**Mrs Lamb’s Half Term Planning. Autumn 1 2018 Yr 4/5 Aztecs**

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|  | **Wk 1 (3 days)**  **5.9.18** | **Wk 2**  **10.9.18** | **Wk 3**  **17.9.18** | **Wk 4**  **24.9.18** | **Wk 5**  **1.10.18** | **Wk 6**  **8.10.18** | **Wk 7**  **15.10.18** |
| **Key Questions** | **Assess and review** | **Topic begins:**  Who were the Aztecs? Why did they choose to settle in central Mexico? How big was their Empire? What similarities and differences are there between this ancient civilisation and society today? How was their society run? Who did they worship and what rituals did they have? How was the Aztec civilisation linked to the European world? | | | | | |
| **English** | **Text:** *Charlie and the Aztecs (Tom Jamieson)*  Read the whole story and discuss.  Plan own stories with teacher scribing ideas bank for working wall.  Assess story writing skills and set targets based on the findings.  Assess reading comprehension skills, including use of a dictionary.  Assess listening skills.  Look at independent learning skills used. | **Text:** *The Time travelling cat and the Aztec Sacrifice (Julia Jarman)*  *Characterisation:*  Planning a character; using writers’ skills of saying rather than doing and showing rather than telling.  SPAG focus: Expanding noun phrases. Using relative clauses. | **Text:** *The Time travelling cat and the Aztec Sacrifice (Julia Jarman)*  *Settings:*  Creating settings  Scary settings  Settings in different types of story.  SPAG focus: Expanding noun phrases. Using relative clauses. | **Text:** *The Time travelling cat and the Aztec Sacrifice* *(Julia Jarman)*  *Planning of whole stories:*  Teacher modelling.  Looking at story structure. Making banks of ideas to draw from.  Children using different planning models.  Developing note making techniques.  SPAG focus: Expanding noun phrases. Using relative clauses. | **Text:** *The Time travelling cat and the Aztec Sacrifice (Julia Jarman)*  *Planning and writing own stories:*  Using story plans to start writing a story with a clear structure, setting and plot.  SPAG focus: Expanding noun phrases. Using relative clauses. | **Text:** *The Time travelling cat and the Aztec Sacrifice (Julia Jarman)*  *Writing and editing stories:*  Continued writing and editing of a story with a clear structure, setting and plot. Looking at paragraphing and style.  Focus on peer editing to improve.  SPAG focus: Expanding noun phrases. Using relative clauses. | **Text:** *The Time travelling cat and the Aztec Sacrifice (Julia Jarman)*  *Publishing and presenting stories:*  Handwritten final copies for an audience. Children to evaluate the quality of the work using marking ladders.  Sharing stories with an audience. |
| **Spelling – Shakespeare and more** | Spelling skills assessed through independent story writing. | Y4 – Set 19  Y5 – Set 25 | Y4 – Set 19  Y5 – Set 25 | Y4 – Set 19  Y5 – Set 25 | Y4 – Set 19  Y5 – Set 25 | Y4 – Set 19  Y5 – Set 25 | Y4 – Set 19  Y5 – Set 25  Assessment |
| **Maths** | **Assess and review – number**  Y4’s place value  Y5’s place value | **Y4’s** Ordering and comparing numbers beyond 1000.  **Y5’s** Counting forwards and backwards in steps of powers for 10 for any given number up to 1,000,000 | **Y4’s** Finding 1000 more or less than a number  **Y5’s** Read, write and compare numbers to at least 1,000,000 | **Y4’s** Recognising the place value of each digit in a 4-digit number  **Y5’s** Know the value of each digit in numbers up to 1,000,000 | **Y4’s** Reading Roman Numerals to 100  **Y5’s** Read and write Roman numerals up to 1000 | **Y4’s** Rounding numbers to nearest 10,100 or 1000  **Y5’s** Round any number up to 1,000,000 to the nearest 10,100,1000,10000, 100000. | **Y4** Counting backwards through zero to include negative numbers  **Y5**  Interpret negative numbers in context, count backwards and forwards with positive and negative whole numbers, including through zero.  **Headstart:** Autumn term 1 assessment |
| **Fast finishers** | Assess resilience when trying to solve number and practical problems | Solve number and practical problems | Solve number and practical problems | Solve number and practical problems | Solve number and practical problems | Solve number and practical problems | Solve number and practical problems |
