


Autumn 1

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|----------------|--|---|---|--|---|--|
| Reading | <p>The Journey</p>  | | | | | |
| Writing | <p>Instructions and explanations</p> <p>Children use instructions for card games to recap on features of clear instructions. They then consider the use of adverbs to help them write instructions.</p> | <p>Instructions and explanations</p> <p>Children learn how to use parentheses and other cohesive devices, reading an explanatory text about Twitter. They then plan and present a pitch to show how some wild and wacky inventions work, and then write this up as a formal explanation using cohesive features.</p> | <p>Classic fiction</p> <p>The Jungle Book is introduced and set in its context (written in 1894). The characters are explored and then children study how to write dialogue correctly.</p> | <p>Classic fiction</p> <p>Children use the story of Rikki-Tikki-Tavi to develop their understanding of the features of this classic fiction, and how characters are portrayed and narrative developed through dialogue.</p> | <p>Observational poetry</p> <p>This unit encourages children to think about how poetry can make the ordinary extraordinary. They enjoy a selection of modern and classic poems, exploring apt word choices and imagery</p> | <p>Observational poetry</p> <p>Children make careful observations, imagine winter as a person, examine observational art and produce paintings to inspire them to write their own poetry.</p> |

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| | Grammar focus: - Adverbs for cohesion | Grammar focus: - Adverbs to link ideas in a paragraph - Parenthesis | Grammar focus: - Composing dialogue | Grammar focus: - Punctuating Dialogue | Grammar focus: - Similes - Metaphors - Personification | Grammar focus: - expanded noun phrases - relative clauses |
| Maths | Place Value Children explore further the similarities and differences between the Roman number system and our number system, learning that the Roman system does not have a zero and does not use placeholders. | Place value children further develop their understanding of place value by exploring the relationship between numbers in different columns. As well as adjacent columns, they look at columns that are further apart, for example considering the number of tens needed to make 1,000 and then multiples of 1,000. | Place value Children make connections between the position of numbers on a number line and their value. They should recognise that when working on horizontal number lines, numbers further to the right have a greater value. Word problems involving realworld examples, such as comparing populations, are also introduced | Addition and Subtraction children recap and build on their learning from previous years to mentally calculate sums and differences using partitioning. They use their knowledge of number bonds and place value to add and subtract multiples of powers of 10. Children unitise to help them complete a calculation. For example, if they know that $3 + 5 = 8$, then 3 thousand + 5 thousand = 8 thousand and $3,000 + 5,000 = 8,000$ | Addition and Subtraction Children apply the strategies they have learned so far in this block to solve addition and subtraction problems with more than one step. Children choose the operations needed at each step and then perform the calculations using an appropriate mental or written method. Problems are presented in both word form and with models. | Multiplication and division Children find sets of multiples of given numbers and make generalisations about them. This allows children to begin to understand and use rules of divisibility, which will be built upon in later learning. Children build multiples of numbers using concrete resources as well as pictorial representations. |