**Mrs Lamb’s Half Term Planning. Autumn 2 2018 Yr 4/5 Aztecs.** **Core Value: Respect**

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|  | **Wk 1 (4 days)**  **30.10.18**  **Mon: Music inset**  **Thur: Outdoor learning day** | **Wk 2**  **5.11.18**  **Tue/Thur parent meetings**  **Fri: Science Day at Mawgan Porth**  **Theme week – Earth in Space**  **WW1 assembly** | **Wk 3**  **12.11.18**  **Mon: Eden art Day**  **Maths Challenge Week** | **Wk 4**  **19.11.18**  **Mon: Eden art day**  **Fri: Tree decorating event at Eden** | **Wk 5**  **26.11.18** | **Wk 6**  **03.12.18** | **Wk 7**  **10.12.18**  Fri: Xmas markets | **Wk 8**  **17.12.18** |
| **English Genre** | Explanation | Explanation | Explanation | Argument | Argument | Argument | Assess and review - narrative | Assess and review – explanation and argument |
| **English Shared Text**  **Ongoing:** Discussion and recording of words and phrases that writers use to engage and impact on the reader. | **Text:** *Charlie and the Aztecs (Tom Jamieson)* | **Text:** *The Time travelling cat and the Aztec Sacrifice (Julia Jarman)* | **Text:** *The Time travelling cat and the Aztec Sacrifice (Julia Jarman)* | **Text:** *The Time travelling cat and the Aztec Sacrifice* *(Julia Jarman)* | **Text:** *The Time travelling cat and the Aztec Sacrifice (Julia Jarman)* | **Text:** *The Time travelling cat and the Aztec Sacrifice (Julia Jarman)* | **Text:** *The Time travelling cat and the Aztec Sacrifice (Julia Jarman)* | **Text:** *The Time travelling cat and the Aztec Sacrifice (Julia Jarman)* |
| **Reading Comprehension**  **Ongoing: cross curricular** Yr 4 – Retrieving information from non-fiction texts. | Yr 4 – Discussion and recording of words and phrases that writers use to engage and impact on the reader.  Yr 5 – Reading non-fiction texts and identifying the purpose, structure and grammatical features. Evaluating the effectiveness of these. | Yr 4 – Discussion and recording of words and phrases that writers use to engage and impact on the reader.  Yr 5 – Reading non-fiction texts and identifying the purpose, structure and grammatical features. Evaluating the effectiveness of these. | Yr 4 – Discussion and recording of words and phrases that writers use to engage and impact on the reader.  Yr 5 – Reading non-fiction texts and identifying the purpose, structure and grammatical features. Evaluating the effectiveness of these. | Yr 4 – Discussion and recording of words and phrases that writers use to engage and impact on the reader.  Yr 5 – Reading non-fiction texts and identifying the purpose, structure and grammatical features. Evaluating the effectiveness of these. | Yr 4 – Discussion and recording of words and phrases that writers use to engage and impact on the reader.  Yr 5 – Reading non-fiction texts and identifying the purpose, structure and grammatical features. Evaluating the effectiveness of these. | Yr 4 – Discussion and recording of words and phrases that writers use to engage and impact on the reader.  Yr 5 – Reading non-fiction texts and identifying the purpose, structure and grammatical features. Evaluating the effectiveness of these. | Yr 4 – Discussion and recording of words and phrases that writers use to engage and impact on the reader.  Yr 5 – Reading non-fiction texts and identifying the purpose, structure and grammatical features. Evaluating the effectiveness of these. | Yr 4 – Discussion and recording of words and phrases that writers use to engage and impact on the reader.  Yr 5 – Reading non-fiction texts and identifying the purpose, structure and grammatical features. Evaluating the effectiveness of these. |
| **Writing** | Yr 4 – Composing sentences using a range of sentence structures.  Yr 5 – Discussing the audience and purpose of writing. | Yr 4 – Composing sentences using a range of sentence structures.  Yr 5 – Discussing the audience and purpose of writing. | Yr 4 – Composing sentences using a range of sentence structures.  Yr 5 – Discussing the audience and purpose of writing. | Yr 4 – Composing sentences using a range of sentence structures.  Yr 5 – Establishing a viewpoint as the writer. | Yr 4 – Composing sentences using a range of sentence structures.  Yr 5 – Establishing a viewpoint as the writer. | Yr 4 – Composing sentences using a range of sentence structures.  Yr 5 – Establishing a viewpoint as the writer. | Yr 4 – Writing a narrative with a clear structure, setting and plot.  Yr 5 – Developing characters through action and dialogue  Yr 5 – Adding well-chosen detail to interest the reader. | Yr 4 – Composing sentences using a range of sentence structures.  Yr 5 – Discussing the audience and purpose of writing.  Yr 5 – Establishing a viewpoint as the writer. |
| **SPAG** | Y4 – Using fronted adverbials and know a comma is used after these.  Yr 5 – Using adverbs or modal verbs to indicate a degree of possibility. | Y4 – Using fronted adverbials and know a comma is used after these.  Yr 5 – Using adverbs or modal verbs to indicate a degree of possibility. | Y4 – Using fronted adverbials and know a comma is used after these.  Yr 5 – Using adverbs or modal verbs to indicate a degree of possibility. | Y4 – Using fronted adverbials and know a comma is used after these.  Yr 5 – Using adverbs or modal verbs to indicate a degree of possibility. | Y4 – Using fronted adverbials and know a comma is used after these.  Yr 5 – Using adverbs or modal verbs to indicate a degree of possibility. | Y4 – Using fronted adverbials and know a comma is used after these.  Yr 5 – Using adverbs or modal verbs to indicate a degree of possibility. | Y4 – Using fronted adverbials and know a comma is used after these.  Yr 5 – Using adverbs or modal verbs to indicate a degree of possibility. | Y4 – Using fronted adverbials and know a comma is used after these.  Yr 5 – Using adverbs or modal verbs to indicate a degree of possibility. |
