

Year 4 and 5 Spring Term 24-25 Medium Term Planning.

(1) What is life like in Tudor England?

(2) Why do Oceans matter?

Week:	Literacy.	Maths Place Value, decimals, fractions, Addition and Subtraction	History What is life like in Tudor England?	Science Electricity	Computing AI	Art Sculpture and 3D: Mega Materials	PSHE <i>Citizenship</i>	PE OAA Basketball	Music Creating a composition in response to an animation (Theme: Mountains)	MFL French Monster Pets
1.	<p>Key Text: Divers Daughter By Patrice Lawrence Genres: Narrative LOS Y4</p> <p>To describe settings and characters with expanded noun phrases and sensory detail.</p> <p>To use paragraphs to organise ideas effectively within a narrative.</p> <p>To use a variety of sentence types to build tension and excitement. Y5</p> <p>To develop characters and settings through precise vocabulary and figurative language.</p> <p>To use a range of cohesive devices to link ideas within and across paragraphs.</p> <p>To vary sentence structure for effect, including the use of relative clauses.</p> <p>Y4 SPAG I can use powerful adjectives. Y5 SPAG I can use Coordinating conjunctions Guided Reading: I can predict what will happen in a story.</p>	<p>Y4: Know that 1-place decimal numbers represent ones and tenths. Y5: Place value addition and subtraction of numbers with two decimal places. Y4: Divide 2-digit numbers by 10 to create 1-place decimal numbers. Y5: Divide and multiply by 10 and 100 numbers with 2 decimal places. Y4: Multiply 1-place decimals to give whole numbers. Y5: Multiply and divide by 10, 100 and 1000.</p>	<p>LO To interpret the character of Henry VIII using portraits and written sources. Children will look at different sources of information to make interpretations of Henry VIII</p>	<p>LO To recognise how electrical appliances are powered. Children will make a live model to show all the parts required to power an electrical appliance.</p>	<p>LO To understand the basic concept of artificial intelligence. Children will explore what artificial intelligence is and its capabilities and be able to define it in their own words.</p>	<p>LO To develop ideas for 3D work through drawing and visualisation in 2D.</p> <p>Children to use a 2D image to draw a dimensional shape.</p>	<p>LO To begin to understand the Human Rights convention. Children will discuss and answer questions about human rights.</p>	<p>Basketball LO To develop attacking skills to move towards a goal. Children will learn the basic rules of dribbling before playing 2 v 1 to attack the goal. OAA LO To develop communication and negotiation skills. Children get others to complete tasks to earn points for their group.</p>	<p>LO To tell a story from a piece of music through movement. As a class, write down a couple of phrases for each section to tell the story of the music. Children will have a go at re telling the story through actions.</p>	<p>LO To investigate a text for clues to understand new words. Give students a short French text with some unknown words. Use context clues, cognates, and illustrations to deduce meanings.</p>
2:	<p>LOS Y4</p> <p>To plan a narrative using key structural elements.</p> <p>To write a narrative with an appropriate style and tone for</p>	<p>Y4: Relate fractions to decimals ($0.1 \equiv \frac{1}{10}$, $0.2 \equiv \frac{1}{5}$). Y5: Subtract pairs of 2-digit</p>	<p>LO To explore why Henry VIII had many wives using secondary sources. Children will read various pieces of information about Henry VIII wives</p>	<p>LO To construct an electrical circuit. Children will build circuits according to plan. They will be able to decide before they build and test</p>	<p>LO To explore how artificial intelligence can assist and benefit us in various aspects of daily life. Using activities from daily life children will add to a writing</p>	<p>LO To use more complex techniques to shape materials. Children will carve bars of soap into 3d shapes.</p>	<p>LO To understand how reusing items benefits the environment. Children will look at various items and think about the impact they could</p>	<p>Basketball LO To develop passing and moving and play within the rules of the game. Children will learn some more rules of the game including</p>	<p>LO To create a soundscape using percussion instruments. Groups use percussion to represent elements of a scene (e.g., jungle,</p>	<p>LO To identify nouns by their gender, number and meaning. Highlight nouns in a text and sort them into categories:</p>

