



'Learning together, supporting each other'

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YEAR GROUP: 4/5 (Maple Class)		TERM: Spring 1	Key Text:	The Whale by Ethan and Vita Murrow The House at the Edge of Magic by Amy Sparkes	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
The Whale by Ethan and Vita Murrow (Mystery)					
English	Wolves in the Wall- Ash Class- Cycle A- Suspense	Reading <ul style="list-style-type: none">- Know that retrieval is picking out information from a text. Writing <ul style="list-style-type: none">-To know that a fronted adverbial is placed at the beginning of a sentence and tells the reader more information e.g. when, where or how something is happening.-To know inverted commas are placed around the spoken words.-To know an expanded noun phrase is made up of at least two adjectives which describe a noun.-To know cohesion is making links across sentences and paragraphs so that my ideas flow. Spelling	Reading <ul style="list-style-type: none">- Use a combination of skimming, scanning and close reading across a text to locate specific detail.- Explain the effect on the reader of the authors' choice of language.- Ensure predictions are backed up with reasoning. Writing <ul style="list-style-type: none">-To place inverted commas and other punctuation correctly to indicate direct speech.-To use vocabulary banks to enhance my vocabulary choices when creating expanded noun phrases.	Reading <ul style="list-style-type: none">- To make predictions.- To retrieve information from a text.- To explain the meaning of words in context.- To explain how meaning is enhanced through choice of words and phrases. Writing <ul style="list-style-type: none">-To use inverted commas and other punctuation to indicate direct speech.-To use fronted adverbials for when, where and how.-To use commas after fronted adverbials.	The Firework Maker's Daughter by Phillip Pullman- Elder Cycle B- Adventure

	<ul style="list-style-type: none"> - Know a range of words ending in 'ly' - Know a range of words ending 'able' and 'ible' 	<ul style="list-style-type: none"> -To use a variety of fronted adverbials with a comma after it. <p>Spelling</p> <ul style="list-style-type: none"> - Learn words ending in 'ly' - Learn words ending 'able' and 'ible' 	<ul style="list-style-type: none"> -To make ambitious language choices for expanded noun phrases. -To use cohesive devices <p>Spelling</p> <ul style="list-style-type: none"> - Words ending in 'ly' - Words ending 'able' and 'ible' 	
Key Vocabulary		Relative clause, modal verbs, dialogue	Deeper Learning	To include complex sentences in my independent write.
Hammer the Grammar / Monologue				
Persuasive poster/advert Ash	<p>Grammar</p> <ul style="list-style-type: none"> To know a fronted adverbial provides additional information about when, where and how. To know a comma is placed following a fronted adverbial. To know a relative clause begins with a relative pronoun. To know a relative pronoun is usually who, whose, that, which, what, where, when. To know a relative clause adds additional information to a sentence. <p>Writing</p> <ul style="list-style-type: none"> -To know a monologue is a long speech spoken by an actor in a play or film. -To know a monologue is told in first person. -To know the main features of a monologue: emotive language, 	<p>Grammar</p> <ul style="list-style-type: none"> To collect a bank of fronted adverbials for when, where and how. To create fronted adverbials where the comma is positioned correctly. To identify the correct position for their relative clause. To use parenthesis to embed a relative clause in the middle of a sentence. <p>Writing</p> <ul style="list-style-type: none"> -To read and listen to a range of monologues. -To collect a bank of emotive language choices. -To identify the difference between a conversational tone and a formal tone. -To use the features of a monologue to create their own version. 	<p>Grammar</p> <ul style="list-style-type: none"> To identify fronted adverbials for when, where and how. To select and use an appropriate fronted adverbial for the start of a sentence. To create a variety of sentences which include a relative clause. <p>Writing</p> <ul style="list-style-type: none"> -To listen and read a variety of monologues. -To identify the purpose of each monologue. -To identify the features of a monologue. -To collect and use examples of the language features within a monologue. -To write a monologue. 	Balanced argument. Elder

