



Year: 5 Term: Spring 1			
Subject	Prior Skills/Knowledge/language	New skills	Planning
English <u>Characterisation:</u> to entertain <u>Newspaper Article:</u> to inform	LSK2- Pupils will have looked at information and characterisation text in other novels from previous years. They will use reading skills, such as inference, to make justifications on character feelings and perspective. Children have experience writing newspaper articles based on fictional events for a range of purposes. They should be able to identify and use simple organisational features to structure their writing. Children have experience discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Children will continue to practice composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.	<ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Using a wide range of devices to build cohesion within and across paragraphs. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. 	Characterisation Week 1 – Write a characterisation (cold task). Observe, wonder, infer about a new text. Create a word bank of concrete/abstract nouns. Select appropriate verbs and adverbs to describe how a character speaks, acts and moves (perspective of others), Week 2 – Dialogue to show characterisation. Adverbials & modal verbs to indicate degrees of possibility. To explore writers' hints for a characterisation. To plan, write, edit and redraft a characterisation based on The Promise. Newspaper Article Week 3 – Newspaper article on important event (cold task), Explore newspaper articles on changes to derelict environments (P4C link). To analyse features of newspaper articles. Respond to comprehension questions about a newspaper report. Week 4 – Retrieve information from non-fiction sources. Direct/ reported speech (2 days). To use a formal tone in writing. Week 5 – Plan, write and edit a newspaper report on vandalism in Liverpool city centre for local MP. Grammar –concrete & abstract nouns, verbs, inverted commas for dialogue, adverbials, modal verbs, punctuation for parenthesis
Maths <u>Fractions A</u> <u>Multiplication & Division B</u>	Year 4 - Recognise and show, using diagrams, families of common equivalent fractions. Add and subtract fractions with the same denominator. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.	Fractions <ul style="list-style-type: none"> Identify, name and write equivalent fractions of a given fraction. Recognise mixed numbers and improper fractions and convert from one form to the other. 	Week 1 – Add fractions with total greater than 1. Add to a mixed number. Add two mixed numbers. Week 2 – Subtract fractions. Subtract from a mixed number. Subtract from a mixed number – breaking the whole. Subtract two mixed numbers. End of block assessment.

<p>Fractions B</p>	<p>Recall multiplication and division facts up to x12, and recognise products in multiplication tables as multiples of the corresponding number. Recognise and use factor pairs and commutativity in mental calculations. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p>	<ul style="list-style-type: none"> • Add and subtract fractions with the same denominator and denominators that are multiples of the same number. <p><i>Multiplication and Division</i></p> <ul style="list-style-type: none"> • Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • Multiply and divide numbers mentally drawing upon known facts • Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates <p><i>Fractions</i></p> <ul style="list-style-type: none"> • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams 	<p>Week 3 – Preassessment multiplication & division. Multiply a 4 digit number by a 1 digit number. Multiply 2 digits by 2 digits/ area model. Multiply 3 digits by 2 digits. Multiply 4 digits by 2 digits.</p> <p>Week 4 – Short division. Divide 4 digit numbers by a 1 digit number. Divide with remainders. Efficient division. Solve multiplication / division problems. End of block assessment.</p> <p>Week 5 – Preassessment fractions. Multiply a unit fraction by an integer. Multiply a non-unit fraction by an integer. Multiply a mixed number by an integer. Consolidation of above.</p>
<p>History</p> <p><u>Anglo-Saxons & Vikings</u></p>	<p>LKS2- Children have previously studied Anglo-Saxons, Picts and Scots. They have used various historical sources to find out about Anglo-Saxon life. They have also explored Anglo-Saxon culture including art, music, legends and poetry as well as the spread of Christianity in Britain.</p>	<p><i>What did the Anglo-Saxons and Vikings leave behind?</i></p> <ul style="list-style-type: none"> • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • To analyse a range of sources to draw conclusions. • To further develop historical enquiry skills. 	<p>Week 1 – Prior assessment. Recap of previous learning and chronology lesson.</p> <p>Week 2 - To explore what Britain was like before the first Viking invasions.</p> <p>Week 3 - To find out about the Viking invasions of Britain through a range of sources.</p> <p>Week 4 – To explore the changing relationship between Saxons and Vikings.</p> <p>Week 5 – To explore the significance and legacy of the Anglo-Saxons and Vikings on our local community. Historical report on the contributions of Saxons and Vikings to life in Britain.</p>