	<p>the intended audience.</p> <p>To edit and improve a draft by enhancing vocabulary choices and correcting errors.</p> <p>Y5</p> <p>To plan a narrative using detailed story maps and character profiles.</p> <p>To write with a clear narrative viewpoint and maintain consistency throughout.</p> <p>To edit and redraft narratives to improve clarity and impact.</p> <p>Y4 SPAG I can spell homophones and near homophones</p> <p>Y5 SPAG I can link paragraphs with adverbials.</p> <p>Guided Reading: I know/can find the meaning of certain words.</p>	<p>numbers with one decimal place.</p> <p>Y4: Relate 1-place decimals to cm and mm;</p> <p>Y5: Round decimals to the nearest whole and tenth.</p> <p>Y4: Compare numbers with 1 decimal place.</p> <p>Y5: Compare numbers with 1 or 2 decimal places.</p> <p>Y4: Identify equivalent fractions and mark them on a number line.</p> <p>Y5: Know decimal equivalents for halves, quarters, fifths, tenths and hundredths.</p>	<p>and record relevant details about each.</p>	<p>the circuit if it will work or not.</p>	<p>frame how AI can help and some of the limitations of AI.</p>		<p>have on the environment and think about how those items could be re-used.</p>	<p>fouls and sideline balls before moving onto conditioned games.</p> <p>OAA LO To develop strong communication and negotiation skills to solve challenges.</p> <p>Groups work together to create a 'machine' using communication and teamwork.</p>	<p>storm). Perform as a class to build a full soundscape.</p>	<p>masculine/feminine and singular/plural. Discuss meanings as a class.</p>
3:	<p>Genre: Non-Chronological Report</p> <p>LOS</p> <p>Y4</p> <p>I can identify key features of a non-chronological report.</p> <p>I can use technical and topic specific vocabulary to convey information accurately.</p> <p>To use fronted adverbials to sequence information and ideas.</p> <p>Y5</p> <p>To identify the key features and language used in a non-chronological report.</p> <p>To use cohesive devices, such as conjunctions and pronouns, to link ideas across sections.</p>	<p>Y4: Mark equivalent fractions and decimals on a number line.</p> <p>Y5: Use equivalence to order fractions and decimals</p> <p>Y4: Add and subtract 0.1 and 1 to/from numbers with 1 decimal place.</p> <p>Y5: Place numbers with two decimal places on a line; Round to the nearest tenth or whole.</p> <p>Y4: Multiply and divide by 10 and</p>	<p>LO To make deductions about power and punishment using a range of sources.</p> <p>Children to work in their pairs to make deductions about the relationship between Henry and Anne Boleyn and why it ended in tragedy.</p>	<p>LO To explain the use of switches in a circuit.</p> <p>Children will understand the role of a switch in a circuit before making their own buzz wire games.</p>	<p>LO To understand the potential applications and impact of AI in the future.</p> <p>A collaborative mind map will be created showing the children's ideas of how AI could be used in the future.</p>	<p>LO To explore how shapes can be formed and joined in wire.</p> <p>Pupils to make wire sculptures by bending wire to follow the outline on a template.</p>	<p>LO To understand the role of groups in the wider community.</p> <p>Children will research particular community groups and present their findings back to the rest of the class.