Haughmond, Spring Term Planning Overview	
Term:	Spring
Rolling programme:	B
Year Group:	Year 4 and Year 5
Teacher:	Ms Fowke
Reading and Writing:	Mark of the Cyclops, Saviour Pirotta This term, Haughmond will be learning about Ancient Greece in History, and both our reading and writing will be linked to this theme, using the class book 'Mark of the Cyclops'. Based on our class book, the following reading skills, knowledge and competencies will be practised and taught: Comprehension, text analysis, decoding and fluency, vocabulary, research skills, understanding sentence structure, inference, retrieval, deduction, summarising, prediction, explanation, and comparison. Also based on our class book, the children will have the opportunity to investigate, and utilise, writing features for the following genres of writing: • Setting and character descriptions (figurative language, show don't tell, sensory details). • Newspaper reports ("inverted pyramid" structure, starting with the most important information and moving to less crucial details, headline, paragraphs, formal tone). • Myths (themes, plot and structure, evocative language, symbolism). • Playscripts (structure – acts and scenes, dialogue, stage directions, dramatic devices). • Book reports (third person, purpose – to inform, structure - introduction, title, author, genre, summary, analysis, opinion).
SPAG:	• Write in cohesive paragraphs. • Integrate dialogue to convey setting. • Use relative clauses, with different relative pronouns. • Use adverbial phrases, including fronted adverbials. • Use expanded noun phrases, with post-modifiers and ambitious qualifiers. • Use modal verbs. • Use a range of conjunctions, adverbs and prepositions. • Use semi-colons to separate sentences. • Use colons to add extra information. • Suggest changes, to enhance effect. • Edit writing, to improve content • All to spell Year 3/4 words correctly • Year 5 to spell Year 5/6 words correctly. • Joined legible handwriting.
Spelling:	Prefixes and suffixes, homophones, letter strings wa and wo and ss, ei and ie words, silent letters, double letters, short i and e sound, hard and soft c sound, words ending in vowels other than e, possessive pronouns. Consolidate Year 4 and Year 5 spelling words.

Maths:	<u>Place Value:</u> <u>Year 4</u> • Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones). • Round any number to the nearest 10, 100 or 1000. • Round decimals with one decimal place to the nearest whole number. • Order and compare numbers beyond 1000. • Compare numbers with the same number of decimal places up to 2-decimal places <u>Year 5</u> Read, write order and compare numbers to at least 1,000,000 and determine the value of each digit. Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000. • Round decimals with two decimal places to the nearest whole number and to one decimal place. • Read, write order and compare numbers with up to three decimal places. • Solve number problems and practical problems that involve all of the above. <u>Calculation:</u> <u>Year 4</u> • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. • Estimate and use inverse operations to check the answers to a calculation. • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. • Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems. <u>Year 5</u> • Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. • 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. • 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 addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. Use all four operations to solve problems involving measure [for example, length, mass, volume, money].

	Geometry: Year 4 • Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. • Identify lines of symmetry in 2-D shapes presented in different orientations. • Complete a simple symmetric figure, with respect to a specific line of symmetry. • Identify acute and obtuse angles and compare and order angles up to two right angles by size. Year 5 • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. • Use the properties of rectangles to deduce related facts and find missing lengths and angles. • Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. • Draw given angles and measure them in degrees. • Identify: - Angles at a point and one whole turn (total 360°) - Angles at a point on a straight line and ½ a turn (total 180°) Other multiples of 90°. Properties of number Y5 Decimals Y4 Year 4 Find the effect of dividing a one- or two-digit number by 10 and 100 and identifying the value of the digits in the answer as ones, tenths and hundredths. Add and subtract fractions with the same denominator. Year 5 • Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. • Establish whether a number up to 100 is prime and recall prime numbers up to 19. • Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³). • Solve problems involving multiplication and division, including their knowledge of factors and multiples, squares and cubes. Fractions and decimals: Year 4 • Recognise and show, using diagrams, families of common equivalent fractions. • Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to ¼, ½, ¾. Year 5

	• Read and write decimal numbers as fractions [for example, 0.71 = $\frac{71}{100}$]. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. <u>Perimeter and area:</u> <u>Year 4</u> • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Find the area of rectilinear shapes by counting squares. <u>Year 5</u> • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. • Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes • Estimate volume [for example, using 1cm^3 blocks to build cuboids (including cubes)] and capacity [for example using water.
Science:	<u>Sound and vibration:</u> • Describe how sounds are made. • Describe how sounds are heard through different mediums. • Explain the relationship between vibration strength and volume. • Describe the relationship between volume and distance. • Describe pitch and how to change it. • Explain how insulating materials can be used to muffle sound. • Observe closely how different instruments create a sound. • Research how whales and dolphins communicate underwater. • Present results using a bar chart. • Suggest which variables to measure and for how long. • Design simple results tables. • Identify when results or observations do not match predictions.
Geography:	<u>What life is like in the Alps</u> • Locate the Alps on a world map and identify and label the eight countries they spread through. • Locate three physical and three human characteristics in the Alps. • Research and describe the physical and human features of Innsbruck. • Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. • Compare the human and physical geography of their local area and Innsbruck. • Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'