<p>Science</p> <p><u>Electricity</u></p>	<p>Year 4 – Electricity</p> <ul style="list-style-type: none"> Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit. 	<p><i>How can I change the brightness of a bulb in a circuit?</i></p> <ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram. 	<p>Week 1 –Prior Assessment. What do children remember about Electricity? Chn to create simple circuits.</p> <p>Week 2 – Component identification and building circuits – children will build their own circuits and identify and use the symbols that represent the different parts</p> <p>Week 3/4 – Circuit diagrams and cells and brightness – children will draw their own circuit diagrams and produce their own scale for brightness</p> <p>Week 5 - Voltage – children will conduct an investigation by coming up with a scale for loudness and build their own circuit to prove this. Post-assessment challenge.</p>
<p>Art</p> <p><u>What a performance!</u> <u>The drama of exciting headdresses.</u></p> <p><i>Sculpture, Textiles, Shape & Decoration</i></p>	<p>LKS2</p> <ul style="list-style-type: none"> Children should be able to discuss opinions and compare and contrast different designs following their Year 4 topic on Jewellery designers. Think critically about their art and design work. 	<p><i>What materials and techniques will I use to create my own celebration headdress?</i></p> <ul style="list-style-type: none"> Use a sketchbook to develop ideas independently. Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information. Include technical aspects in their work, e.g. architectural design. Keep notes in their sketch books as to how they might develop their work further. Use their sketch books to compare and discuss ideas with others. 	<p>Week 1 – Pre-assessment. To explore the designs, purposes and materials used to create headdresses.</p> <p>Week 2 – Look at headdress designers and compare (Philip Treacy and Caley Johnson).</p> <p>Designing and experimenting</p> <p>Week 3 – Look at a range of materials and templates that could be used to create a headdress. Consider shapes and materials for headdresses and how they are constructed.</p> <p>Designing and planning</p> <p>Week 4 – Select suitable materials, colours and designs for own headdress and develop an annotated sketch.</p> <p>Making and presenting artwork</p> <p>Week 5 – Create final headdress and present to the class. Evaluate each other's designs.</p>
<p>Computing</p> <p><u>Spreadsheets</u></p>	<p>Year 4: Spreadsheets for budgets</p> <p>Children should have some knowledge of:</p> <ul style="list-style-type: none"> Adding a formula to a cell to automatically make a calculation in that cell. Use of a series of data in a spreadsheet to create a line graph. Use of 2Calculate to create a model of a real-life situation. To use the functions of allocating value to images in 2Calculate to make a resource to teach place value. Children can allocate values to images and use these to explore place value. 	<p><i>How do I create a spreadsheet to plan a school cake sale?</i></p> <ul style="list-style-type: none"> Children will learn to use a spreadsheet to model a real-life situation and come up with solutions that can be practically applied. This topics links to mathematics. <p>Children should continue to use technology safely, respectfully and responsibly</p>	<p>Week 1 - Preassessment and review of prior learning.</p> <p>Week 2 - To use formulae within a spreadsheet to convert measurements of length and distance.</p> <p>Week 3 - To use the count tool to answer hypotheses about common letters in use.</p> <p>Week 4 - To use a spreadsheet to model a real-life problem</p> <p>Week 5 - To create formulae that use text variables.</p> <p>Week 6 - To use a spreadsheet to help plan a school cake sale. Final assessment</p>