</p>	<p>Basketball LO To develop movement skills to lose a defender and move into space.</p> <p>Children will practice moving to find space so that they can receive a pass.</p> <p>OAA LO To develop planning and problem-solving skills.</p> <p>Children will play various games that require critical thinking</p>	<p>LO To create a range of sounds to accompany a story.</p> <p>Assign story sections to groups.</p> <p>They choose instruments to match actions or emotions and play sounds at key moments during the narration.</p>	<p>LO To apply knowledge of French nouns and gender agreement to a short piece of writing.</p> <p>Write sentences describing objects, ensuring articles and adjectives agree with the gender and number of the nouns.</p>

	<p>To use relative clauses and parenthesis to add extra information. To select and use formal language appropriate to the report's purpose and audience.</p> <p>Y4 SPAG I can use commas after fronted adverbials Y5 SPAG I can use commas for meaning and clarity.</p> <p>Guided Reading: I can find information in a text.</p>	<p>100 using 1-place decimals. Y5: Multiply and divide by 10, 100 and 1000 using 2-place decimals.</p>							
4:	<p>LOS Y4 To include descriptive details to provide additional information about a topic. I can plan a non-chronological report. To write a non-chronological report. To edit and improve the layout by incorporating bullet points, diagrams, or charts where necessary.</p> <p>Y5 To plan a non-chronological report using research notes and a clear structure. I can write a non-chronological report using appropriate features and language. To edit and refine the report, focusing on grammar, spelling, and presentation features such as headings, diagrams, and captions.</p> <p>Y4 SPAG I can write expanded noun phrases.</p>	<p>Y4: Add amounts of money using expanded and compact addition. Y5: Use written addition to add decimals; use rounding to estimate totals.</p> <p>Y4: Add amounts of money using expanded and compact addition. Y5: Add decimal numbers.</p> <p>Y4: Count up to find change from £5 and £10. Y5: Use column addition to add amounts.</p> <p>Y4: Use counting up to find the difference between amounts of money. Y5: Use counting to find the difference between amounts of money.</p>	<p>LO To explore the use of propaganda by a Tudor monarch. Children will write an eyewitness account from the perspective of a person in the crowd who witnessed Elizabeth's visits.</p>	<p>LO To explain the use of materials as electrical conductors or insulators. Children will write their own methods for investigating which materials are good electrical conductors and which are good electrical insulators.</p>	<p>LO To understand how artificial intelligence is being used to create music and art. Children will look at pieces of art and listen to music and decide if they were created by humans or using AI.</p>	<p>LO To consider the effect of how sculpture is displayed. Pupils will make their own sculpture, using the idea of a figure casting a shadow made up of words.</p>	<p>LO To understand the contribution groups make to a community. Children are going to do some planning for their own community group and how they could impact the community using question prompts.</p>	<p>LO To develop defending skills to delay an attacker and gain possession. After recapping the main job of a defender children will practice intercepting a pass to gain possession. OAA LO To share ideas and work as a team to solve problems. Pupils will be given various challenges that will require them to think about the problem and work as a team to overcome it.</p>	<p>LO To develop understanding of adjectival rules in French. Match nouns to adjectives, adjusting endings for agreement. Use them in sentences to describe people or things.</p>

	Y5 SPAG I can use parenthesis - Brackets Guided Reading: I can infer information stated or implied.									
5:	<p>Genre: Diary Entry LOS Y4 I can identify the features of a Diary Entry. I can identify the thoughts, feelings and emotions to express personal reflections. I understand what is meant by informal, conversational language and include them in my writing. Y5 I can identify the features of a Diary, including past tense verbs. I can identify first person points of view that reflect personal thoughts and experiences. I can use time adverbials and conjunctions to order events and create a clear narrative flow. Y4 SPAG I can edit and improve others work Y5 SPAG I can use subordinating conjunctions Guided Reading: I can explain what has happened in a narrative.</p>	<p>Y4: Add three 2-digit numbers using compact addition. Y5: Revise column addition of 4-digit and 5-digit numbers. Y4: Add four 2-digit numbers using compact addition. Y5: Add several 4-digit and/or 5-digit numbers using compact addition. Y4: Use counting up to solve 3-digit subtractions. Y5: Use counting up to subtract 4-digit numbers from multiples of 1000. Y4: Subtract 3-digit numbers using expanded column subtraction. Y5: Use decomposition to subtract pairs of 5-digit numbers.</p>	<p>LO To make deductions about people in Tudor England using inventories. Children will read the statements about various inventories they have studied and sort them accordingly.</p>	<p>LO To investigate what affects bulb brightness. Children will write a question they will test what happens to the brightness of a bulb when more area added to a circuit.</p>	<p>LO To use artificial intelligence to create music and art. Children will use AI to create a piece of work.</p>	<p>LO To choose and join a variety of materials to make sculpture. Children to each choose three materials they think could be combined to make a 3D artwork.</p>	<p>LO To understand the value of diversity in a community. Working in pairs or small groups, the children will think about the different groups they will have in their community, how many of those people and what the groups will bring to the community.</p>	<p>Basketball LO To use space effectively to create shooting opportunities. Practice the skill of shooting before playing a half-court game. OAA LO To develop navigation skills and map reading. Children use a map to navigate a course around the playground.</p>	<p>LO To compose and perform a rhythm to accompany a story. Groups create rhythms for repetitive story actions (e.g., galloping horses) and perform them as the story is narrated.</p>	<p>LO To apply knowledge of vocabulary and grammar to a piece of writing. Write a short paragraph (e.g., describing a family, pet, or favorite item), applying correct noun-adjective agreement and known vocabulary.</p>
6	<p>LOS Y4 I can plan a Diary Entry I can write a Diary Entry To edit for spelling, punctuation, and grammar, ensuring</p>	<p>Y4: Subtract 3-digit numbers choosing an efficient method. Y5: Use decomposition to</p>	<p>LO To create an inventory for a person from the Tudor times. The children will create an inventory for John Blanke showing what he left behind and what his</p>	<p>LO To explain how to be safe around electricity. Pupils to produce an advice sheet telling people how to be safe around electricity using their</p>	<p>LO End of unit computing assessment Children will use Purplemash to complete the AI quiz.</p>	<p>LO To evaluate other sculptures. Children to set up an exhibition to showcase and evaluate their 3D sculptures.</p>	<p>LO To develop an understanding of the role of local government. Children will act as local counsellors to small groups of children in the class. The</p>	<p>Basketball LO To apply skills and knowledge to play games using basketball rules. To play a game of basketball. OAA LO To create and follow a key</p>	<p>LO To compose and notate a short melody to accompany a story. Groups create short melodies on pitched instruments to represent story elements, then</p>	<p>LO French Unit Assessment. Children to complete the end of unit assessment quiz using the French language skills they have learnt.</p>

the entry is coherent and readable. Y5 I can plan my Diary Entry covering a number of significant days/events. I can write my own diary entry. To edit the diary entry for clarity, grammar, punctuation, and spelling, ensuring consistency and accuracy. Y4 SPAG Assess and Review Y5 SPAG Asses and Review Guided Reading: I can summarise part of a narrative.	subtract pairs of 5--digit numbers. Y4: Investigate patterns when subtracting 3-digit numbers. Y5: Use decomposition to subtract pairs of 5-digit numbers and 4-digit numbers from 5-digit numbers; Solve word problems.	life might have been like.	knowledge from the unit.			counsellors will then debate about the different issues for each of their groups.	and route on a map. Children will create a key and apply it to a map for others to follow.	notate and perform them in sequence.	
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Half Term.

Week:	Literacy	Maths Measures, Multiplication and division, Time and Data	Geography Why do Oceans Matter?	Science Properties and Changes of Materials	Computing Coding	DT Mechanical Systems: Slingshot Car	RE What does it mean to be a Hindu in Britain today?	PE Cricket Fitness	Music Instrumental lessons unit: Caribbean	MFL French Speaking World
7:	Key Text: The Girl Who Thought Her Mother Was A Mermaid By Tanis Unsworth Genre: Letter LOS Y4 I can identify the features of a letter. I can identify the purpose and audience for a letter. I can write question sentences to engage the reader. I can use conjunctions to extend sentences and link ideas. Y5 I can identify the tone and purpose of a letter. I can use a variety of sentence types to add variety and detail.	Y4: Begin to know multiplication and division facts for the 7 times table. Y5: Use mental strategies to multiply by 5, 20, 6, 4 and 8. Y4: Know the 11 and 12 times tables. Y5: Use mental strategies to divide by 5, 20, 6, 4 and 8. Y4: Revise all times tables up to 12 x 12. Y5: Multiply and divide numbers mentally.	LO To explain the importance of our oceans. Pupils are going to map an example of how Australia uses oceans for trading.	LO To determine the hardness of materials and link this to their uses. Children will scratch different objects and observe and record their findings in order to determine the objects harness.	LO To review existing coding Knowledge and begin to be able to simplify code. Pupils will refresh previous coding knowledge before looking at some code and trying to alter it to make it more simple.	LO To build a car chassis. Children will use the supplied materials to make the chassis of their sling shot car.	LO To describe key beliefs in Hinduism. Understand and explain the core beliefs of Hindus, including the concept of dharma and the importance of gods and goddesses.	Cricket LO To develop overarm and underarm throwing and apply these to a game. Children will practice throwing the ball over arm while their opponents score points by completing runs. Fitness LO To understand how speed helps me in other activities and apply this. Using the 'sprinting coaching cards' pupils will take turns to run and time how quickly they can sprint a set distance.	LO To understand the main features of Calypso music. Listen to examples of Calypso music, identify features like syncopation, call-and-response, and steel drums, then discuss as a class.	LO To recognise, read and respond to directional language. Play a "Simon Says" style game in French, using directional commands (e.g., tournez à gauche, allez tout droit).

	<p>I can use cohesive devices to link ideas between and within paragraphs.</p> <p>Y4 SPAG I can use determiners</p> <p>Y5 SPAG I can use determiners</p> <p>Guided Reading: I can infer what will happen in a book based on the cover information.</p>	<p>drawing on known facts.</p> <p>Y4: Find factors of numbers up to 40.</p> <p>Y5: Find highest common factors.</p>								
8:	<p>LOS Y4</p> <p>I can plan my letter. I can write a letter. I can edit a letter.</p> <p>Y5</p> <p>I can plan a letter I can write a letter with clear introduction, main body and conclusion. I can edit my own and others writing with a specific focus on spelling and punctuation.</p> <p>Y4 SPAG I can recognise certain word families</p> <p>Y5 SPAG I can use prefixes</p> <p>Guided Reading: I can retrieve information about characters in a text.</p>	<p>Y4: Explore the factors of numbers to 144.</p> <p>Y5: Find lowest common multiples.</p> <p>Y4: Use tables facts and place value to multiply multiples of 10 and 100 by 1-digit numbers.</p> <p>Y5: Use short multiplication to multiply 4-digit by 1-digit numbers.</p> <p>Y4: Multiply multiples of 10 and 100 by 1-digit numbers using tables facts.</p> <p>Y5: Use short multiplication</p> <p>Y4: Use the grid method and ladder layout</p> <p>Y5: Use short multiplication</p>	<p>LO To locate and describe the significance of the Great Barrier Reef.</p> <p>Pupils will be researching the Great Barrier Reef. They will use their research to support them in writing a paragraph about the Great Barrier Reef.</p>	<p>LO To determine the transparency of different materials and link this to their uses.</p> <p>Pupils will verify their classification of materials by measuring their transparency using a light meter and record the results in a table.