

<u>Subject</u>	<u>Phase 1</u>	<u>Phase 2</u>	<u>Phase 3</u>	<u>Phase 4</u>	<u>Phase 5</u>	<u>Phase 6</u>
English (including composition, reading comprehension and spoken English.)	<p><u>How to Train Your Dragon by Cressida Cowell</u></p> <p>Instructional writing: Looking at features of successful instructions. Following, evaluating and improving instructions using clear language and imperative verbs.</p> <p>Writing a set of instructions about How to Train Your Dragon.</p>	<p><u>How to Train Your Dragon by Cressida Cowell</u></p> <p>In response to the story, children use descriptive vocabulary to make ordinary objects seem extraordinary. Children will use a thesaurus to explore a greater range of descriptive vocabulary.</p>	<p><u>How to Train Your Dragon by Cressida Cowell</u></p> <p>Writing a newspaper report based on an event in the story, focussing on correct punctuation, use of adverbs and alternatives for 'said'.</p> <p>Continuing to read the novel and practicing inferring information from the text.</p> <p>Analysing the author's choices of words and punctuation and considering the impact they have on the reader.</p> <p>Using persuasive language to design a poster for the 'young heroes' final initiation test'.</p>	<p><u>Assessment Week</u></p> <p>Children will undertake a series of assessments in Maths and English. These will be used to inform progress across the term as well as identifying gaps and areas for development in the future.</p>	<p><u>Creative Writing Project</u></p> <p>Writing a character profile using a variety of items as a stimulus to write creatively.</p> <p>A real focus on creativity, drafting and re-editing to improve the children's work linking to the grammar points taught throughout the term as well as ISPACEd</p>	<p><u>Creative Writing Project</u></p> <p>Use the character profile to create a story using a wide variety of creative writing techniques.</p> <p>There will be a focus on collaborative feedback and improvement to edit our work. Writing for purpose and sharing the children's stories.</p>
Spelling, punctuation and Grammar	<p><u>Grammar</u> Focus on imperative verbs and clear instructional vocabulary.</p> <p><u>Spellings</u> Adding the prefix -mis <i>Misprint, misplace, misbehave, misspell, misunderstand</i></p>	<p><u>Grammar</u> Use of clever verb choices and the effect this has on the reader. Exploring synonyms.</p> <p><u>Spellings</u> Adding the ending -sure that sounds like zhuh <i>Leisure, exposure, measure, treasure, pleasure</i></p>	<p><u>Grammar</u> Including extra information and detail within parenthesis.</p> <p><u>Spellings</u> Adding the prefix auto- <i>Automobile, autopilot, automatic, autobiography, autocue</i></p>	<p><u>Grammar & Spellings</u> Children will undertake a spelling, punctuation and grammar assessment.</p>	<p><u>Grammar</u> Exploring different sentence openers and using ISPACEd</p> <p><u>Spellings</u> Adding the prefix inter- <i>Intercity, international, interrelate, interlock, intermediate, internet, interact</i></p>	<p><u>Grammar</u> Focus on editing and improving with regards to punctuation and sentence construction.</p> <p><u>Spellings</u> Words spelt with the ay sound spelt eigh, ei, ey <i>Eight, sleigh, vein, reign, obey, they, prey, veil</i></p>

Maths	<p>Time</p> <p>Children will learn about different units of time (years, months, weeks, days, hours, minutes and seconds) and how these are interlinked. Children will convert between different units of time.</p> <p>Children will practice reading the time from analogue and digital clocks and will convert into the 12 and 24 hour clock.</p>	<p>Statistics</p> <p>Children will learn to interpret a variety of different charts and graphs and accurately read the information from these.</p> <p>Children will explore comparison, sum and difference problems using discrete data from a range of different charts and graphs.</p>	<p>Statistics</p> <p>Children will be introduced to linegraphs. They will explore continuous data which shows a change in something over time.</p> <p>Children will create their own linegraphs, learning how to accurately plot data. They will also learn to interpret and extract information from them accurately.</p>	<p>Assessment Week</p> <p>Children will undertake a series of assessments in Maths and English.</p> <p>These will be used to inform progress across the term as well as identifying gaps and areas for development in the future.</p>	<p>Geometry: Properties of shape</p> <p>Children will learn to confidently identify different angles, make estimates about their size and order/compare them.</p> <p>Children will learn about the different types of triangles and their features.</p> <p>Children will explore different types of quadrilaterals and their properties. They will learn to use mathematical language such as parallel and perpendicular.</p>	<p>Geometry: Properties of shape</p> <p>Children will learn to identify lines of symmetry within a 2D shape. They will explore this concept using a range of different sized shapes in different orientations.</p> <p>Children will use their knowledge of symmetry to help them create symmetric figures, where a pattern or design has been reflected across a vertical or horizontal mirror line.</p>
International Creative Curriculum and Science	<p><u>Conservation, Ecology and Habitats</u></p> <p>Children will learn about and conduct further research into some of the rare or unique species to East Anglia.</p> <p>Through this research, children will gain an understanding as to the range of diverse habitats in the East of England.</p>	<p><u>Conservation, Ecology and Habitats</u></p> <p>Children will learn about some of the threats to our natural ecosystems and how we can try and reduce/stop any future harm to the environment.</p>	<p><u>Conservation, Ecology and Habitats</u></p> <p>Children will prepare an investigation whereby they will work in groups to compare and contrast the 'environmental and ecological health' of 2 different locations; the Plantation garden and the UEA broad.</p>	<p><u>Conservation, Ecology and Habitats</u></p> <p>Children will conduct their environmental health investigations based around the Plantation Garden and UEA Broad and write up their findings.</p> <p>Children will present their environmental analyses to the rest of the class explaining the evidence for their thoughts and suggestions.</p>	<p><u>Conservation, Ecology and Habitats</u></p> <p>Children to learn about the importance of insects with our foodchains and the types of environments in which they live.</p> <p>Children will learn about the concept of 'urban gardens' and how we can create insect friendly habitats even in the most urban of locations.</p>	<p><u>Conservation, Ecology and Habitats</u></p> <p>Children will create a small 'bug hotel' using recycled materials that will encourage beneficial insects into their gardens or urban spaces.</p>

