language and enable us to communicate.</p> <p><b>Grammar:</b> That in spoken Spanish, the 'yo' (I) is dropped before the verb. To join two ideas using the conjunction 'y' (and) in both spoken and written Spanish That some words are feminine and are often easily recognisable as they end with an 'a' (e.g. <i>una cocina</i>) and know which rooms are feminine and which are masculine. How to use the negative in Spanish using 'no' (e.g. <i>No hay un despacho</i> – There is not a study).</p>
<b>Music</b>	<p><b>Ukulele</b></p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• To sing with a sense of ensemble and performance</li> <li>• (Phrasing, accurate pitching and style)</li> <li>• That many songs are made up of verses and a chorus.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• To be able to discern a song's time signature by ear.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• To compose melodies made from pairs of phrases in C, G or F</li> <li>• That a ternary piece of music is made of three sections, often with the third section being a repeat of the first section. (ABA)</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• How triads are formed</li> <li>• That a triad is a three-note chord.</li> <li>• To perform simple chordal arrangements to form mixed ensembles.</li> </ul> <p><b>Reading notation</b></p> <ul style="list-style-type: none"> <li>• That time signatures are written at the beginning of the stave and mark whether a piece of music has 2, 3 or 4 beats in a bar</li> <li>• To understand the differences between 2/4, 3/4 and 4/4 time signatures</li> <li>• To read and perform pitch notation within an octave.</li> <li>• That musicians practise on their own and with each other, considering and exploring the interrelated dimensions of music, in order to achieve a successful performance.</li> </ul>