

Class 4 – Years 5/6	Week 1 5.9.17	Week 2 11.9.17	Week 3 18.9.17	Week 4 25.9.17	Week 5 2.10.17	Week 6 9.10.17
Mathematics		<p>Elicitation Task</p> <p><u>Number Sense:</u></p> <p>Number and place value:</p> <ul style="list-style-type: none"> *Read, write, order and compare numbers to at least 100000 and determine the value of each digit. *Count forwards or backwards in steps of powers of 10 for any given number up to 100000. *Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000. *Solve number problems and practical problems that involve all of the above. 	<p>Multiplication and division:</p> <ul style="list-style-type: none"> *Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. <p>Fractions, decimals and percentages:</p> <ul style="list-style-type: none"> *Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. *Round decimals with two decimal places to the nearest whole number and to one decimal place. *Read, write and order numbers with up to three decimal places. 	<ul style="list-style-type: none"> *Solve problems involving number up to three decimal places. *Read and write decimal numbers as fractions e.g. $0.71=71/100$. <p>Measurement:</p> <ul style="list-style-type: none"> *Convert between different units of metric measure (e.g. Kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). *Solve problems involving converting between units of time. 	<p>Elicitation Task</p> <p><u>Additive Reasoning:</u></p> <p>Addition and subtraction:</p> <ul style="list-style-type: none"> *Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). *Add and subtract numbers mentally with increasingly large numbers. *Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. 	<ul style="list-style-type: none"> *Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. <p>Measurement:</p> <ul style="list-style-type: none"> *Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling. <p>Statistics:</p> <ul style="list-style-type: none"> *Solve comparison, sum and difference problems using information presented in a line graph. *Complete, read and interpret information in tables, including timetables.
English Overview	<p>Spoken language</p> <ul style="list-style-type: none"> *Listen and respond appropriately to adults and their peers *Ask relevant questions to extend their understanding and knowledge *Use relevant strategies to build their vocabulary <p>Reading - Words</p> <ul style="list-style-type: none"> *Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. <p>Reading - Comprehension</p> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> *Reading books that are structured in different ways and reading for a range of purposes *Increasing their familiarity with a wide range of books <p>Spelling</p> <ul style="list-style-type: none"> *Use dictionaries to check the spelling and meaning of words *Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary *Use a thesaurus. <p>Handwriting</p> <ul style="list-style-type: none"> *Write legibly, fluently and with increasing speed 					

	<p>Writing - Composition Plan their writing by:</p> <ul style="list-style-type: none"> *Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own *Noting and developing initial ideas, drawing on reading and research where necessary *Proof-read for spelling and punctuation errors *Ensuring the consistent and correct use of tense throughout a piece of writing <p>Writing - vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> *Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms *Using passive verbs to affect the presentation of information in a sentence *Using the perfect form of verbs to mark relationships of time and cause *Using expanded noun phrases to convey complicated information concisely *Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
English	<p>Holiday Recount Spoken Language: Peer assessment, talk partners, class discussion, evaluation of texts, drama, asking and responding to questions.</p> <p>Writing - Composition Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary. Proof-read for spelling and punctuation errors. Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Writing - Vocabulary, grammar and punctuation Using modal verbs or adverbs to indicate degrees of possibility. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p>
Computing	<p>'We are game developers'</p> <p>To design and create a computer game including sequences, repetition and variables and use development techniques to improve the game.</p>
IPC - History Geography Technology Music International Computing	<p>The Holiday Show</p> <p>In Geography, children will:</p> <ul style="list-style-type: none"> *Know that Geography is concerned with places and environments in the world around them *Know about main physical and human features and environmental issues in tourist destinations around the world *Know about similarities and differences between tourist destinations around the world *Know how the features of popular localities influence the nature of human activities within them *Know how people affect the environment *Be able to make plans and maps in a variety of scales using symbols and keys *Be able to use and interpret globes and maps *Be able to explain how places are linked through movement of goods and people <p>In History, children will:</p> <ul style="list-style-type: none"> *Be able to discuss and describe reasons for and results of historical events, situations and changes in the periods they have studied *Be able to place events they have studied into a chronological framework *Know about the general history of the host country