		rhetorical questions, repetition and a conversational tone.			
	Key Vocabulary	Monologue, emotive language, conversational		Deeper Learning	
Maths	<ul style="list-style-type: none"> - Multiplication and Division - Fractions 		Select the files to the right for more detailed guidance.	 Yr 4_5 Multiplication-and-Div.pdf	 Yr 4_5 Fractions.pdf
Does the sun move?					
Science (Earth and Space)	Know that natural light comes from the sun.	<ul style="list-style-type: none"> - Know the planets and their relevance to the sun. - Know how the planets move. - Know how the moon's movements relate to Earth. - Know how the movement of Earth and the moon creates night and day. - Know the meaning of spherical. 	<ul style="list-style-type: none"> - Use research skills to identify the movements of planets. - Use enquiry skills to form conclusions. - Use scientific knowledge to state whether evidence supports or refutes an argument or theory. 	<ul style="list-style-type: none"> - To describe and explain the movement of the Earth and other planets relative to the Sun. - To describe and explain the movement of the Moon relative to the Earth. - To explain and demonstrate how night and day are created. - To describe the Sun, Earth and Moon (using the term spherical). - To compare the time of day at different places on Earth. - To create a shadow clock. 	<ul style="list-style-type: none"> - How are the planets in our solar system different? - Earth and the atmosphere (KS3)
	Key Vocabulary	Earth - Sun - Moon - axis - rotation - day - night - phases of the Moon - star - constellation		Deeper Learning	How do we know that planets move? Can you explain this scientifically?

<p>Art – Painting (Mondrian)</p>	<ul style="list-style-type: none"> - Mondrian used bold colours, straight lines and shapes to create abstract artwork. - Texture in painting can be created using tools like brushes, card, sponges, or thickened paint. - A tint is made by adding white to a colour; a shade is made by adding black. - Artists choose colours to create mood, such as calm, excitement or tension. - Observation art means looking closely at objects to record their shapes, colours and details. - Printing involves pressing an object onto paint or ink to leave a repeat or patterned mark. 	<ul style="list-style-type: none"> - To experiment with paint to find different effects that work well for my ideas. - To select and mix colours purposefully to show mood or atmosphere. - To observe carefully, noticing real shapes, lines and colours in objects. - To refine my painting by adjusting texture, colour or brushwork to improve it. - To combine prints creatively to form a pattern or image. - To evaluate my artwork and talk about what I like and what I could improve. 	<ul style="list-style-type: none"> - To talk about Mondrian's artwork and describe the colours, shapes and moods he creates. - To experiment with different textures in paint, including using thickened paint. - To mix colours to create tints (lighter colours) and shades (darker colours). - To use tints and shades to show mood or expression in my painting. - To create artwork from observation, using objects or images for inspiration. - To make simple prints using different objects and combine them in a final piece. 		
	<p>Key Vocabulary</p>	Mondrian, Abstract, Tint, Shade, Texture, Thickened paint, Mood / Expression, Print / Printing, Pattern	<p>Deeper Learning</p>	<ul style="list-style-type: none"> - Use thickened paint or textured tools to add surface detail, - Add a layer of printed shapes or lines to echo Mondrian's composition. 	
<p>Computing (Basic Skills)</p>	<p>Year 3</p> <ul style="list-style-type: none"> - Capture, locate and save photos - Use CAPS LOCK to create capital letters - Type words with increasing fluency. 	<ul style="list-style-type: none"> - Keywords are the important words used to search for a specific topic. - Pressing and holding SHIFT whilst also pressing a letter will make it capital. - To crop a photo is to remove the parts that you do not want. - To rotate a photo means to turn it to face a different direction. - Using a minus symbol (–) before a search term will exclude web pages containing that particular word. - Writing a phrase in inverted comma “ “ will only return web pages where that phrase is used exactly. 	<ul style="list-style-type: none"> - Use appropriate keywords when searching for topics. - Locate specific keys on a keyboard. - Edit an image to make it suitable for a particular task. - Highlight appropriate text to copy and paste. - Search the web using symbols to improve and refine results. 	<p>Year 6</p> <ul style="list-style-type: none"> - To select and use keywords in a search engine. - To create capital letters using the SHIFT key. - To edit, crop and rotate photos. - To type with increasing fluency and stamina. - To type using two hands. - To insert an image from a selected bank of images. - To copy and paste text. 	