History:	<u>What is the legacy of the Ancient Greek civilisation?</u> • Describe the features of Ancient Greece. • Identify the key periods in the ancient Greek civilisation. • Make inferences about Greek gods. • Research a Greek god. • Compare Athens and Sparta. • Understand the different types of democracy. • Explain how Athenian democracy worked. • Explain what philosophy is. • Identify the achievements of the ancient Greek philosophers. • Identify the ancient Greeks' legacies and their impact.
MFL:	<u>Clothes</u> • Name items of clothing in French. • Use adjectives of colour to describe clothes. • Identify parts of the verb 'to wear' in French. • Describe an outfit, including colours. • Learn vocabulary related to carnival outfits. • Understand a description of a carnival outfit.
ICT:	<u>Programming Music</u> • Recognise that Scratch is a coding application with music elements. • Predict the effects of different code blocks and explain discoveries from tinkering. • Code a soundtrack using sound blocks, loops and nested loops to enhance a scene. • Use loops to simplify a program and understand that nested loops can repeat a rhythm or pattern. • Decompose a program into smaller parts and remix existing code in new projects. • Identify errors in a program, debug them and evaluate the effectiveness of a program. <u>Creating Media – Website Design</u> • Create a Sway with a title, image and a completed first header section. • Create a clear plan for their web page and beginning to create it. • Create a professional-looking web page with useful information and a clear style, which is easy for the user to read and find information from. • Create a clear plan by referring back to their checklist to include a range of features. • Create a web page with clear sections and with a range of features in.

Music:	<u>The Fresh Prince of Bellaire</u> The children will listen and appraise, sing, compose, and use glocks to create and perform an ensemble. Children's composition pieces will include: • Introduction • Verse 1 • Bridge • Chorus • Verse 2 • Bridge • Extended chorus
Art:	<u>Typography and maps</u> • Learn what Typography is. • Use the way words look to help communicate ideas and emotions. • Create typography and combine it with other visual elements to make artwork about chosen themes. • Explore creating fonts and designs, to help convey ideas and emotions. • Look at the work of an artist and a designer who use typography. • Create their own visual maps. <u>Painting and mixed media – portraits</u> • Outline a portrait drawing with words, varying the size, shape and placement of words to create interest (link to typography). • Try a variety of materials and compositions for the backgrounds of their drawings. • Combine their printing and typography skills to create a successful print. • Explain their opinion of artwork. • Experiment with materials and techniques when adapting their photo portraits. • Create a self-portrait that aims to represent something about them. • Show they have considered the effect created by their choice of materials and composition in their final piece. Themes: Identity, Environment, Habitat
DT:	<u>Cooking and nutrition – Developing a recipe</u> • Describe the process of beef production. • Research a traditional recipe and make changes to it. • Add nutritional value to a recipe by selecting ingredients. • Plan a version of Bolognese sauce.
RE:	<u>Christians and how to live. What would Jesus do? (Natre)</u>

	• Know how Christian beliefs influence daily life, decision-making, and moral responsibility. • Explore the practical implications of Jesus," teachings for contemporary Christian living. • Lear about teachings from the Sermon on the Mount and Jesus, parables, such as the Good Samaritan and the Sheep and the Goats. • Understand Christian values like love, forgiveness, compassion, justice, and selflessness. • Find out about Christian charities and figures who embody these teachings in action, such as Mother Teresa, Martin Luther King Jr., and Christian Aid. • Evaluate how these individuals and organisations apply Christian teachings to address real-world issues such as poverty, injustice, and discrimination.
PHSE:	<u>Economic wellbeing</u> • Identify and justify items they consider good value for money. • Identify multiple factors that influence whether something is good value for money. • Understand the importance of tracking spending. • Identify different ways to keep money safe. • Identify a range of influences on job choices. • Suggest ways to respond to certain influences over career choices. • Identify different reasons why people might change careers. • Suggest proactive steps that can be taken to challenge and overcome stereotypes. <u>Citizenship</u> • Understand what happens when someone breaks the law. • Understand what rights are and that freedom of expression is one of these rights. • Understand how reducing the use of materials and energy helps the environment, and what individuals can do to support this. • Understand how people contribute to society and how this is recognised. • Understand the role of pressure groups. • Understand the basics of how parliament works including the parts of parliament.
PE:	<u>Dance</u> • Transfer weight when performing movements. • Perform a group dance in canon. • Perform actions at low, medium and high levels. • Use suggested movements to create an ongoing motif. • Use suggested movements to communicate ideas in a dance. • Use movement suggestions that are inspired by a stimulus that include some variations in timing.

	• Perform some movements more slowly and some more quickly. • Use arms and legs to create lines and shapes. • Express a mood through dance. • Select movements to represent ideas, putting them together to form a dance sequence. • Perform an extended dance sequence. <u>Net and wall</u> • Maintain control of a ball on a racket while moving. • Catch and control a ball on their racket. • Grip and hold the tennis racket correctly when hitting a forehand groundstroke. • Use the forehand stroke, with some shots landing on the opposition's side of the court. • Use the correct technique for the double-handed backhand. • Achieve an appropriate overhead ball toss when in a service stance. • Use a developing service stroke to strike a ball overhead with a racket. • Hit a serve towards a target area. • Hit a ball before it bounces using the volley technique. • Use the ready position between shots. • Understand the basic rules of tennis and knows how to keep score. • Serve the ball using the underarm technique.