Computing	To use search engines and specialist websites in order to research Norfolk wildlife	<i>Using Microsoft Word to organise and present information and images.</i> To design a front cover for an information booklet on Norfolk wildlife	<i>Using Microsoft Word to organise and present information and images.</i> To divide the brochure into discrete columns and textboxes and begin adding information.	<i>Using Microsoft Word to organise and present information and images.</i> To add images to the brochure and edit and format them where necessary.	Complete brochures and share with class. Application on non-chronological report writing.	Children to share learning and evaluate information booklets.
PSHE	<u>Moving on</u> Circle time discussions about moving into Year 5 and making sensible choices when nominating pupils they would like to be in a class with next year.	<u>Friendship and Resolving Problems</u> Children will explore a series of stories about friends who encounter a range of problems. Children will work together to suggest possible ways in which solutions can be found and try to relate these to their own experiences.	<u>Friendship and Resolving Problems</u> Children will explore a series of stories about friends who encounter a range of problems. Children will work together to suggest possible ways in which solutions can be found and try to relate these to their own experiences.	<u>Road Safety</u> 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.	<u>Road Safety</u> 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?	<u>Moving on</u> Following on from our transition days, we will play a variety of circle time games and hold discussions related to the children's move into Year 5. We will answer questions, discuss any things they're excited or concerned about and create an 'about me' page for their new teachers.
Music (Children will also be rehearsing for the end of year show)	<u>Musical starting points</u> 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.	<u>Musical starting points</u> 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.	<u>Musical starting points</u> 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.	<u>Musical starting points</u> Pupils listen to Zub-a-doo. They learn about the composer's starting point for this composition.	<u>Musical starting points</u> Children begin to compose music in two different metres. They create a melodic riff to fit in with the rhythmic patterns of the different metres.	<u>Musical starting points</u> 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	<p>Can one person inspire many?</p> <p>Who is Ghandi? What does it mean to inspire someone? How did Ghandi inspire many?</p>	<p>Can one person inspire many?</p> <p>Who is someone who inspired you? Children identify inspirational people from their own lives and compare them to Ghandi.</p>	<p>Can one person inspire many?</p> <p>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.</p>	<p>Can one person inspire many?</p> <p>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?</p>	<p>Can one person inspire many?</p> <p>Looking at inspirational paralympians. Why are people inspired by athletes?</p>	<p>Can one person inspire many?</p> <p>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.</p>
French	<p>Sport (le sport)</p> <p><i>Sports (le sports)</i></p> <p>Key vocab: <i>le foot, le tennis, le tennis de table, le basket, le cricket, le rugby</i></p> <p>Key phrases: <i>Tu joues à quel sport? Je joue au...</i></p>	<p>Sport (le sport)</p> <p><i>Which sports do you like doing? (Tu aimes faire quel sport?)</i></p> <p>Key vocab: <i>la danse, la natation, le vélo, l'équitation (f), le skate, le surf, l'escalade (f), le footing</i></p> <p>Key phrases: <i>Tu aimes faire quel sport? J'aime (faire)...</i></p>	<p>Sport (le sport)</p> <p><i>At the stadium (Au stade)</i></p> <p>Key vocab: <i>un stade, une équipe, un joueur de foot, un directeur, un terrain, un arbitre, un ballon de foot, un sifflet, un spectateur</i></p> <p>Key phrases : <i>Qu'est-ce que c'est? C'est...</i></p>	<p>Sport (le sport)</p> <p><i>Wimbledon</i></p> <p>Key vocab : <i>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</i></p> <p>Key phrases : <i>Qu'est-ce que c'est? C'est... / Ce sont...</i></p>	<p>Sport (le sport)</p> <p><i>Can you...? (Tu sais...?)</i></p> <p>Key vocab: <i>jouer au tennis, jouer au foot, jouer au hockey, jouer au netball, jouer au rugby, jouer au cricket, faire du vélo, faire du ski</i></p> <p>Key phrases: <i>Tu sais...? Oui, je sais... Non, je ne sais pas...</i></p>	<p>Sport (le sport)</p> <p>Children to recap and use some of the language and vocabulary they have learnt in this unit of work.</p>