

Autumn Term Medium Term Planning Yr 4 (in blue) Yr 5 (in red) Da Vinci 2018-19 (Second Half)

Subject	Week 1 05.11.18- 09.11.18	Week 2 12.11.18- 16.11.18	Week 3 19.11.18- 23.11.18	Week 4 26.11.18- 30.11.18	Week 5 03.12.18- 07.12.18	Week 6 10.12.18-14.12.18	Week 7 17.12.18- 21.12.18
Maths	Number Addition and Subtraction Number Multiplication and Division	Number Addition and Subtraction Number Multiplication and Division	Measurement Length and Perimeter Number Multiplication and Division	Number Multiplication and Division Number Multiplication and Division	Number Multiplication and Division Statistics	Number Multiplication and Division Statistics	Consolidation Consolidation
English	<p>General new curriculum Year 4</p> <p>Spoken language</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication <p>Reading- word</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Reading - comprehension</p> <ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what they read listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books <p>Spelling</p>						

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences,

Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing

Writing – composition

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing- vocabulary, grammar and punctuation

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

Year 5

Spoken language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary

Reading- word

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

Reading – comprehension

- maintain positive attitudes to reading and understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Spelling

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Handwriting

- write legibly, fluently and with increasing speed

Writing - composition

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- proof-read for spelling and punctuation errors
- ensuring the consistent and correct use of tense throughout a piece of writing

Writing - vocabulary, grammar and punctuation

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity

	Narrative Writing Descriptive Setting	Narrative Writing Descriptive Setting	Narrative Writing Descriptive Setting	Explanation Text How to make chocolate/chocolate machine Linked to IPC			
Spelling and Grammar	Revise statutory word list and proofreading Revise noun phrases	Prefixes in, il, im, ir Expanding nouns	Prefixes in, il, im, ir Commas in relative clauses	Words with eigh, ei or ey Revise synonyms	Words with ch and ou Revise synonyms	Suffixes ing, er, en, ed Revise adverbials	Suffixes ing, er, en, ed Revise adverbials

Computing	<ul style="list-style-type: none"> - design, write and debug programs that accomplish specific goals - use sequence, selection and repetition in programs, work with variable and various forms of input and output 						
IPC Includes: History Art Music D & T	<p>Chocolate</p> <p>In Geography we will be finding out:</p> <ul style="list-style-type: none"> • where cacao trees are found • about the factors affecting the growth of cacao trees • about other cash crops <p>In History we will be finding out:</p> <ul style="list-style-type: none"> • who first discovered chocolate • who took the first chocolate to Europe • about the importance of cacao beans for trade <p>In Science we will be finding out:</p> <ul style="list-style-type: none"> • about the ingredients in chocolate • if chocolate causes tooth decay • why chocolate wrappers are made from special materials • what the melting point of chocolate is <p>In Technology we will be finding out:</p> <ul style="list-style-type: none"> • how to make our own chocolate • what we can add to chocolate <p>In Art we will be finding out:</p> <ul style="list-style-type: none"> • how to design a wrapper for our own chocolate bar <p>In International we will be finding out:</p> <ul style="list-style-type: none"> • what fair trade chocolate is • what other fair trade products there are • how important chocolate is 						
Geography	Entry Point and Knowledge Harvest	<p>To locate chocolate growing regions on a world map and why</p> <p>To investigate where chocolate is manufactured</p>					
History			<p>To investigate the Aztecs use of chocolate</p> <p>Who was Hernan Cortes?</p>				
Science				<p>To research the nutritional value of chocolate</p> <p>To compare nutritional values in different foods.</p>		<p>Can chocolate give you tooth decay?</p> <p>To investigate material for chocolate bar wrappers</p>	<p>To explain why chocolate melts</p>

Technology					To design and make own chocolate bar (Link to Christmas and English writing)		
International (next half term)							To investigate fair trade
Art							To design wrapper for own chocolate bar and think about marketing.
Music Also taught though Music Express							
Geography throughout year	Locational knowledge - locate the world's countries, using maps to focus on Europe - name and locate counties and cities of the United Kingdom, geographical regions - key topographical features (including hills, mountains, coasts and rivers), and land-use pattern - Local history based around 100 year anniversary of World War 1						
PE	Indoor PE Gym - develop flexibility, strength, technique, control and balance Outdoor PE - play competitive games and apply basic principles suitable for attacking and defending - Hockey						
	Gym Assessment of skills	Gym Flexibility and strength	Gym Flexibility and strength	Gym Technique and control	Gym Technique and control	Gym Balance	Gym Assessment of skills
	Invasion Games Assessment of skills	Invasion Games Attacking	Invasion Games Attacking	Invasion Games Defending	Invasion Games Defending	Invasion Games Intercepting	Invasion Games Assessment of skills
Languages	- listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words						
	Greetings	Greetings	Numbers	Numbers	Days of the week	Days of the week	
PSHE/Citizenship /SEAL	Say No! To appreciate the risks we might take	Say No! To know what legal and illegal drugs are	Say No! To know the effects and risks of smoking	Say No! To know the effects and risks of drinking alcohol	Say No! To know how to keep safe in the local area	Say No! To develop strategies to prevent bullying	Say No! To develop strategies to prevent bullying
RE Devon agreed syllabus	Inspirational People Why is the Prophet Muhammad so important to Muslims?	Inspirational People How did Muhammad inspire others to follow him?	Inspirational People How does Muhammad continue to inspire people today?	Christmas	Christmas	Christmas	Christmas
Environmental Work	Maintaining the allotted area of the school grounds. Using the outdoor school environment where possible to enhance lessons and lesson objectives. Each class has an eco councillor who meet weekly to discuss environmental issues in school.						
Cultural Awareness	Throughout term in dedicated lessons						