



English Year 4 and Year 5		
<p>Winchester tourist information guide - COMPLETE AND PUBLISH</p> <ul style="list-style-type: none"> - Use fronted adverbials followed by a comma - Openings and closings are clearly signalled and well developed - Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences - Organise paragraphs around a theme - Use an increasing range of sentence lengths and structure - Use modal verbs or adverbs to indicate degrees of possibility - Use a wide range of devices to build cohesion within paragraphs - Use a colon to introduce a list - Use a wide range of clause structures, sometimes varying their position within the sentence - Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) - Content is balanced e.g. between fact and comment 	<p>Twelfth Night, Text Study and Diaries</p> <ul style="list-style-type: none"> - 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. 	<p>Persuasive Plaque Pitches</p> <ul style="list-style-type: none"> - 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		
<p>Statistics</p> <p>Statistics</p> <p>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>solve comparison, sum and difference problems using information presented in a line graph</p>	<p>Number – bring in measure</p> <ul style="list-style-type: none"> - Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why - solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. - Recall multiplication and division facts for all multiplication tables - Use place value, known and derived facts to multiply and divide including: <ul style="list-style-type: none"> * multiplying by 0 and 1 * multiply two-digit and three-digit numbers by a one-digit number - Solve problems involving multiplying and adding using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. - Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers - Multiply numbers up to 4 digits by a one- or two-digit number using Multiplication and division and a combination of these, including understanding the meaning of the equals sign - Recognise and use square numbers, and the notation for squared (2) - Solve addition and subtraction multi-step problems (year 4 2 step problems, year 5 more than 2) in contexts, deciding which operations and methods to use and why. - Count forwards or backwards in steps of powers of 10 up to 1,000,000 - Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero - 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 	<p>Geometry/Measure with co-ordinates (translation) and area and perimeter</p> <ul style="list-style-type: none"> - describe position, direction and movement, including whole, half, quarter and three-quarter turns - calculate and compare the area of rectangle (including squares) and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes - measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres

Final Products

Published Winchester Leaflets

Our 'Twelfth Night' performance

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

Creative Digital Literacy 5.4 - databases

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.
People of God-Through Christianity and Islam

PE.
Outdoor: Rounders
Indoor: Swimming (YR5) and Fitness

French:
Food names and Eating out
 -Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
 -Speak in sentences, using familiar vocabulary, phrases and basic language structures
 -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

DT
Healthy eating-celebrating culture and seasonality