</p>	<p>LO To create a playable game. Using coding, children will use "free code" to create a game that someone can play.</p>		<p>LO To explore the significance of Hindu worship in Britain.</p> <p>Learn about the practices of Hindu worship (puja) and how these are adapted and celebrated in British Hindu communities.</p>	<p>Cricket LO To develop bowling technique and learn the rules of the skill within this game. Using the correct bowling technique, children will try to hit the stumps with the ball.</p> <p>Fitness LO To understand how strength helps me in other activities and apply this. Children will perform a variety of strength exercises.</p>	<p>LO To improvise a vocal part in the style of a Calypso. Create a simple call-and-response song where students improvise the "response" lyrics in a Calypso style.</p>	<p>LO To read and give directions in French.</p> <p>Set up a map or classroom obstacle course. Students read directions to guide a partner to a destination.</p>
9:	<p>Genre: Poetry</p> <p>LOS Y4</p> <p>To explore and use poetic devices such as similes, metaphors, and personification. I can use alliteration and onomatopoeia for effect.</p>	<p>Y4: Derive division facts from known tables facts</p> <p>Y5: Use short division</p> <p>Y4: Find the perimeter of rectangles, in cm.</p>	<p>LO To explain the impact humans have on coral reefs and oceans.</p> <p>Children to write sentences to describe an illustration, explaining the human activity that</p>	<p>LO To determine the conductivity of different materials and link this to their uses.</p> <p>Children will write a method and perform a comparative test to find the thermal</p>	<p>LO To understand what a simulation is and programme a simulation using 2Code.</p> <p>Children will plan an algorithm, modelling the sequence of traffic lights.</p>	<p>LO To design a shape that reduces air resistance.</p> <p>Children will think about how to create the body of the car in a way that will provide the least air resistance before adding it to their chassis.</p>	<p>LO To understand the role of Hindu festivals in British society.</p> <p>Examine how festivals like Diwali and Holi are celebrated in Britain and their cultural significance.</p>	<p>Cricket LO To develop batting technique and understand where to hit the ball. Hitting the ball off a T, children will use the correct technique to strike the ball.</p>	<p>LO To understand how and why percussion instruments can be used in Calypso music.</p> <p>Explore different percussion instruments, experiment with rhythms, and</p>	<p>LO To identify features of countries in the French-speaking world.</p> <p>Research French-speaking countries using fact sheets or videos. Create a poster highlighting key features (e.g.,</p>

	<p>To experiment with rhyme schemes and syllable patterns.</p> <p>To choose descriptive and precise vocabulary to create strong imagery.</p> <p>Y5</p> <p>To use figurative language effectively, including similes, metaphors, and extended metaphors.</p> <p>To incorporate sensory details to enhance the reader's experience.</p> <p>To experiment with poetic forms such as haikus, cinquains, or free verse.</p> <p>To develop themes or messages in poetry with clear intent.</p> <p>Y4 SPAG I can use prepositional phrases</p> <p>Y5 SPAG I can use prepositions</p> <p>Guided Reading: I can explain what has happened in the chapter of the book.</p>	<p>Y5: Find the perimeters of rectangles</p> <p>Y4: Find the perimeter of rectilinear shapes, in cm.</p> <p>Y5: Work out the missing lengths of sides in order to find perimeters.</p> <p>Y4: Find the area of rectangles by counting squares.</p> <p>Y5: Estimate area of irregular shapes</p>	<p>is impacting the reefs and oceans.</p>	<p>conductivity of different materials.</p>				<p>Fitness LO To understand how agility helps me in other activities and apply this.</p> <p>Using a variety of agility games/activities children will practice their agility skills.</p>	<p>discuss how they add energy and texture to Calypso music.</p>	<p>landmarks, languages, or cuisine).</p>