| **Ongoing mental maths** | Club 99 assessment – starting point decided. | Counting in multiples of 6,7,9,25 and 1000.  Club 99  Mental x and ÷ practise | Counting in multiples of 6,7,9,25 and 1000.  Club 99  Mental x and ÷ practise | Counting in multiples of 6,7,9,25 and 1000.  Club 99  Mental x and ÷ practise | Counting in multiples of 6,7,9,25 and 1000.  Club 99  Mental x and ÷ practise | Counting in multiples of 6,7,9,25 and 1000.  Club 99  Mental x and ÷ practise | Counting in multiples of 6,7,9,25 and 1000.  Club 99  Mental x and ÷ practise |
| **Science**  **Animals including humans** | **Assessment of current knowledge**  Drawing the digestive system on a blank outline and explaining functions. | Identifying and naming the parts of the human digestive system – matching game.  **t-shirt designs** – creating images of the digestive system to wear. | Describing the functions of the organs in the human digestive system  **Practical**  Modelling the function of the stomach, small bowel and large bowel.  Working scientifically  **Focus: Setting questions, planning and predicting** | Describing the functions of the organs in the human digestive system  Link to ***narrative*** writing about the story of food through the digestive tract. | Identifying and describing the different types of teeth and their functions in humans  **Quiz**  Matching animal teeth to their pictures. Asking questions linked to their diets.  \*Visit by dental practitioner to talk about how to keep teeth and gums healthy.  Working scientifically  **Focus: Setting questions, planning and predicting=** | Practical Investigation into the effects of different liquids on tooth enamel using eggs.  Working scientifically  **Focus: Setting questions, planning and predicting** | Writing up results from tooth investigation and sharing with an audience.  Making a timeline to indicate stages of growth in humans |
| Computing  ***Ongoing: Digital Literacy***  ***Yr 4 – Recognising acceptable and unacceptable behaviour using technology.***  ***Yr 5 – Understanding that you have to make choices when using technology and that not everything is true and/or safe.*** | **Assess** – Create a fact sheet about the Aztec headdresses. No guidance at this stage. | Yr 5 – Analysing information about Aztecs.  Yr 5 – Evaluating information about Aztecs.  Yr 5 - Understanding how search results are selected and ranked.  Teacher to **model** how to create a fact sheet and outline success criteria children need to use in order to do this. | Yr 4 – Selecting and using software to create a fact sheet about modern day Mexico. Why should people visit there? Persuasive fact sheet. Will be marked on both presentation and content.  Yr 5 – Analysing information about modern Mexico. | Yr 4 – Selecting and using software to create a fact sheet about modern day Mexico. | Editing and improving fact sheet about modern day Mexico. | Editing and improving fact sheet about modern day Mexico | Peer evaluation of fact sheets.  **Assessment**  Yr 5 – Evaluating information about modern Mexico. Did the information persuade you to go there?  **Assessment:** Yr 4  List of reasons why people may be attracted to live in cities. |
| **History**  *Ongoing***:** Add any questions to the working wall. | **Assess** (For working wall)  Prior knowledge of the Aztecs including where they settled. (Geography link)  Any questions they want to find the answer to? | Yr 4 & Yr 5 - Using and creating timelines. Placing the Atzec period on a timeline to understand when their civilisation ruled and how long for.  Yr 4 - Knowing about time differences in centuries and decades. | Placing other periods of history studied at KS1 and 2 onto the timeline and revisiting knowledge about these. | Yr 4 - Explaining how historic items and artefacts can be used to build up a picture of life in the past. Looking at a range of Aztec artefacts and asking questions, making predictions and drawing conclusions based on findings. | Aztecs as invaders and settlers. Why they chose to settle in central Mexico. | Visit to Truro Museum to complete the Aztec workshop. | The lives of Aztec children; using Aztec Codex as a way of finding out. |
| **Geography**  *Ongoing***:** Add any questions to the working wall. | See above | Atlas work on the continents. Closer look at south America and the location of Mexico City. | Atlas work on the location of South America and Mexico City. Set the questions to answer: Why was this a good choice for the Aztecs? Link this to your geographical findings. | Yr 4 – Explaining why people may choose to live in one place rather than another. Children work cooperatively to answer the question why they think the Aztecs chose Mexico City based on their atlas research. Plan their diaries. | Writing of diary about the discovery of central Mexico by the Aztecs. Description of the setting using geographical information. | Editing of diaries about the discovery of central Mexico by the Aztecs. | Publishing diaries. |
