

**Autumn Term 2018**

**Medium Term Planning**

**Class 4 – Year 5**

Class 4 – Years 5	Week 1 10.9.18	Week 2 17.9.18	Week 3 24.9.18	Week 4 1.10.18	Week 5 8.10.18	Week 6 15.10.18
<b>Mathematics</b>	Number - Place Value <ul style="list-style-type: none"> <li>- Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</li> <li>- Count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000</li> <li>- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero</li> <li>- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000</li> <li>- Solve number problems and practical problems that involve all of the above</li> <li>- Read Roman Numerals to 1000(M) and recognise years written in Roman Numerals</li> </ul>			Number - Addition and Subtraction <ul style="list-style-type: none"> <li>- Add and subtract numbers mentally with increasingly large numbers</li> <li>- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar)</li> <li>- Use rounding to check answers and determine, in the context of a problem, levels of accuracy</li> <li>- Solve addition and subtraction multi- step problems in contexts, deciding which operations and methods to use and why</li> </ul>		

**Autumn Term 2018**

**Medium Term Planning**

**Class 4 – Year 6**

Class 4– Year 6	Week 1 10.9.18	Week 2 17.9.18	Week 3 24.9.18	Week 4 1.10.18	Week 5 8.10.18	Week 6 15.10.18
<b>Mathematics</b>	Number - Place Value <ul style="list-style-type: none"> <li>- Read, write, order and compare numbers to at least 10,000,000 and determine the value of each digit</li> <li>- Round an whole number to a required degree of accuracy</li> <li>- Use negative numbers in context, and calculate intervals across zero</li> <li>- Solve number and practical problems that involve all of the above</li> </ul>		Number - Addition, Subtraction, Multiplication and Division <ul style="list-style-type: none"> <li>- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>- Multiply multi-digit numbers up to 4 digits, by a 2 digit number, using the formal written method of long multiplication</li> <li>- Divide numbers up to 4 digits, by a 2 digit whole number, using the formal written method of long division, and interpret remainders as whole number remainders, fractions or by rounding as appropriate to the context</li> <li>- Divide numbers up to 4 digits, by a 2 digit number, using the formal written method of short division, interpreting remainders according to the context</li> <li>- Perform mental calculations, including with mixed operations and large numbers</li> <li>- Identify common factors, common multiples and prime numbers</li> <li>- Use their knowledge of the order of operations to carry out calculations involving the four operations</li> <li>- Solve problems involving addition, subtraction, multiplication and division</li> </ul>			

Class 4– Years 5/6	Week 1 10.9.18	Week 2 17.9.18	Week 3 24.9.18	Week 4 1.10.18	Week 5 8.10.18	Week 6 15.10.18
<b>English 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 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>English</b></p>	<p><b><u>Alien Themed Character Study (3 Weeks)</u></b>  <b>Spoken Language:</b>  Peer assessment, talk partners, class discussion, evaluation of texts, drama, asking and responding to questions.  <b>Writing – Composition</b>  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.  <b>Writing – Vocabulary, grammar and punctuation</b>  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> <p>Chn will read and analyse examples of character descriptions. Based upon their analysis, they will create their own character (an alien) and write their own character study. They will need to describe the appearance of the character, their actions and behaviour and their speech and personality using a range of:</p> <ul style="list-style-type: none"> <li>Adjectives</li> <li>Adverbs</li> <li>Powerful verbs</li> <li>Similes</li> <li>Alliteration</li> <li>Metaphor</li> <li>Sentence starters</li> <li>Sentence structures</li> </ul>	<p><b><u>Non-Chronological Report (3 Weeks)</u></b>  <b>Linked to IPC (Space Explorers)</b>  <b>Spoken Language:</b>  Speak audibly and fluently with an increasing command of Standard English  Peer assessment, talk partners, class discussion, evaluation of texts, presenting information, asking and responding to questions.  <b>Writing – Composition</b>  Plan their writing by:  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  <b>Writing – Vocabulary, grammar and punctuation</b>  Using a wide range of devices to build cohesion within and across paragraphs  Using further organisational and presentational devices to structure text and guide the reader (headings, sub-headings, bullet points, paragraphs)</p> <p>Chn will read and analyse examples of non-chronological reports. Based upon their analysis, chn will research a particular aspect of space that they find interesting and present their findings as a non-chronological report poster. They will need to include:</p> <ul style="list-style-type: none"> <li>Factual language and formal tone</li> <li>Statistics</li> <li>Informative language</li> <li>Diagrams and captions</li> <li>Technical vocabulary</li> <li>Topical paragraphs</li> </ul>
<p><b>Computing</b></p>		
<p><b>IPC –  Science  Technology  International  Computing</b></p>	<p><b><u>Space Explorers</u></b>  In Science, we'll be finding out:</p> <ul style="list-style-type: none"> <li>• How to make a pinhole viewer to record the size of the Sun and the Moon</li> <li>• How to compare the size of the planets and their distance from the Sun</li> <li>• About the movements of the Earth, Sun and Moon and how they affect us</li> <li>• How to classify rocks and compare rocks on Earth with those on the Moon</li> <li>• How craters are formed and the forces that are involved</li> <li>• How to make a spectrometer to find out about light and what it contains</li> <li>• How light travels</li> <li>• How to create a timeline to show the life cycle of a star</li> <li>• About the planets in our solar system</li> </ul> <p>In History, we'll be finding out:</p> <ul style="list-style-type: none"> <li>• About what people in the past used to think about the Earth, Sun and Moon</li> <li>• About Galileo and his findings about the Earth, Sun and Moon</li> <li>• About the constellations and the stories that they tell</li> </ul>	

	<ul style="list-style-type: none"> <li>• How to make a timeline to show some of the important events in the history of astronomy and space</li> </ul> <p>In Art, we'll be finding out:</p> <ul style="list-style-type: none"> <li>• How we can capture the shape, colour and patterns of a nebulae in art</li> <li>• How we can create our own satellite images</li> </ul> <p>In Technology, we'll be finding out:</p> <ul style="list-style-type: none"> <li>• About the technology that is being used to explore Mars</li> <li>• How to design and make our own vehicle to explore a planet's surface</li> </ul> <p>In International, we'll be finding out:</p> <ul style="list-style-type: none"> <li>• About the International Space Station (ISS)</li> <li>• How to create our own Voyager golden record to send into space</li> </ul>
<b>RE</b> Focus on the Christian value of 'Justice'.	Devon Agreed Syllabus - ' <b>Gospel</b> ' Unit <ul style="list-style-type: none"> <li>- Identify features of Gospel texts (e.g.: teachings, parable, narrative)</li> <li>- Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations</li> <li>- Make clear connections between Gospel texts, Jesus, 'good news', and how Christians live in the Christian community and in their individual lives</li> <li>- Relate biblical ideas, teachings or beliefs (e.g.: peace, healing, forgiveness) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own</li> </ul>
<b>PSHE, Citizenship and SEAL</b>	<b>It's Our World</b> <b>Session 1: Can I contribute to the class vision for a safe and happy environment?</b> <b>Session 2: I understand why we need rules and laws.</b> <b>Session 3: I know that we have a responsibility to look after our environment.</b> <b>Session 4: I know how climate change is impacting on our lives and can relate this to others.</b> <b>Session 5: I know how climate change is impacting on our lives and can relate this to others.</b> <b>Session 6: I understand that the environment is a collective and political responsibility as well as an individual one.</b>
<b>PE</b>	