## <u>Value: Honesty</u>

#### Genre: Narrative

Stimulus: Aladdin and the Enchanted Lamp

# **Key Learning**

- Prepositions
- Questions
- > Similes
- > Verbs
- Single apostrophe
- Noticing
- > Pathetic fallacy
- Dialoque
- Complex sentences
- Adverbs
- Verbs and alliteration
- Personification

#### Grammar

- Conjunctions to express time and cause
- > Plural possessive apostrophes
- Dialogue

# **Spellings**

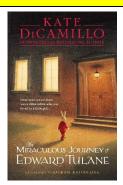
- Adverbs of manner
- Homophones
- > The /s/ sound spelt c before 'i' and 'e'.
- > Word families 'sol' and 'real'
- Word families 'phon' and 'sign'
- The prefixes 'super-' 'anti-' and 'auto-'
- The prefix bi- meaning two

# Reading

English

<u>Prior Learning:</u> Y4 - VIPERS skills,

Class Novel:
The Miraculous
Journey of
Edward Tulane
By Kate DiCamillo



# Wider Reading Across The Curriculum: Black Dog and The Rhuthm of the Rain







Vocabulary	Development
Inference	of skills across a range of genres and through the
Prediction	
Explain	
Retrieve	curriculum.
Summarise	

Development of reading accuracy and fluency across a range of age appropriate texts.

#### Maths

Prior Learning: Year 3 - Money - Using pound and pence and writing money in the correct format. Time - telling the time or analogue and digital clocks to the nearest minute and 5-minute.

<u>Times Table Focus</u>: 11x Times Table Battle: Y4 vs Y6

# Please practise all times tables up to 12x12

#### Number: Decimals

- Tenths and fractions and decimals
- Divide a 1- and 2-digit number by 10 and 100
- > Hundredths as fractions and decimals
- Make a whole with tenths and hundredths
- > Partition decimals
- > Compare and order decimals
- Round to the nearest whole number
- Halves and quarters as decimals

#### **Measurement: Money**

- Write money using decimals
- Convert between pound and pence
- > Compare amounts of money
- Estimate and calculate with money
- Solve money problems

#### Measurement: Time

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

#### Science

<u>Prior Learning:</u> Year 3 – Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

## <u>Living Things and Their Habitats</u>

- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Recognise that environments can change and that this can sometimes pose dangers to living things.
- Recognise that living things can be grouped in a variety of ways.

#### Computing French **Prior learning:** Family roles and **Prior learning:** Year 3 – Listen and respond to **Prior learning:** Year 4: Analysing the work of famous artists. Year 3 - Painting and relationships, keeping myself safe online, familiar spoken words, phrases and sentences. **Photo Editing** being a global citizen, celebrating my web of drawing techniques. relationships **Habitats** Changing digital images Impressionism - Monet Relationships Tell somebody in French the key Recolouring Analyse and understand elements animals and plants need impressionism art > Jealousy to survive in their habitat. Cloning To mix and describe tertiary Love and loss Tell somebody in French examples Combining colours of the most common habitats for Memories plants and animals and give a Develop composition skills when Creating named example of these habitats. drawing landscape Getting on and falling out Evaluating To experiment with impressionism Tell somebody in French which Celebrating my relationships art techniques animals live in these different with people and animals habitats. Develop paint techniques by applying mixed media skills Tell somebody in French which plants live in these different habitats.



# Geography Prior learning: Year 4 — Spring 1 — Climate and weather. Looking at weather and climate in our local area. Locality Unit How can I use map skills to learn about my locality? Investigating weather and climate

How can we record and measure weather

phenomena?

Discuss and work with others in a group developing communication and collaborative skills. Identify and follow the rules of games.

Prior learning: Year 3 - Listen to instructions.

#### Outdoor and Adventurous

- Develop strong listening skills.
- > Beginning to think activities through and problem solve.
- Choose and apply strategies to solve problems with support.
- Discuss and work with others in a group.

#### Rounders

- > Identify and follow the rules of games.
- Choose and use effective tactics to suit different situations.



**Prior learning:** Year 4 - Religious study of Christianity, Islam and Hinduism.

# **Disposition:**

Living By The Rules

# **Learning Objectives:**

- Are rules helpful, in everyday life? What rules are important for Jewish people?
- What are two important rules for Christians?
- What rules do followers of Islam say are important?

### **Disposition:**

Being temperate, self-disciplined and seeking contentment

# **Learning Objectives:**

- Who do we allow to shape our behaviour? How have famous Christians, Hindus and Muslims changed their lives and the lives of others?
- How does being a Rastafari alter the way you live?



<u>Prior learning:</u> Year 4 - Play a rhythmical pattern on an instrument clearly Beginning to show an awareness of volume and tempo when performing with others.

#### Clarinet, Violin and Drums

- Play a rhythmical melody on an instrument, exploring pitch.
- Adapting volume and tempo when performing with others.
- > Improvise and compose simple rhythms using Y4 notes
- Listen to and repeat rhythms with a steady pulse using a rest.
- Crochets, minims, semibreves, stave and crotchet rests
- > Know the duration of the Y4 notes
- Show appreciation for music, discussing how music makes us feel.
- Describe how a piece of music changes throughout using musical vocabulary:
- Dynamics piano, forte
- Tempo fast, moderate, slow
- Timbre gentle, harsh
- Listen and respond to a range of music, discussing how music has changed throughout history.