RE <u>Exploring the lives of significant women in the Old Testament</u> <u>Humanism</u>	LSK2 •Exploring prayer as a way of communicating with God. •Exploring stories from the Old Testament and reflecting on their teachings and how these can be applied to our daily lives.	<i>What can women in the Old Testament teach us about following God?</i> <ul style="list-style-type: none"> • Widen the children's understanding of the role and significance of women in the Bible and God's big story. • Considering what we can learn from their stories. • Make links between their own values and the values of others (i.e. the women in the Bible). 	Week 1 - Pre-assessment. Explore famous and important women and their importance in modern society. Week 2 – To explore the difficult decision of Moses' mother, Jochebed. Discuss decisions which the children make/have made that are/have been easy or hard and their outcomes. Week 3 – To explore the stories of significant women (Esther and Ruth) and reflect on its teachings. Week 4 - To explore the story and festival of Purim Week 5 – To explore risk takers in the Old Testament (Abigail and Rahab). Link to modern day - Corrie Ten Boom or Aung San Suu Kyi. Week 6 - What are humanists' views on happiness?
Music <u>Ukulele (Resonate)</u>	LKS2 •Playing - Children have previous experience playing and performing in solo and ensemble contexts. Start to explore the link between sound and symbol. •Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. Improvisation - continue to explore and create your own responses melodies and rhythms	<ul style="list-style-type: none"> • To identify and move to the pulse with ease. • To think about the message of songs. • Listen carefully and respectfully to other people's thoughts about the music. • To talk about the musical dimensions working together in songs. • To play song involving G, F, A minor & C chords. 	Week 1 – Prior learning assessment – playing chords on the ukulele. Listen and appraise new song. Week 2 - Children will sing the song and play musical instruments to the song. G, F, A minor & C chords. Week 3 – Children will begin to improvise to the song using their voices, instruments and percussion. Week 4 – Children will perform the song and perform compositions. Week 5 - End of unit performance during assembly.
PSHE <u>Jigsaw: Dreams and Goals</u>	LKS2 •Children have previously explored a topic on 'Hopes and Dreams'. Children have discussed the meaning of 'Broken Dreams' and overcoming disappointment. They have also reflected on creating new dreams and achieving goals.(Y3-4).	<i>What is my dream lifestyle and how will I achieve this?</i> <ul style="list-style-type: none"> • This topic aims to enable children to reflect on their own dreams and the dreams of others. • Children will also evaluate how their opportunities and life chances are similar and different to those from different cultures and backgrounds. 	Week 1 – Pre-assessment. When I Grow Up (My Dream Lifestyle). Week 2 - Investigating Jobs and Careers. Week 3 - My Dream Job. Week 4 - Why I Want It and the Steps to Get There. Week 5 - Dreams and Goals of Young People in Other Cultures. Week 6 - How can we support each other? Rallying Support
P.E <u>Invasion Games – Netball</u>	LKS2 •Play games with some fluency and accuracy, using a range of throwing and catching techniques; Pass and dribble with control under pressure; Find ways of attacking successfully when using other skills; Use a variety of simple tactics for attacking well, keeping possession of the ball	<ul style="list-style-type: none"> • Pass, dribble and shoot with control in games • Identify and use tactics to help their team keep the ball and take it towards the opposition's goal • Identify tactics that present opportunities to score goals 	Week 1 – To improve and refine catching and throwing in netball. Week 2 – To use a range of netball passes. To know how to catch a netball in different ways. Week 3 – To know how to pivot. To understand the footwork rule in netball.

	<p>as a team, and getting into positions to score; Know the rules of the games; Understand that they need to defend as well as attack; Understand how strength, stamina and speed can be improved by playing invasion games; Engage in competitive and cooperative physical activities in a range of increasingly challenging situations.</p>	<ul style="list-style-type: none"> • Mark opponents and help each other in defence • Pick out things that could be improved in performances and suggest ideas and practices to make them better • Be able to participate in small sided game • Lead small groups in warm-up activities 	<p>Week 4 – To know how to outwit a defender to receive a pass. To know how to one-on-one mark an opposition player. To aim for a target.</p> <p>Week 5 - To play in a netball tournament. To evaluate my own and others' performance.</p>
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