| **Spelling – Shakespeare and more** | Y4 – Set 20  Y5 – Set 26  HFW and common exception words | Y4 – Set 20  Y5 – Set 26  HFW and common exception words | Y4 – Set 20  Y5 – Set 26  HFW and common exception words | Y4 – Set 20  Y5 – Set 26  HFW and common exception words | Y4 – Set 20  Y5 – Set 26  HFW and common exception words | Y4 – Set 20  Y5 – Set 26  HFW and common exception words | Y4 – Set 20  Y5 – Set 26  HFW and common exception words | **Assess and review** – Set targets for Xmas holidays. Review IEP targets. |
| **Maths** | Year 4  Developing mental methods of addition and subtraction  Estimating and using inverse operations to check answers  Year 5  Adding and subtracting with increasingly large numbers  Using rounding to check answers and determine level of accuracy | Year 4  Adding and subtracting numbers with up to 4 digits using column method  Estimating and using inverse operations to check answers  Year 5  Using formal written methods to add and subtract whole number with more than 4 digits  Using rounding to check answers and determine level of accuracy | Year 4  Adding and subtracting numbers with up to 4 digits using column method  Estimating and using inverse operations to check answers  Solving 2 step addition and subtraction problems  Year 5  Using formal written methods to add and subtract whole number with more than 4 digits  Using rounding to check answers and determine level of accuracy  Solving multi-step addition and subtraction problems | Year 4  Recognising and using factor pairs and commutativity in mental calculations  Using place value, known facts to multiply and divide mentally  Year 5  Identifying multiples and factors of numbers  Know about and understand prime numbers, prime factors and composite numbers  Work out whether a number up to 100 is prime; know and recall all prime numbers up to 19  Know and understand squared and cubed numbers | Year 4  Using formal written methods to multiply 2 digits by 1 digit  Solving problems which involve all four operations  Year 5  Multiply and divide numbers mentally  Multiply and divide by 10,100 and 1000 and understand place value when decimals are used.  Multiply 4 digits by 1 or 2 digits using formal written methods | Year 4  Using formal written methods to multiply 2 digits by 1 digit  Solving problems which involve all four operations  Year 5  Multiply 4 digits by 1 or 2 digits using formal written methods  Use short division to divide 4 digits by 1 digit and interpret remainders | Year 4  Using formal written methods to multiply 2 digits by 1 digit  Solving problems which involve all four operations  Year 5  Solve a variety of questions involving the four operations  Solve multiplication and division problems using scaling by simple fractions and problems involving simple rates  **Assess and Review – End of term test** | Year 4 & 5  Solving problems which involve all four operations  Year 5  Solve multiplication and division problems using scaling by simple fractions and problems involving simple rates  Revisit of areas which need addressing from assess and review.  Set IEP targets from assessments. |
| **Fast finishers** | 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 | Solve number and practical problems |
| **Ongoing mental maths** | Recalling multiplication and division up to 12 x 12 | Recalling multiplication and division up to 12 x 12 | Recalling multiplication and division up to 12 x 12 | Recalling multiplication and division up to 12 x 12 | Recalling multiplication and division up to 12 x 12 | Recalling multiplication and division up to 12 x 12 | Recalling multiplication and division up to 12 x 12 | Recalling multiplication and division up to 12 x 12 |
| **Science** | Assess and Review  Light  Earth and Space  Assess and review  Digestive system to check understanding.  Yr 5 – Making a timeline to indicate stages of growth in humans | **Fantastic Physics!**  Light and Dark  Visit to the Planetarium to launch the topic.  Earth and space  Visit to the Planetarium to launch the topic. | Earth and Space  Describing and explaining the movement of the  Earth and planets relative to the sun.  Describing the sun, Earth and moon using the term spherical. | Earth and Space  Describing and explaining the movement of the moon relative to the Earth. | Earth and Space  Explaining and demonstrating how night and day are created. | Light (Physics)  Explain how light travels.  Explain and demonstrate how we see objects. | Light (Physics) Explain how shadows have the same shape as the object that casts them.  Shadow investigation. | Light (Physics)  Can explain how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass. |
