

**Literacy: Mon-Wed – Mrs Peel, Thurs-Fri – Dr Lindsay**

**Daily:** Spelling prefixes and suffixes, homophones, apostrophe for contraction, word endings.

Independent reading/reading activities.

**Weekly:** Whole Class Guided Reading four days a week. Our reading this term will be on several themes including winter and chocolate.

**Text based writing** Based on both fiction and non-fiction texts revealed in class.

**Skills:** Make predictions from pictures and text, distinguish between fact and inference, justify opinion, write dialogue, present information to an audience, take on the role of a character, expand vocabulary using dictionaries and thesaurus, editing and marking.

**Capturing ideas:** ‘What if?’ activities, inference calculations, word wheels, labelling settings.

**Planning writing:** Sequencing a text, recognising the features of a text, planning using ideas and note writing, using my plan to inform my writing.

**Writing Opportunities:** Sequel writing, retelling of traditional tales, persuasive writing, non-chronological reports.

**Grammar:**

**Year 5:** Punctuation for parenthesis (commas, dashes, brackets), punctuating bullet points, Using semi colons to start and within lists.

**Year 4:** Using commas for clauses. Commas for clarity, commas for clauses, commas for fronted adverbials.

**Mathematics: Mon-Wed - Mrs Peel, Thurs – Fri – Dr Lindsay**

**Daily:** TT Rockstars times tables practise to 12 (multiplication and division facts). By the end of **year 4** every child should know all their tables up to 12X12.

**Fractions:** Year 4: This chapter looks at length in metres and centimetres before moving on to kilometres. Pupils will learn to measure different items using centimetres, metres and kilometres. They will also be able to convert different units of measurement as well as compare different lengths. The chapter ends with five lessons on problem solving involving length, in which pupils use their mental and procedural skills to solve problems with the aid of the bar model method for visualisation.

year 5: pupils review adding fractions, with a focus on fractions with different denominators and fractions that create improper fractions and mixed numbers. Then they subtract fractions that are different, finding common denominators and subtracting mixed numbers and improper fractions. At the end of the chapter, pupils begin to multiply fractions by whole numbers and multiply mixed numbers by whole numbers. The final lesson involves solving word problems that require multiple steps and bar model representations.

**Solving problems:** Year 5: In this chapter, pupils are solving word problems that involve multiple steps and a variety of operations. Pupils begin the unit by simply choosing the correct operation before moving onto representing the key information using bar models. Applying the strategies learned in previous units is key in solving the challenges. The chapter ends with complex representations of numbers and change using advanced bar models.

**Further multiplication and Division:** Year 4: In this chapter, pupils will further develop their understanding of multiplication and division. They will learn how to divide and multiply by 1 and 0 and understand the law of commutativity. They will learn how to multiply three numbers together using prior knowledge of multiplication tables.

Pupils will use their tables and knowledge of place value to multiply multiples of 10, leading to the multiplication of 2-digit numbers using short multiplication. They will use their knowledge of multiplying multiples of 10 when multiplying multiples of 100, leading to multiplying 3-digit numbers using short multiplication.

Pupils will learn more about division and will divide 2-digit numbers using two methods, including numbers with remainders. They will learn to solve multiplication and division problems using the methods they have learned and will use bar models to visualise what the problem is asking them to do.

**Decimals:** Year 4: In this chapter, pupils will learn about tenths and hundredths. They will learn how to count, order and record the decimals in different ways. They will begin to see equivalence between tenths and hundredths and will be able to compare and order the numbers. Pupils will learn to continue linear number sequences as well as round decimals to the nearest whole number. They will also link tenths and hundredths with dividing by 10 and 100.

Year 5: In this chapter, pupils explore decimals. To begin this chapter, they learn to read and write decimal numbers. This is followed by comparing decimal numbers to find which is greater and smaller. Pupils then add and subtract decimals before turning decimals into fractions. The chapter ends with pupils rounding decimals to the nearest whole number and decimal position.

**Weekly:** Rapid recall of times table facts. Problem Solving sessions concentrating on problems which can be solved by bar modelling, drawing a diagram or drawing a table.

**Science – Materials**

We will learn about states of matter and how substances change state. We will investigate the properties of different materials. We will investigate changes in state – which are reversible, and which

**Maya**

**How to help at home:**

**Art & Design**

Maya pattern making.

Painting in the style of Kandinski.

**Music**

are permanent? We will carry out some practical experiments investigating dissolving substances and the separation of mixtures.

Year 4 -

- I can group materials based on their state of matter (solid, liquid, gas).
- I can explore and describe how some materials can change state.
- I can measure the temperature at which materials change state.
- I can describe the water cycle.

Year 5 -

- I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets).
- I can describe how a material dissolves to form a solution; explaining the process of dissolving.
- I can describe and show how to recover a substance from a solution.
- I can describe and demonstrate how some materials can be separated.
- I know and can demonstrate that some changes are reversible and some are not.
- I can give evidenced reasons why materials should be used for specific purposes.

### **History – Maya**

We will learn about the Maya civilisation – their customs, food and numbers - and link it to the production of chocolate.

York Chocolate Story Trip.

### **Geography**

We will be looking at the geography of Peru, focusing in particular on the Amazon River and comparing it with the River Aire.

Year 5 – Malham trip

### **Physical Education Gym with Ji including performance in worship**

Ball games- netball, hockey, football to improve ball skills

Year 4

- I can catch with one hand.
- I can throw and catch accurately.
- I can hit a ball accurately with control.
- I can keep possession of the ball.
- I can vary tactics and adapt skills depending on what is happening in a game.

Year 5

- I can gain possession by working a team.
- I can pass in different ways.
- I can use forehand and backhand with a racket.
- I can field.

- Please listen to your child read regularly at home and record this in their planner- we are expecting 5 times per week for 20 minutes each time.
- Read and discuss the whole class guided reading text- sent at a weekend- where this is recorded it is counted as a raving read.
- Practice times tables as often as possible. TT Rockstars is great for encouraging your child.
- Practise spellings .
- Complete brain builder.
- Encourage your child to always use their BEST handwriting and presentation.

Weekly lessons – Mrs Turvey Pupils will sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

### **Personal Social & Emotional Development**

Keeping Myself Safe– risk assessments, when and how to call emergency services.

Healthy Lifestyles –mental health- including emotions and feelings and how to manage feelings.

Internet safety Day- ‘Together for a Better Internet’.

**P4C** Laziness- what does this mean- can an animal be lazy?

**RE: The Gospel** In RE this term e are learning about Humanism. We will be exploring how people live a moral and fulfilling life without God.

### **French**

New vocabulary about shops around town.

Asking and telling the time.

- I can choose a tactic for defending and attacking.
- I can use a number of techniques to pass, dribble and shoot.

**Computing**- being safe on the internet. Coding skills

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