				- To develop effective search techniques through use of keywords.	
	Key Vocabulary		Keyword, SHIFT, crop, edit, rotate,	Deeper Learning	Children can explain why they have used particular search terms to locate information. Manipulate image to create a particular purpose or for a particular task.
Music (Listening and reviewing)	<u>Year 3</u> (Listening and reviewing) - Listen to musical pieces and review moods <u>Year 4</u> (Listening and reviewing) - Listen to pieces of music and share views on the instrument	- To know the different musical families: woodwind, string, brass and percussion. - To know how to recognise different musical families in music. - To know different genres of music, have different instruments in to fit the genre.	- Listen to different pieces of music and share views on the combination of instruments. - Identify woodwind, string, brass and percussion instruments in music. - Analyse different genres of music. - Identify a round within a song.	- To recognise different musical families in a piece of music. - To understand different genres in music, have different instruments. - To understand how a piece of music can have variety of instruments and voices in. - To understand what a round is within a song. - To analyse and review a piece of music. - To analyse and review a variety of different genres in music.	Year 5 - To identify a round within a song. Year 6- To review the combination of 2 parts of a song.
	Key Vocabulary		Genre, woodwind, brass, string, percussion, round.	Deeper Learning	To analyse the combination of 2 parts of a song.
French (Greetings)	Ash Cycle B (Greetings)	- Know how to write greetings and phrases in French.	- Write simple, familiar phrases within a sentence writing frame.	- To read and understand simple written phrases.	Year 5- Hold a simple conversation by asking and answering questions,

	<ul style="list-style-type: none"> - Know how to have a simple conversation about what age they are. - Know how to have a simple conversation about how someone is feeling. - Know how to read and understand simple written greetings and phrases. - Know that verbs change to match a subject, e.g. 'to have' changes depending on the person spoken about: I have, you have, she has etc. 	<ul style="list-style-type: none"> - Ask and answer simple questions to give basic information, e.g. name, age. - Hold a simple conversation by asking and answering questions, including a negative, about people, places things and actions. - Develop pronunciation using familiar words and phrases. 	<ul style="list-style-type: none"> To have a simple conversation about how old I am. - To have a simple conversation about how someone is feeling. - To begin to use a French dictionary independently to broaden vocabulary. - To hold a simple conversation by asking and answering questions, including a negative, about people, places things and actions. - To develop pronunciation using familiar words and phrases. 	<p>including a negative, about people, places things and actions.</p> <p>Year 6- Take part in a conversation about people, places, things or actions, including giving an opinion.</p>
	Key Vocabulary bonjour, salut, au revoir, s'il vous plait, merci, ça va?, ça va bien, pas mal, Comment t'appelles-tu?, je m'appelle, quel âge as-tu? Quelle est le date de ton anniversaire?, Mon anniversaire c'est le...	Deeper Learning	To speak confidently in a conversation with increasing fluency.	
PSHE	Health and Wellbeing			