	<p>In Music, children will:</p> <ul style="list-style-type: none"> *Be able to consider music in terms of meaning, mood, structure, place and time *Understand that the work of musicians is influenced by their environment *Understand that musicians use music to express emotions and experiences <p>In Technology, children will:</p> <ul style="list-style-type: none"> *Be able to respond to identified needs, wants and opportunities with informed designs and products *Be able to gather and use information to suggest solutions to problems *Be able to devise and use step-by-step plans <p>In International, children will:</p> <ul style="list-style-type: none"> *Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups *Be able to identify ways in which people work together for mutual benefit
RE	<p>God - Unit</p> <p>Christian value of friendship.</p>
PSHE, Citizenship and SEAL	<p>It's Our World</p> <p>Session 1: Can I contribute to the class vision for a safe and happy environment?</p> <p>Session 2: I understand why we need rules and laws.</p> <p>Session 3: I know that we have a responsibility to look after our environment.</p> <p>Session 4: I know how climate change is impacting on our lives and can relate this to others.</p> <p>Session 5: I know how climate change is impacting on our lives and can relate this to others.</p> <p>Session 6: I understand that the environment is a collective and political responsibility as well as an individual one.</p>
PE	<p>Net and Wall games. Saints South West</p> <ul style="list-style-type: none"> *Use running, jumping, throwing and catching in isolation and in combination. *Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Autumn Term 2017

Medium Term Planning

Class 4 – Year 6

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Mathematics		Mock SATs Week	<p>Elicitation Task Fractions, Decimals and Percentages: Fractions</p> <p>Comparing Fractions:</p> <ul style="list-style-type: none"> *Use concrete materials to simplify fractions *Simplify fractions using division and common factors *Compare fractions and place them in order from smallest to largest *Compare and order fractions by finding common denominators *Compare and order fractions using common factors 	<p>Adding and Subtracting Fractions</p> <ul style="list-style-type: none"> *Add and subtract fractions with the same denominator *Add and subtract fractions with different denominators *Add and subtract mixed number fractions - to subtract from the whole and add the remainder back on 	<p>Multiplying Fractions</p> <ul style="list-style-type: none"> *Multiply fractions using pictorial representations and abstract methods *Determine if the commutative law applies to fractions; multiply fractions using concrete materials *Use concrete materials to understand and solve the multiplication of fractions; to simplify equations using pattern blocks 	<p>Dividing Fractions</p> <ul style="list-style-type: none"> *Divide a fraction by a whole number; to use a pictorial representation to divide whole numbers into fractions *Divide fractions by whole numbers using concrete materials and pictorial representation; to divide a fraction when the numerator and divisor are not easily divisible *Consolidation activities
English Overview	<p>Spoken language</p> <ul style="list-style-type: none"> *Listen and respond appropriately to adults and their peers *Ask relevant questions to extend their understanding and knowledge *Use relevant strategies to build their vocabulary <p>Reading - Words</p> <ul style="list-style-type: none"> *Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. <p>Reading - Comprehension</p> <ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what they read by: *Reading books that are structured in different ways and reading for a range of purposes *Increasing their familiarity with a wide range of books <p>Spelling</p> <ul style="list-style-type: none"> *Use dictionaries to check the spelling and meaning of words *Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary *Use a thesaurus. <p>Handwriting</p> <ul style="list-style-type: none"> *Write legibly, fluently and with increasing speed <p>Writing - Composition</p> <ul style="list-style-type: none"> Plan their writing by: 					

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<p>IPC - Geography History Music Technology International</p>	<p><u>The Holiday Show</u></p> <p>In Geography, children will:</p> <ul style="list-style-type: none"> *Know that Geography is concerned with places and environments in the world around them *Know about main physical and human features and environmental issues in tourist destinations around the world *Know about similarities and differences between tourist destinations around the world *Know how the features of popular localities influence the nature of human activities within them *Know how people affect the environment *Be able to make plans and maps in a variety of scales using symbols and keys *Be able to use and interpret globes and maps *Be able to explain how places are linked through movement of goods and people <p>In History, children will:</p> <ul style="list-style-type: none"> *Be able to discuss and describe reasons for and results of historical events, situations and changes in the periods they have studied *Be able to place events they have studied into a chronological framework *Know about the general history of the host country <p>In Music, children will:</p> <ul style="list-style-type: none"> *Be able to consider music in terms of meaning, mood, structure, place and time *Understand that the work of musicians is influenced by their environment

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