| **Design** | Assessment of team work and resilience whilst designing and  making an Aztec style headdress for the teacher to wear whist reading the class novel. To be used each day from the following week with each group’s rotated on a weekly basis. |  |  |  |  |  |  |
| **Art** |  | **Collage:**  Researching Aztec art – teacher models how to collect images including scanning.  Yr 4 - integrating digital images into art work | **Collage:**  Researching Aztec art – collecting images.  Yr 4 - integrating digital images into art work | **Collage:**  Teacher to model how to alter images and arrange them using the computer as a tool. Children alter own images where necessary to create their own art. | **Collage**  Creating a collage about Aztec Art.  Yr 5 – Using images which have been created, scanned and found; altering them where necessary to create art. | **Collage**  Creating a collage about Aztec Art.  Yr 5 – Using images which have been created, scanned and found; altering them where necessary to create art. | **Collage**  Displaying art work for an audience. Feedback to inform future work. |
| **Music** | **Singing:** Practise for peace day  Whole school – I’ve got peace like a river.  Y4/5/6 song - No wars will stop us singing  Yr 4 – Singing songs from memory with accurate pitch  Yr 5 – Breathing in the correct place when singing  Yr 5 – Maintaining a part whilst others are performing their part  Y6 – I can perform parts from memory | **Singing:** Practise for peace day  Whole school – I’ve got peace like a river.  Y4/5/6 song - No wars will stop us singing  Yr 4 – Singing songs from memory with accurate pitch  Yr 5 – Breathing in the correct place when singing  Yr 5 – Maintaining a part whilst others are performing their part  Y6 – I can perform parts from memory | **Singing**: Practise for peace day – Perform on the Friday in CW  Whole school – I’ve got peace like a river.  Y4/5/6 song - No wars will stop us singing  Yr 4 – Singing songs from memory with accurate pitch  Yr 5 – Breathing in the correct place when singing  Yr 5 – Maintaining a part whilst others are performing their part  Y6 – I can perform parts from memory | **Singing:** Growth Mindset  Songs: Believe, Great Day and Raise my voice  Yr 4 – Singing songs from memory with accurate pitch  Yr 5 – Breathing in the correct place when singing  Yr 5 – Maintaining a part whilst others are performing their part  Y6 – I can sing in harmony confidently and accurately | **Singing:** Growth Mindset  Songs: Believe, Great Day and Raise my voice  Yr 4 – Singing songs from memory with accurate pitch  Yr 5 – Breathing in the correct place when singing  Yr 5 – Maintaining a part whilst others are performing their part  Y6 – I can sing in harmony confidently and accurately | **Singing:** Growth Mindset  Songs: Believe, Great Day and Raise my voice  Yr 4 – Singing songs from memory with accurate pitch  Yr 5 – Breathing in the correct place when singing  Yr 5 – Maintaining a part whilst others are performing their part  Y6 – I can sing in harmony confidently and accurately | **Singing:** Growth Mindset  Songs: Believe, Great Day and Raise my voice  Yr 4 – Singing songs from memory with accurate pitch  Yr 5 – Breathing in the correct place when singing  Yr 5 – Maintaining a part whilst others are performing their part  Y6 – I can sing in harmony confidently and accurately |
| **French**  Taught by Mrs Burt | Focus: Speaking French  Naming and describing people, places and objects.  Having short conversations; giving appropriate responses.  Using knowledge of grammar to speak correctly. | | | | | | |
| **Religious education**  *Focus: gods* | Aztec ideas of a god and the meaning of sacrifice. | Christian concept of ‘God’ as the father and what it means to worshippers. | Evidence of God which Christians use to guide their faith. | Visit by local vicar to talk about God and his importance for Christians. | Islam worship of Allah and what it means to followers. | Hindu worship of different gods and the significance of these. | Similarities and differences between the three religions studied in relation to their worship of gods. |