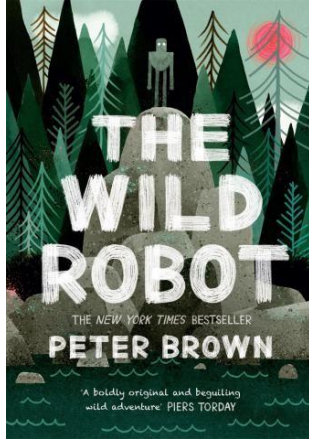


Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	<p>The Wild Robot</p> 					
Writing	<p>Myths and Legends</p> <p>Children read the first myth and discuss characters, then write a summary. Then they read the second myth, discuss this and then write a comparison between the two stories.</p>	<p>Myths and Legends</p> <p>Children read and correct lines of direct speech, having followed a presentation on dialogue layout/punctuation. Role play conversations, then write these.</p>	<p>Recounts</p> <p>Little Mouse's Big Book of Fears - Use the text to stimulate discussion of fears and phobias; look at how to use recounts to help us explain and retell a childhood fear.</p>	<p>Recounts</p> <p>Using different descriptions and recounts, identify apostrophes of possession. Look at how to use these correctly. Revise different uses of apostrophes in own writing.</p>	<p>List Poems and Kennings</p> <p>Study a range of list poems including some based on similes. Look in detail at the word types used: nouns, adjectives, verbs, prepositions and adverbs. Then investigate kenning poems – contracted metaphor list poems. Chn are inspired to write some poetry.</p>	<p>List Poems and Kennings</p> <p>Study a range of list poems including some based on similes. Look in detail at the word types used: nouns, adjectives, verbs, prepositions and adverbs. Then investigate kenning poems – contracted metaphor list poems. Chn are inspired to write some poetry.</p>

	Grammar focus: - Use powerful verbs and adjectives.	Grammar focus: - Use the present perfect rather than simple past tense	Grammar focus: - Use adverbs and adverbials (prepositional phrases which act as adverbs).	Grammar focus: - Begin to understand the perfect form of verbs.	Grammar focus: - Use prepositions to express time or place.	Grammar focus: - Write sentences with more than one clause using a wider range of connectives.
Maths	Multiplication and Division B In this step, children are introduced to factors for the first time. They learn that when they multiply two whole numbers to give a product, both the numbers that they multiplied together are factors of the product. They then generalise this further to conclude that a factor of a number is a whole number that divides into it exactly.	Multiplication and Division B In this step, children build on their understanding of dividing by 10 and notice the link between dividing by 10 and dividing by 100. They need to be able to visualise making a number one-hundredth the size and understand that "one-hundredth the size" is the same as "dividing by 100".	Multiplication and Division B In this step, children use their division facts from the Autumn term to build on their knowledge of dividing a 2-digit number by a 1-digit number from Year 3. Initially, children carry out divisions where the tens and ones are both divisible by the number being divided by, then move on to calculations where they need to exchange between tens and ones.	Length and Perimeter In previous years, children measured lengths using metres (m) and centimetres (cm). In this step, children are introduced to kilometres and the abbreviation "km". Children should understand that kilometres are greater than metres and are used to measure greater distances. The focus of this step is to partition measurements into the number of kilometres and metres and make links with addition.	Length and Perimeter In this step, children continue to look at rectilinear shapes, focusing on finding missing side lengths. Children explore the relationship between the sides of a rectilinear shape, rather than finding the perimeter. They start by using addition to find the missing side lengths, then using subtraction and finally using both operations to find more than one missing side length.	Fractions Children begin this block by understanding the whole. They covered this in Year 3, but may need to recap the part-whole relationship of fractions. Children use diagrams to identify how many equal parts a shape has been split into and move on to thinking about how many more parts are needed to make the whole. They use the denominator to identify how many equal parts a whole has been divided into.