

**Spring Term 2018**

**Medium Term Planning**

**Class 4 – Year 5**

Class 4– Years 5	Week 1 3.1.18	Week 2 8.1.18	Week 3 15.1.18	Week 4 22.1.18	Week 5 29.1.18	Week 6 5.2.18
<b>Mathematics</b>	Number: Decimals <ul style="list-style-type: none"> <li>- Read, write, order and compare numbers with up to three decimal places.</li> <li>- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</li> <li>- Round decimals with two decimal places to the nearest whole number and to one decimal place.</li> <li>- Solve problems involving number up to three decimal places.</li> <li>- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</li> <li>- Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</li> </ul>			Number: Percentages <ul style="list-style-type: none"> <li>- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</li> <li>- Solve problems which require knowing percentage and decimal equivalents of and those fractions with a denominator of a multiple of 10 or 25</li> </ul>		

**Spring Term 2018**

**Medium Term Planning**

**Class 4 – Year 6**

Class 4– Year 6	Week 1 3.1.18	Week 2 8.1.18	Week 3 15.1.18	Week 4 22.1.18	Week 5 29.1.18	Week 6 5.2.18
<b>Mathematics</b>	Number: Decimals <ul style="list-style-type: none"> <li>- Identify the value of each digit in numbers given to three decimal places and multiply numbers by 10, 100 and 1000 giving answers up to 3 decimal places (dp).</li> <li>- Multiply one digit numbers with up to 2dp by whole numbers.</li> <li>- Use written division methods in cases where the answer has up to two decimal places.</li> <li>- Solve problems which require answers to be rounded to specified degrees of accuracy.</li> </ul>		Number: Percentages <ul style="list-style-type: none"> <li>- Solve problems involving the calculation of percentages [for example, of measures such as 15% of 360] and the use of percentages for comparison.</li> <li>- Recall and use equivalences between simple FDP including in different contexts.</li> </ul>	Measurement: <ul style="list-style-type: none"> <li>- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</li> <li>- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp.</li> <li>- Convert between miles and kilometres.</li> <li>- Recognise that shapes with the same areas can have different perimeters and vice versa.</li> <li>- Recognise when it is possible to use formulae for area and volume of shapes.</li> <li>- Calculate the area of parallelograms and triangles.</li> <li>- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm<sup>3</sup> , m<sup>3</sup> and extending to other units (mm<sup>3</sup> , km<sup>3</sup> ).</li> </ul>		

Class 4– Years 5/6	Week 1 3.1.18	Week 2 8.1.18	Week 3 15.1.18	Week 4 22.1.18	Week 5 29.1.18	Week 6 5.2.18
<b>Literacy Overview</b>	<p><b>Spoken language</b></p> <ul style="list-style-type: none"> <li>*Listen and respond appropriately to adults and their peers</li> <li>*Ask relevant questions to extend their understanding and knowledge</li> <li>*Use relevant strategies to build their vocabulary</li> </ul> <p><b>Reading - Words</b></p> <ul style="list-style-type: none"> <li>*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.</li> </ul> <p><b>Reading - Comprehension</b></p> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>*Recommending books that they have read to their peers, giving reasons for their choices.</li> <li>*Identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>*Making comparisons within and across books</li> <li>*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.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>*Use further prefixes and suffixes and understand the guidance for adding them</li> <li>*Spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>*Continue to distinguish between homophones and other words which are often confused</li> <li>*Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> <li>*Use dictionaries to check the spelling and meaning of words</li> <li>*Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>*Use a thesaurus.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>*Write legibly, fluently and with increasing speed.</li> </ul> <p><b>Writing - Composition</b></p> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>*Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>*In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> <li>*Précising longer passages.</li> <li>*Using a wide range of devices to build cohesion within and across paragraphs.</li> <li>*Using further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p><b>Writing - vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>*Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>*Using passive verbs to affect the presentation of information in a sentence</li> <li>*Using the perfect form of verbs to mark relationships of time and cause</li> <li>*Using expanded noun phrases to convey complicated information concisely</li> <li>*Using modal verbs or adverbs to indicate degrees of possibility</li> <li>*Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> </ul> <p><b>Indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>*Using a colon to introduce a list.</li> <li>*Punctuating bullet points consistently.</li> </ul>					

