

Class 4– Years 5	Week 1 3.1.17	Week 2 9.1.17	Week 3 16.1.17	Week 4 23.1.17	Week 5 30.1.17	Week 6 6.2.17
<p>Numeracy</p>	<p>5.5 Number Sense: Number and Place Value: *Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. *Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. *Read and write decimal numbers as fractions. *Recognise, compare and use thousandths and relate them to tenths, hundredths and decimal equivalents. *Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p>	<p>5.6 Additive Reasoning: Addition and Subtraction: *Add and subtract whole numbers with more than 4 digits, including using formal written methods. *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. *Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Fractions: *Solve problems involving number up to three decimal places.</p>	<p>Measurement: *Use all four operations to solve problems involving measure using decimal notation including scaling. *Measure and calculate the perimeter.</p> <p>Statistics: *Solve comparison, sum and difference problems using information presented in a line graph. *Complete, read and interpret information in tables, including timetables.</p> <p style="text-align: center;"><u>Mathematics</u> <u>Assessment</u></p>	<p>5.7 Number Sense: Number and Place Value: *Multiply and divide whole numbers and involving decimals by 10, 100 and 1000. *Read and write decimal numbers as fractions. *Compare and order fractions whose denominators are all multiples of the same number. *Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number.</p>	<p>*Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. *Recognise the per cent symbol % and understand that per cent relates to "number parts per hundred", and write percentages as a fraction with denominator 100, and as a decimal.</p>	<p>5.8 Multiplicative Reasoning: Multiplication and Division: *Identify multiples and factors, *Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. *Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. *Establish whether a number up to 100 is a prime number and recall prime numbers up to 19. *Multiply and divide numbers mentally drawing upon known facts.</p>

Class 4– Year 6	Week 1 3.1.17	Week 2 9.1.17	Week 3 16.1.17	Week 4 23.1.17	Week 5 30.1.17	Week 6 6.2.17
<p>Numeracy</p>	<p>6.5 Number Sense: Number and Place Value: *Use negative numbers in context, and calculate intervals across zero *Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 given answers up to three decimal places</p>	<p>6.6 Additive Reasoning: Number and Place Value: *Use negative numbers in context, and calculate intervals across zero</p> <p>Addition, subtraction, multiplication and division: *Use knowledge of the order of operations to carry out calculations involving the four operations</p> <p>Algebra: *Express missing numbers algebraically *Find pairs of number problems that satisfy an equation with two unknowns *Enumerate possibilities of combinations of two variables</p>	<p>Measurement: *Solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate *Use, read, write and convert between standard units, converting measurements of length, mass and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places</p> <p style="text-align: center;"><u>Mathematics Assessment</u></p>	<p>6.7 Number Sense: Number and Place Value: *Use Common factors to simplify fractions; use common multiples to express fractions in the same denomination *Compare and order fractions, including fractions >1 *Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction *Recall and use equivalences between simple fractions, decimals and percentages, including in different context</p>	<p>Statistics: *Interpret and construct pie charts and line graphs and use these to solve problems</p>	<p>6.8 Multiplicative Reasoning: Ratio and proportion: *Solve problems involving the calculation of percentages and the use of percentages for comparison *Solve problems involving the relative sizes of two quantities, where missing values can be found by using integer multiplication and division facts *Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p>

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Literacy 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"> *Recommending books that they have read to their peers, giving reasons for their choices. *Identifying and discussing themes and conventions in and across a wide range of writing. *Making comparisons within and across books *Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. <p>Spelling</p> <ul style="list-style-type: none"> *Use further prefixes and suffixes and understand the guidance for adding them *Spell some words with 'silent' letters [for example, knight, psalm, solemn] *Continue to distinguish between homophones and other words which are often confused *Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically *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> <p>Draft and write by:</p> <ul style="list-style-type: none"> *Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. *In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. *Précising longer passages. *Using a wide range of devices to build cohesion within and across paragraphs. *Using further organisational and presentational devices to structure text and to guide the reader <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 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>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> *Using a colon to introduce a list. *Punctuating bullet points consistently. 					

Literacy	<p style="text-align: center;">Descriptive Settings (2 Weeks) (Linked to IPC)</p> <p>Spoken Language Peer assessment, talk partners, class discussion, evaluation of texts, drama, asking and responding to questions.</p> <p>Writing – Composition *Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. *Discussing and recording ideas.</p> <p>Writing – Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> - Using detail based on sense impressions - what can be seen, heard, smelled, touched or tasted. - Basing settings on known places, plus some invented detail - Using real or invented names to bring places alive - to help to make the setting more real and more believable - Creating atmosphere, e.g. what is hidden, what is dangerous, what looks unusual, what is out of place - Using the weather, time of day and season as well as place - Lulling the reader into a false sense of security that all is well 	<p style="text-align: center;">Extended Story (4 weeks) (Linked to IPC)</p> <p>Spoken Language Peer assessment, talk partners, class discussion, evaluation of texts, drama, asking and responding to questions.</p> <p>Writing – Composition *Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. *Discussing and recording ideas.</p> <p>Writing – Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> - Decide a genre and plan writing according to it - Vary sentence length and structure - Write in paragraphs - Use examples of active and passive voice - Establish characters and settings through description and detail - Use speech marks and other more complex punctuation accurately
Computing	<p>“We are game developers”</p> <p>*Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>*Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>*Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>*Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals...</p>	
IPC – Geography History Art International ICT	<p>“The Great, The Bold and The Brave”</p> <p>In History, we’ll be finding out:</p> <ul style="list-style-type: none"> • About the Greek city-states of Athens and Sparta • How people voted in Athens and Sparta • How the Persian War brought the Greek city-states together • What the Parthenon can tell us about Athenian life • How to perform our own Greek play • About the life Alexander the Great and what he achieved • Why Rome had a republic and then an emperor • What daily life was like in Ancient Rome • What happened when the Romans invaded another country • Why the Roman Empire decided • What happened when the Anglo-Saxons invaded and settled in Britain • About the Viking invasion of Britain • About the life and legacy of Alfred the Great • How to use archaeological evidence to find out about the past 	

	<ul style="list-style-type: none"> • About the history of Britain, from the Roman occupation to the Norman Conquest <p>In Music, we'll be finding out:</p> <ul style="list-style-type: none"> • How to write and perform our own chorus <p>In Art, we'll be finding out:</p> <ul style="list-style-type: none"> • How to make a Roman Shield • About Ancient Greek and Roman art • How to create a piece of art in Greek or Roman style <p>In International, we'll be finding out:</p> <ul style="list-style-type: none"> • About the effects of invasion on countries around the world
RE	Unit 8 Beliefs in Action in the World (1) Easter
PSHE, Citizenship and SEAL	DEAR DIARY
	<ul style="list-style-type: none"> • Comfortable and uncomfortable feelings • Problems in relationships • Anti-bullying • Help and support
PE	Gym and Dance provision from Saints Southwest.