(Health and Wellbeing)	Health and Wellbeing: Ash / Maple Class: Spring 1: Cycle B	<ul style="list-style-type: none"> - Yoga is a system for training the body and mind and means 'union.' - Sleep gives your body rest and allows it to prepare for the next day. - Failure can feel uncomfortable but is an important part of success. - A short-term goals only takes a few days or weeks to achieve. - Long-term goals may takes years to complete and we work towards them all the time. 	<ul style="list-style-type: none"> - Know and use a range of yoga poses and techniques. - Recognise and talk about the benefits of sleep. - Describing a strategy to help manage their feelings of failure and to help them to persevere. - Set themselves goals and consider how they will achieve them. - Describe a range of feelings and two possible ways of dealing with a difficult situation. 	<ul style="list-style-type: none"> - To use yoga poses and breathing to relax. - To understand and communicate the benefits of sleep. - To understand the purpose of failure. - Know how to set short-term, medium-term and long-term goals. - To take responsibility for their own feelings and actions and to use vocabulary to describe these. 	Health and Wellbeing: Maple / Elder Class: Spring 1: Cycle B	
Key Vocabulary		Yoga, relaxation, meditation, thoughts, sleep, relax, quality, failure, succeed, goal, plan, achieve, destiny, choice, emotion, assertive.	Deeper Learning	<ul style="list-style-type: none"> - Describe different strategies to help manage the feelings of failure to help them to persevere. - Set themselves goals that are SMART and recognise things that may be a barrier to achieving their goals. 		
Physical Education	<ul style="list-style-type: none"> -To be able to perform in unison. -To be able to create dance to depict an event. 	<ul style="list-style-type: none"> - Know what a connected shape is and how to make one using their bodies. - Know the difference between usual and unusual movements and the effects they have in dance. - Know the meaning of duet. - Know how movement can express characters feelings and actions. 	<ul style="list-style-type: none"> - Use bodies to create shapes. - Use bodies to create a variety of movements. - Perform duet which expresses characters. - Use patterning and timings to perform duets. 	<ul style="list-style-type: none"> - To be able to copy movements accurately and work as a team to create a still, connected shape with their bodies. - To be able to teach movements to others. - To demonstrate unusual movements and keep in time with others and music. - To perform a well-structured duet which expresses character and explores patterning and timing. 	To be able to create a duet that demonstrates a range of choreographic techniques.	
		Key Vocabulary		Deeper Learning		To be able to depict emotions in Ironman through movement.
		Gymnastics: Cores Task 2		<ul style="list-style-type: none"> - Mirrored balances mean partners face each other and show opposite shapes. - Matched balances mean partners copy each other and show the same shape. 	<ul style="list-style-type: none"> - To plan and experiment with different ways of balancing with a partner. 	<ul style="list-style-type: none"> - To create and hold clear mirrored balances with a partner. - To work with a partner to show matched balances with control.

		<ul style="list-style-type: none"> - A sequence is a series of movements that are linked smoothly and held with control. - Balances need tension, strength, and stillness to stay steady. - Apparatus has specific safe ways of climbing, using, and dismounting. - Transitions connect shapes, rolls, and balances to make movement look fluent. 	<ul style="list-style-type: none"> - To select and refine movements to improve the quality of my sequence. - To observe others' performances and identify clear strengths. - To give constructive feedback using simple gymnastics vocabulary. - To adapt balances and movements to work safely on apparatus. - To evaluate and improve my own performance by rehearsing and adjusting movements. 	<ul style="list-style-type: none"> - To link shapes and balances smoothly to make a gymnastics sequence. - To use apparatus safely to perform balances and movements. - To evaluate mine and others' performances by saying what went well and how to improve. - To work cooperatively with a partner, sharing ideas and solving problems together. 	
	Key Vocabulary		Balance, Matched / Mirrored, Sequence, Transition, Tension, Apparatus, Control, Evaluate	Deeper Learning	<ul style="list-style-type: none"> - safe use of one piece of apparatus - self- and peer-evaluation using success criteria
Religious Education (Hindu Dharma)	What might Hindus learn from stories about Krishna?				
	Ash and Maple Autumn 1- Hindu Dharma What might a Hindu learn though celebrating Diwali?	<ul style="list-style-type: none"> - To know that Krishna is believed to be an incarnation (avatar) of the God Vishnu – and so his role on earth is to protect and preserve his devotees. - To understand the story of Prince Prahlad. - To know that devotion means showing love, loyalty and commitment to someone or something. - To understand the importance of colour when celebrating Holi. - To know Hindus celebrate Holi by throwing paint and coloured water in the streets. - To know that at Holi, distinctions between people are forgotten – all look the same when covered in coloured powder and so it is a reminder of equality 	<ul style="list-style-type: none"> - To know there might be different types of truth (e.g. empirical truth, historical truth, spiritual truth) - To discuss how we might show loyalty in our own lives. - To discuss how we celebrate festivals in the UK - To suggest reasons why festivals may be celebrated different in India and the UK 	<ul style="list-style-type: none"> - To consider how they decide what is 'true'. - To explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus - To make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty - To describe and explain a variety of ways that Hindus might celebrate the festival of Holi - To suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate - To explain how Holi celebrations might express Hindu beliefs about equality 	Elder- Autumn 1 Hindu Dharma Is there one journey or many?

		and that all people are believed to contain the energy of Brahman.		
Key Vocabulary	Krishna, Brahman, Hindu Dharma, loyalty, devotion, Holi.	Deeper Learning	To create stories where there is an important message that could be described as a 'universal truth'.	