10:		<p>Y4: Read and plot co-ordinates</p> <p>Y5: Plot co-ordinates and draw polygons</p> <p>Y4: Use co-ordinates in the first quadrant</p> <p>Y5: Reflect a shape and write the new co-ordinates.</p> <p>Y4: Read and tell the time to nearest minute</p> <p>Y5: Calculate time intervals using the 24-hour clock.</p> <p>Y4: Read the 24-hour clock</p>	<p>LO To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.</p> <p>Children will decide which methods would be the most suitable for an enquiry into "How littered is our Marine Environment" and why?</p>	<p>LO To demonstrate reversible changes.</p> <p>Children will observe changes to materials that are heated or cooled. Using their knowledge of this, they will be able to predict what will happen to other materials when they are heated or cooled.</p>	<p>LO To know what decomposition and abstraction are in computer science.</p> <p>Children will break down a sequence into smaller achievable steps before designing and writing algorithms for a board game.</p>		<p>LO To investigate the importance of community for British Hindus.</p> <p>Discuss how temples (mandirs) and community gatherings support Hindus in Britain.</p>	<p>Cricket LO To develop fielding techniques and apply them to game situations.</p> <p>Children will learn the correct fielding positions, then use them in a game.</p> <p>Fitness LO To understand how balance helps me in other activities and apply this.</p> <p>Children will try various balance challenges then apply them to different skills games.</p>	<p>LO To recognise and perform quavers from staff notation.</p> <p>Practice reading and clapping quaver rhythms from notation, then perform them using percussion instruments.</p>	<p>LO To investigate climate data from the French-speaking world using authentic materials.</p> <p>Analyse weather reports or climate charts in French. Compare data (e.g., temperatures or rainfall) between countries.</p>

		Y5: Read timetables								
11:	<p>Genre: Character Description</p> <p>LOS</p> <p>Y4</p> <p>To use expanded noun phrases to describe a character's appearance.</p> <p>To describe a character's personality using actions and dialogue.</p> <p>To use fronted adverbials to add detail about how or when actions are performed.</p> <p>To use similes to compare a character's features or actions to something else.</p> <p>Y5</p> <p>To create a detailed backstory for a character to explain their traits and actions.</p> <p>To use figurative language, such as metaphors and personification, to add depth.</p> <p>To show a character's personality through indirect characterisation.</p> <p>Y4 SPAG I can use correct verb tenses- Present</p> <p>Y5 SPAG I can use suffixes</p> <p>Guided Reading: I can predict what will happen next in the story based on what I know so far.</p>		<p>LO To collect data on the types of litter polluting a marine environment.</p> <p>Children will collect data on litter, animals and plant life in a marine environment.</p>	<p>LO To demonstrate irreversible changes.</p> <p>Children will analyse the results, discuss and write a class conclusion to an experiment about rusting.</p>	<p>LO To understand how to use friction in code.</p> <p>Children will create a program and alter it to get the desired effect.</p>	<p>LO To make a model based on a chosen design.</p> <p>Children will create all the panels and apply the graphics to them, either by drawing designs and colouring them in or by glueing different coloured paper/card onto the panels.</p>	<p>LO To identify similarities and differences between Hindu and other British traditions.</p> <p>Compare Hindu beliefs, values, and traditions with those of other religions and secular traditions in Britain.</p>	<p>Cricket LO To play different roles in a game and begin to think tactically about each role.</p> <p>Children will think about the best course of action when fielding to prevent an opponent from scoring a run.</p> <p>Fitness LO To understand how co-ordination helps me in other activities and apply this.</p> <p>Using co-ordination challenges, children will try practice them then apply them to a selection of games.</p>	<p>LO To improvise in a Calypso style using a pentatonic scale.</p> <p>Use a pentatonic scale on pitched instruments (e.g., xylophones) to create short improvised melodies over a Calypso rhythm.</p>	<p>LO To ask and answer questions about different countries in the French-speaking world.</p> <p>Practice a Q&A role-play where students ask about and describe countries (e.g., Quel est le climat au Sénégal?).</p>