| 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.*** | Yr 4 – Selecting and using software to accomplish given goals.  Yr 5 - Understanding how search results are selected and ranked. | Yr 4 – Selecting and using software to accomplish given goals.  Yr 5 - Understanding how search results are selected and ranked. | Yr 4 – Collecting and presenting data.  Yr 5 – Analysing information  Yr 5 – Evaluating information | Yr 4 – Collecting and presenting data.  Yr 5 – Analysing information  Yr 5 – Evaluating information | Yr 4 – Collecting and presenting data.  Yr 5 – Analysing information  Yr 5 – Evaluating information | Yr 4 –  Producing and uploading a podcast.  Yr 5 – Editing a film. | Yr 4 – Producing and uploading a podcast.  Yr 5 – Editing a film. | Assess and review of Computing module for the Autumn Term |
| **History - Aztecs**  *Ongoing***:** Add any questions to the working wall. | Yr 4 & Yr 5 - Using and creating timelines – link to science work.  Yr 4 - Knowing about time differences in centuries and decades. | Yr 4 - Explaining how historic items and artefacts can be used to build up a picture of life in the past | Yr 4 - Explaining how historic items and artefacts can be used to build up a picture of life in the past | Yr 4 - Explaining how historic items and artefacts can be used to build up a picture of life in the past | Yr 4 - Research two versions of an event and explain how they differ | Yr 4 - Research two versions of an event and explain how they differ | Yr 4 - Research two versions of an event and explain how they differ | Assess and review. |
| **Geography**  *Ongoing***:** Add any questions to the working wall. | Yr 4 – Explaining why people may be attracted to live in cities.  Yr 4 – Explaining why people may choose to live in one place rather than another.  **City Study:** Mexico City - modelling a fact sheet | Yr 4 – Explaining why people may be attracted to live in cities.  Yr 4 – Explaining why people may choose to live in one place rather than another.  Yr 5 – Explain why people are attracted to live by rivers.  **City Study:** UK – London. Research and model a fact sheet. | Yr 4 – Know the countries which make up the European Union. \*Focus on France and England.  Yr 5 – Explaining how a location fits into its wider geographical location with reference to human and physical features.  **City Study:** Europe – Paris  Research and model a fact sheet. | Yr 5 – Planning a journey to a place in another part of the world, taking into account distance and time.  **Choices**: London, Paris, Mexico City  Planning a podcast/film | Yr 5 – Planning a journey to a place in another part of the world, taking into account distance and time.  **Choices**: London, Paris, Mexico City  Planning a podcast/film | Yr 5 – Planning a journey to a place in another part of the world, taking into account distance and time.  **Choices**: London, Paris, Mexico City  Making a podcast/film | Yr 5 – Planning a journey to a place in another part of the world, taking into account distance and time.  **Choices:** London, Paris, Mexico City  Making and editing a podcast/film | Presenting knowledge as a film or pod cast for others to enjoy. Invite feedback. |
| **Design**  Textiles Project: Designing and making a Christmas Tree decoration. | Yr 4 – Evaluating products for both their purpose and appearance | Designing own tree decorations – creating an annotated 2D design | Making a prototype of tree decoration. 3D  Yr 5 – Using a range of tools and equipment competently | Yr 4 – Suggesting improvements for own designs then remake | Yr 4 – Suggesting improvements for own designs then remake  Yr 4 – Explaining how an original design has been improved  Yr 5 – Evaluating appearance and function against original criteria |  |  |  |
| **Art**  3D Christmas Tree designs. | 3D  Yr 4 - Sculpting using clay and other mouldable materials.  Yr 5 – research the work of an artist and use these findings to replicate a style. | 3D  Yr 4 - Sculpting using clay and other mouldable materials.  Yr 5 – research the work of an artist and use these findings to replicate a style. | 3D  Yr 4 - Sculpting using clay and other mouldable materials.  Yr 5 – research the work of an artist and use these findings to replicate a style. | 3D  Yr 4 - Sculpting using clay and other mouldable materials.  Yr 5 – research the work of an artist and use these findings to replicate a style. | 3D  Yr 4 - Sculpting using clay and other mouldable materials.  Yr 5 – research the work of an artist and use these findings to replicate a style. |  |  |  |
| **Music** | **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 | **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 | **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 | **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 | **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 | **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 | **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 |  |
| **French** | 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**  *God & Festivals* | Hindu worship of different gods and the significance of these. | Hindu festival of Diwali | Islam worship of Allah and the significance of this. | Islamic festival of Eid and its significance. | Christian festival of Christmas. | Christian festival of Christmas. | Comparison of similarities and differences between the three religions. | Assessment: Linked to English – having an opinion. |