**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 dialogueYr 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 20Y5 – Set 26HFW and common exception words | Y4 – Set 20Y5 – Set 26HFW and common exception words | Y4 – Set 20Y5 – Set 26HFW and common exception words | Y4 – Set 20Y5 – Set 26HFW and common exception words | Y4 – Set 20Y5 – Set 26HFW and common exception words | Y4 – Set 20Y5 – Set 26HFW and common exception words | Y4 – Set 20Y5 – Set 26HFW and common exception words | **Assess and review** – Set targets for Xmas holidays. Review IEP targets.  |
| **Maths** | Year 4Developing mental methods of addition and subtractionEstimating and using inverse operations to check answersYear 5Adding and subtracting with increasingly large numbersUsing rounding to check answers and determine level of accuracy | Year 4Adding and subtracting numbers with up to 4 digits using column methodEstimating and using inverse operations to check answersYear 5Using formal written methods to add and subtract whole number with more than 4 digitsUsing rounding to check answers and determine level of accuracy | Year 4Adding and subtracting numbers with up to 4 digits using column methodEstimating and using inverse operations to check answersSolving 2 step addition and subtraction problemsYear 5Using formal written methods to add and subtract whole number with more than 4 digitsUsing rounding to check answers and determine level of accuracySolving multi-step addition and subtraction problems | Year 4Recognising and using factor pairs and commutativity in mental calculationsUsing place value, known facts to multiply and divide mentallyYear 5Identifying multiples and factors of numbersKnow about and understand prime numbers, prime factors and composite numbersWork out whether a number up to 100 is prime; know and recall all prime numbers up to 19Know and understand squared and cubed numbers | Year 4Using formal written methods to multiply 2 digits by 1 digitSolving problems which involve all four operationsYear 5Multiply and divide numbers mentallyMultiply 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 4Using formal written methods to multiply 2 digits by 1 digitSolving problems which involve all four operationsYear 5Multiply 4 digits by 1 or 2 digits using formal written methodsUse short division to divide 4 digits by 1 digit and interpret remainders  | Year 4Using formal written methods to multiply 2 digits by 1 digitSolving problems which involve all four operationsYear 5Solve 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 & 5Solving problems which involve all four operationsYear 5Solve multiplication and division problems using scaling by simple fractions and problems involving simple ratesRevisit 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 ReviewLight Earth and SpaceAssess and reviewDigestive system to check understanding.Yr 5 – Making a timeline to indicate stages of growth in humans | **Fantastic Physics!**Light and DarkVisit to the Planetarium to launch the topic. Earth and space Visit to the Planetarium to launch the topic.  | Earth and SpaceDescribing and explaining the movement of theEarth and planets relative to the sun.Describing the sun, Earth and moon using the term spherical. | Earth and SpaceDescribing and explaining the movement of the moon relative to the Earth. | Earth and SpaceExplaining 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 informationYr 5 – Evaluating information | Yr 4 – Collecting and presenting data.Yr 5 – Analysing informationYr 5 – Evaluating information | Yr 4 – Collecting and presenting data.Yr 5 – Analysing informationYr 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 – ParisResearch 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 remakeYr 4 – Explaining how an original design has been improvedYr 5 – Evaluating appearance and function against original criteria |  |  |  |
| **Art** 3D Christmas Tree designs. | 3DYr 4 - Sculpting using clay and other mouldable materials.Yr 5 – research the work of an artist and use these findings to replicate a style.  | 3DYr 4 - Sculpting using clay and other mouldable materials.Yr 5 – research the work of an artist and use these findings to replicate a style.  | 3DYr 4 - Sculpting using clay and other mouldable materials.Yr 5 – research the work of an artist and use these findings to replicate a style.  | 3DYr 4 - Sculpting using clay and other mouldable materials.Yr 5 – research the work of an artist and use these findings to replicate a style.  | 3DYr 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 pitchYr 5 – Breathing in the correct place when singingYr 5 – Maintaining a part whilst others are performing their part | **Singing:** Yr 4 – Singing songs from memory with accurate pitchYr 5 – Breathing in the correct place when singingYr 5 – Maintaining a part whilst others are performing their part | **Singing:** Yr 4 – Singing songs from memory with accurate pitchYr 5 – Breathing in the correct place when singingYr 5 – Maintaining a part whilst others are performing their part | **Singing:** Yr 4 – Singing songs from memory with accurate pitchYr 5 – Breathing in the correct place when singingYr 5 – Maintaining a part whilst others are performing their part | **Singing:** Yr 4 – Singing songs from memory with accurate pitchYr 5 – Breathing in the correct place when singingYr 5 – Maintaining a part whilst others are performing their part | **Singing:** Yr 4 – Singing songs from memory with accurate pitchYr 5 – Breathing in the correct place when singingYr 5 – Maintaining a part whilst others are performing their part | **Singing:** Yr 4 – Singing songs from memory with accurate pitchYr 5 – Breathing in the correct place when singingYr 5 – Maintaining a part whilst others are performing their part |  |
| **French** | Focus: Speaking FrenchNaming 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.  |