<p><b>Literacy</b></p>	<p style="text-align: center;"><b>Descriptive Poetry (2 Weeks)</b></p> <p><b>Spoken Language</b> Peer assessment, talk partners, class discussion, evaluation of texts, drama, asking and responding to questions.</p> <p><b>Writing - Composition</b> *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><b>Writing - Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>- Using detail based on sense impressions - what can be seen, heard, smelled, touched or tasted.</li> <li>- Basing settings on known places, plus some invented detail</li> <li>- Using real or invented names to bring places alive - to help to make the setting more real and more believable</li> <li>- Creating atmosphere, e.g. what is hidden, what is dangerous, what looks unusual, what is out of place</li> <li>- Using the weather, time of day and season as well as place</li> <li>- Lulling the reader into a false sense of security that all is well</li> </ul>	<p style="text-align: center;"><b>Extended Story</b></p> <p><b>Spoken Language</b> Peer assessment, talk partners, class discussion, evaluation of texts, drama, asking and responding to questions.</p> <p><b>Writing - Composition</b> *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><b>Writing - Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>- Decide a genre and plan writing according to it</li> <li>- Vary sentence length and structure</li> <li>- Write in paragraphs</li> <li>- Use examples of active and passive voice</li> <li>- Establish characters and settings through description and detail</li> <li>- Use speech marks and other more complex punctuation accurately</li> </ul>
<p><b>Computing</b></p>	<p><b>We are market researchers</b> To research the APP market and create a set of survey questions - collecting, analysing and interpreting data to use results for a purpose.</p>	
<p><b>IPC - Science Technology International Computing</b></p>	<p><b>"Fairgrounds"</b> In Science, we'll know:</p> <ul style="list-style-type: none"> <li>- How to represent electrical circuits in drawings using conventional symbols</li> <li>- How to construct circuits on the basis of drawings using conventional symbols</li> <li>- How to vary an electrical circuit to change its effect</li> <li>- About the nature and effect of gravitational force</li> <li>- About the effects of physical forces</li> <li>- How to measure forces</li> <li>- How to identify the direction of forces</li> <li>- That light travels in a straight line until it strikes an object</li> <li>- That light can be reflected, refracted or absorbed</li> <li>- That light travels through some materials and not through others</li> <li>- That we see things when light from them enters our eyes</li> <li>- How sounds are changed by altering the nature and frequency of the vibrations</li> <li>- That vibrations from sound sources travel through a medium to reach the ear</li> <li>- How to identify the effects and uses of light and sound</li> </ul> <p>In Technology, we'll know:</p> <ul style="list-style-type: none"> <li>- That technology affects people's lives</li> <li>- How to consider the needs of users when designing and making</li> <li>- How to select the most appropriate materials and tools available for a task</li> <li>- How technology can be used to meet needs, wants and opportunities</li> </ul>	

RE	Understanding Christianity.
PSHE, Citizenship and SEAL	<p><b>"Money Matters"</b></p> <p><b>Lesson 1</b> - Do I understand that money is spent and earned in different ways?</p> <p><b>Lesson 2</b> - Can I make informed choices and compare prices to get 'value for money?'</p> <p><b>Lesson 3</b> - Do I understand that there are different ways to pay for things, some involving borrowing money that has to be paid back?</p> <p><b>Lesson 4</b> - Can I identify successes in the project and understand how some things could be improved?</p> <p><b>Lesson 5</b> - Do I understand why I do not keep all the money I earn?</p> <p><b>Lesson 6</b> - Do I understand that 'poverty' might have different meanings to different people in different circumstances?</p>