

Launch
Philosophical enquiry...How do we think?

Respect

Independence and team

Courage

Do we always think in words?

Shakespeare festival workshops and performance at the Theatre Royal

English Year 4 and Year 5

Twelfth Night, Text Study and Diaries

- Discuss writing similar to that which they are planning to write and learn from its structure, vocabulary and grammar
- Plan their writing by discussing and recording ideas
- In narratives, creates settings, characters and plot
- Writing is clear in purpose
- Use a varied and rich vocabulary
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair
- Note and develop initial ideas, drawing on reading where necessary
- Identify audience for, and purpose of, the writing
- Select the appropriate form and use other similar writing as models for their own
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Use expanded noun phrases to convey complicated information concisely
- Use relative clauses beginning with who, which, where ect.

Shakespeare's Romeo and Juliet

- Descriptive scene writing and performance review**
- Writing is clear in purpose
 - Use fronted adverbials followed by a comma
 - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - Use conjunctions, adverbs and prepositions to express time and cause for cohesion
 - Compose and rehearse sentences orally (including dialogue)
 - Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"
 - Note and develop initial ideas, drawing on reading where necessary
 - Identify audience for, and purpose of, the writing
 - Select the appropriate form and use other similar writing as models for their own
 - Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - Use commas to clarify meaning or avoid ambiguity in writing
 - Use fronted prepositional phrases for greater effect

Persuasive Plague Pitches

- Writing is clear in purpose
- Use a varied and rich vocabulary
- Openings and closings are clearly signalled and well developed
- Non-narrative material uses simple organisational devices
- Organise paragraphs around a theme
- Use conjunctions, adverbs and prepositions to express time and cause for cohesion
- Use an increasing range of sentence length and structure
- Extend the range of sentences with more than one clause by using a wider range of conjunctions
- Identify audience for, and purpose of, the writing
- Select the appropriate form and use other similar writing as models for their own
- Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining
- Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph
- Make deliberate choices of sentence length and structure for impact on the reader
- Use brackets, dashes or commas to indicate parenthesis

Mathematics Year 4 and Year 5

Place Value

- Recognise the place value of each digit in a four-digit number
- Count in multiples of 25 and 1000
- Find 1000 more or less than a given number
- Identify, represent and estimate numbers using different representations
- Round any number to the nearest 10, 100 solve number and practical problems
- Read Roman numerals to 100 (I to C)
- 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 \$ solve number problems and practical problems
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Addition and subtraction

- Add and subtract numbers up to 4 digits
- Solve addition and subtraction problems in contexts, deciding which operations and methods to use and why in the context of statistics
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. estimate and use inverse operations to check answers to a calculation.
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- Statistics: complete, read and interpret information in tables, including timetables.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Solve comparison, sum and difference problems using information presented in a line graph

Multiplication and division

- Recall 2/3/4/5/6/8 multiplication and division facts for multiplication tables (all tables year 5).
- solve problems involving multiplying and adding using the distributive law to multiply two digit numbers by one digit and integer scaling problems
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Know and use the vocabulary of prime numbers
- Multiply and divide numbers mentally drawing upon known facts
- Multiply and divide whole numbers and those involving decimals by 10, 100
- Solve problems involving addition, subtraction, multiplication and division
- Solve problems involving addition, subtraction, multiplication and division including using their knowledge of factors and multiples, squares and cubes

Fractions

- Recognise and show, using diagrams
- Find the effect of dividing a one- or two-digit number by 10 and 100
- Compare and order fractions whose denominators are all multiples of the same number

Final Products

Our 'Twelfth Night' performance with the Shakespeare Schools Foundation!

Science:

Light and the Human Eye:

- Recognise that they need light in order to see things and that dark is the absence of light and that light is reflected from surfaces
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object
- Find patterns in the way that the size of shadows change
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes

Computing:

E-Safety:

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

History:

The Great Plague:

- Establish clear narratives within the Elizabethan era.
- Regularly address and sometimes devise historically valid questions about change, similarity and difference, and significance.
- Understand how our knowledge of the past is constructed from a range of sources.

R.E.

Creation and the Fall:

Through Christianity and a non-religious viewpoint

P.E.

Rounders

French:

Our playtime:

- Speak in sentences, using familiar vocabulary and basic language structures
- Present ideas and information orally to an audience.
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language

PHSE/P4C:

Relationships- Rules, rights and responsibilities

Art & D.T:

Prop design:

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures