Subject	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
	Charities week, Refugees week and Sports week will take place this half term.				
English (including composition, reading comprehension and spoken English.)	**Story Writing workshop** Children will learn some specific creative writing techniques. Character profile building – discuss favourite characters from fiction books. Consider how an author creates a character to engage the reader. From a stimulus use language to create a vivid image of a charcter. From this consider their behaviours and mannerisms. Use of similes and figurative language.	**Story Writing Workshop** Descriptive writing with a focus on editing and up-levelling. Children will undertake a reading comprehension assessment.	**Charities Week** Persuasive language – look at the features of persuasive texts. Posters – look at posters and how they are structured. Consider how information is presented. Use alliteration to create titles and slogans.	**How to Train Your Dragon by Cressida Cowell** Instructional writing: Looking at features of successful instructions. Following and improving instructions. Writing a set of instructions about How to Train Your Dragon. In response to the story, children use descriptive vocabulary to make ordinary objects seem extraordinary.	**How to Train Your Dragon by Cressida Cowell** Writing a newspaper report based on an event in the story, focussing on correct punctuation, use of adverbs and alternatives for 'said'. Continuing to read the novel and practicing inferring information from the text. Analysing the author's choices of words and punctuation and considering the impact they have on the reader. Using persuasive language to design a poster for the 'young heroes' final initiation test'.
Spelling, punctuation and Grammar	Grammar Focusing on correct punctuation to show speech in our writing. Use of pronouns. Spellings Revise Year 4 spelling patterns and fill in any gaps.	Grammar Children will undertake a spelling, punctuation and grammar assessment. Spellings Revise Year 4 spelling patterns and fill in any gaps.	Grammar Present tense and the use of alliteration and slogans Spellings Revise Year 4 spelling patterns and fill in any gaps.	Grammar Imperative verbs. Time conjunctions Spellings Revise Year 4 spelling patterns and fill in any gaps.	Grammar Using commas to separate clauses. Spellings Revise Year 4 spelling patterns and fill in any gaps.

Examples of English across the curriculum	Computing: Conisder the feautures of a travel brochure – Non-fiction writing	Computing: Looking at the different ways information can be presented/organised.	Charities Week: Writing for a purpose – persuasive writing techniques.	RE: Using the organisational features of a text (e.g. glossary, sub headings) to find information.	French: Using verbs to describe how we play different sports.
Maths	**Fractions and decimals** Adding and subtracting fractions with the same denominator. Finding equivalent fractions for ½. ¼, ¾, tenths and hundredths. Finding a fraction of quantities (e.g. 2/6 of 36)	Assessment week – arithmetic and Reasoning papers. Analysis of assessment – planning to support gaps	**Measurement – Charities week focus** Recognising different amounts of money and comparing using < and > Add and subtract amounts of money	**Fractions and decimals** Counting up and down in tenths and hundredths. Rounding decimals to the nearest whole number. Matching fractions to their decimal equivalents Solving problems involving fractions	**Measurement** Add and subtract fractions and decimal numbers Practically use measurmement apparatus and record data **Statistics** Interpreting and presenting discrete data
Examples of Maths across the curriculum	Creating a numerical system that can be applied to 'Top Trumps' cards. *RE*	The importance of shape and symmetry in Art. ICC	Consider the value of items. Add and subtract amounts of money. Charities week	Measuring and collecting data in accurate ways. *Science*	Measuring and collecting data in accurate ways. *Science*
International Creative Curriculum	**Italy** Food from different European countries (comparing food from different regions of Europe), and labelling European countries and capitals on maps. Exploring grid references and making geographical statements. Looking at the topography of Europe.	**Italy** Exploring Venetian carnivals and masks. Looking at Murano glass and create own replica by selecting suitable equipment and techniques.	**Italy** Learn about the lives and significance of famous Italian composers and artists such as Vivaldi, Leonardo Da Vinci and Michelangelo, and create work in the style of the artist Giuseppe Arcimboldo.	**Italy** DT project, children design, make and evaluate a model of a famous Italian building (Colosseum or Leaning tower of Pisa).	**Italy** Learning some basic phrases in Italian and singing simple Italian songs. Making Pizzas at Pizza Express Preparing for our Italian Fayre
Science	**Scientific Inquiry** Making predictions What would happen if we put a skittle in water? Children will be given some equipment. What questions could we ask? Children practise making predictions and	**Scientific Inquiry** Understanding the Importance of accurate measurements vs observations Children will complete experiments about optical illusions and about how you can 'trick' your brain.	**Scientific Inquiry** Interpreting evidence and drawing conclusions. Links to sports. To taller people have bigger feet? Do taller people run faster? How would we find out?	**Scientific Inquiry** The importance of considering things carefully before planning an investigation. Which is your favourite apple? Children carry out an investigation, focusing on how to eliminate bias and outside	**Scientific Inquiry** Planning your own experiment. Children pose a question. Then using their knowledge of how to successfully plan and carry out an investigation, they will follow through with their inquiry to reach a conclusion.