12:	<p>LOS</p> <p>Y4</p> <p>To organise a character description into clear sections.</p>	<p>Y4: Use tables facts and place value to multiply multiples of 10 and</p>	<p>LO To present, analyse and evaluate data collected.</p>	<p>LO To demonstrate irreversible changes.</p> <p>Using vinegar and bicarbonate of soda, children will collect</p>	<p>LO To understand what the different variable functions are and how they are used differently.</p>	<p>LO To assemble and test my completed product.</p> <p>Children will conduct time trials</p>	<p>LO To reflect on what can be learned from Hindu values.</p> <p>Explore Hindu teachings on</p>	<p>Cricket LO To apply skills and knowledge to compete in a tournament.</p>	<p>LO To perform a piece of Calypso style music.</p> <p>Rehearse and perform a group</p>	

	<p>To describe a character's emotions using 'show, not tell.'</p> <p>To use conjunctions to extend sentences and add detail.</p> <p>To edit and improve the description by enhancing vocabulary and sentence variety.</p> <p>Y5</p> <p>To use relative clauses to add extra detail about a character.</p> <p>To describe a character's impact on their surroundings or other characters.</p> <p>To use a range of sentence types for impact.</p> <p>To refine and edit the description for vivid imagery, grammatical accuracy, and flow.</p>	<p>100 by 1-digit numbers.</p> <p>Y5: Use short multiplication</p> <p>Y4: Use the grid method and ladder layout</p> <p>Y5: Use the grid method to multiply a pair of 2-digit numbers.</p> <p>Y4: Divide 2-digit numbers by 1-digit numbers</p> <p>Y5: Use short division</p> <p>Y4: Divide 2-digit numbers by 1-digit numbers</p> <p>Y5: Use short division to divide</p>	<p>Using a digital map, children will add information to the area using the data they collected. Some data may be put into tally charts or pie charts.</p>	<p>the gas produced and monitor if different amounts of vinegar produce different amounts of gas.</p>	<p>Children will look at the coding for a game and the various functions before they have a go at the game.</p>	<p>for their cars, recording the times on a record sheet and evaluating which had the best performance.</p>	<p>respect, family, and the environment, and consider how they relate to the lives of pupils in Britain today.</p>	<p>Using the skills they have learnt, children will compete in a cricket match.</p> <p>Fitness LO To understand how stamina helps me in other activities and apply this.</p> <p>Children will learn about pacing their running, and will have a try at some distance running.</p>	<p>arrangement of a Calypso piece, incorporating vocals, percussion, and pitched instruments.</p>	
13:	<p>Y4 SPAG I can use inverted commas</p> <p>Y5 SPAG I can use inverted commas (Changing the position of the reporting clause).</p> <p>Guided Reading: I can sequence the events in the story so far.</p>	<p>Y4: Investigate area and perimeter.</p> <p>Y5: Find areas of squares and rectangles in cm^2.</p> <p>Y4: Recognise acute and obtuse angles, compare angles.</p> <p>Y5: Measure and draw angles using a protractor.</p> <p>Y4: Compare and classify triangles</p> <p>Y5: Recognise acute, obtuse and reflex angles.</p>	<p>Informative writing.</p> <p>Using what they have learnt and the information and maps that the children have collected, they will write an informative piece about the marine environment.</p>	<p>End of Unit Assessment.</p> <p>Pupils will showcase what they have learnt about properties and changes of materials by creating a leaflet to show this information.</p>	<p>LO To begin to explore text variables when coding.</p> <p>Children will create a string and use it in their program.</p>	<p>End of Unit Assessment.</p> <p>Children will complete the end of unit assessment to show what they have learnt about the design process.</p>	<p>LO To summarise what it means to be a Hindu in Britain today.</p> <p>Children will write a short text about what it means to be living in Britain as a Hindu today before sharing their thoughts and ideas with the class.</p>	<p>Cricket LO To play in a cricket tournament.</p> <p>Using the skills and knowledge of the rules, children will run a mini-cricket tournament.</p>	<p>LO To perform a piece of Calypso style music.</p> <p>Rehearse and perform a group arrangement of a Calypso piece, incorporating vocals, percussion, and pitched instruments.</p>	<p>LO French end of unit Quiz.</p> <p>Children will use the skills and knowledge they have learnt to answer multiple choice question in the unit quiz.</p>