	generating scientific questions.		Children design their own investigation to a question they pose and follow it through to reach a conclusion.	influence.	
Computing	To use search engines and specialist websites in order to research Italy.	Using Microsoft Word to organise and present information and images. To design a front cover for a travel brochure on Italy.	Using Microsoft Word to organise and present information and images. To divide the brochure into discrete columns and textboxes	Using Microsoft Word to organise and present information and images. To add images to the brochure and edit and format them	Complete brochures and share with class. Children to share learning and evaluate travel brochures. *Application of persuasive writing skills taught in English.*
PSHE	**Drugs Education** Why is alcohol a drug? Understanding the effects that alcohol has on the body.	**Drugs Education** Is alcohol always dangerous? Understanding the risks related to drinking alcohol.	**Drugs Education** Considering how society limits the drinking of alcohol. Discussing how to resist peer pressure and the importance of making our own choices.	**Road Safety** How can we be safe when we are near the road? Be safe, be seen – children will design an outfit to ensure road users can see them clearly. How can we be safe when we are near the road? How to cross the road safely – exploring how to find a suitable and safe crossing point. What is acceptable and unacceptable pedestrian behaviour?	**Moving on** Circle time games and discussion related to our move into Year 5. What questions do we have? What are we excited about? What are we worried about? Creating a list of questions for our Year 5 teacher.
Music	**Musical starting points** Pupils listen to three different styles of music and discuss mood and effect. They compose rhythmic patterns to match each musical style. They select appropriate instruments to perform their patterns on to match the styles of music.	**Musical starting points** Pupils listen to Rhapsody in Blue. They select appropriate instruments to perform Gershwin's train rhythm. They improvise melodies to add to the train rhythm.	**Musical starting points** Pupils listen to Le réveil des oiseaux. They learn about the composer's starting point for this composition. They organise bird song ideas into a sketchbook. They create compositions depicting the dawn chorus.	**Musical starting points** Pupils listen to Zub-a-doo. They learn about the composer's starting point for this composition. They begin to compose music in two different metres. They create a melodic riff to fit in with the rhythmic patterns of the different metres.	**Musical starting points** Pupils explore different starting points for composing a piece of machine music. They develop their own machine compositions. They rehearse and perform their work.

Religious Education	**<u>Can one person inspire many?</u>** Who is Ghandi? What does it mean to inspire someone? How did Ghandi inspire many?	**<u>Can one person inspire many?</u>** Who is someone who inspired you? Children identify inspirational people from their own lives and compare them to Ghandi.	**<u>Can one person inspire many?</u>** Looking at the Ghandi quote 'be the change you'd like to see'. Children to explore first through discussion, then through art the changes that they would like to see.	**<u>Can one person inspire many?</u>** Inspirational sports people – how can an athlete inspire others? What is a good role model? Why is it important to be a good role model?	**<u>Can one person inspire many?</u>** Looking at inspirational paralympians. Why are people inspired by athletes? Considering how one person can have a positive effect on many people. Children will share stories of inspirational people and consider how they can inspire others through their actions.
French	**Sport (le sport)** *Sports (le sports)* *<u>Key vocab:</u>* *le foot*, *le tennis*, *le tennis de table*, *le basket*, *le cricket, le rugby* *<u>Key phrases:</u>* *Tu joues à quel sport?* *Je joue au…*	**Sport (le sport)** *Which sports do you like doing? (Tu aimes faire quel sport?)* *<u>Key vocab:</u>* *la danse, la natation*, *le vélo*, *l'équitation* (f), *le skate*, *le surf*, *l'escalade* (f), *le footing* *<u>Key phrases:</u>* *Tu aimes faire quel sport?* *J'aime (faire)…*	**Sport (le sport)** *At the stadium (Au stade)* *<u>Key vocab:</u>* *un stade* , *une équipe*, *un joueur de foot*, *un directeur*, *un terrain*, *un arbitre*, *un ballon de foot*, *un sifflet*, *un spectateur* *<u>Key phrases :</u>* *Qu'est-ce que c'est?* *C'est...*	**Sport (le sport)** *Wimbledon* *<u>Key vocab :</u>* *un court, une raquette*, *un joueur de tennis*, *un arbitre*, *un spectateur*, *un ramasseur de balles*, *une balle de tennis*, *des fraises* (f) *à la crème* *<u>Key phrases :</u>* *Qu'est-ce que c'est? C'est... / Ce sont…*	**Sport (le sport)** *Can you…? (Tu sais…?)* *<u>Key vocab:</u>* *jouer au tennis*, *jouer au foot*, *jouer au hockey, jouer au netball*, *jouer au rugby*, *jouer au cricket*, *faire du vélo, faire du ski* *<u>Key phrases:</u>* *Tu sais…?* *Oui, je sais…* *Non, je ne sais pas…*