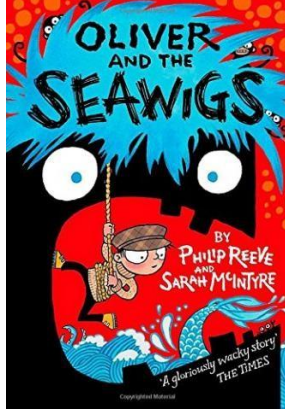


## Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Reading</b>	<p><b>Oliver and the Seawigs</b></p> 					
<b>Writing</b>	<p><b>Fairy Stories and Playscripts</b></p> <p>Introduction to fairy tales and their features. Discuss how these were oral stories and have many different versions. Read and analyse several texts of The Princess and the Pea.</p>	<p><b>Fairy Stories and Playscripts</b></p> <p>Study pronouns in the telling of a fairy tale. Focus on the characters and identify and use different types of pronoun and determiners. Use these to improve cohesion in writing.</p>	<p><b>Non-chronological Reports</b></p> <p>Reading a story about wolves and then looking in detail at a non-fiction text about wolves, compare the fiction and non-fiction. Analyse the features of different types of non-fiction.</p>	<p><b>Non-chronological Reports</b></p> <p>Read a non-fiction information text and analyse sentences, identifying multi-clause sentences, specifying conjunctions and their purpose (adding information about time, place or cause)</p>	<p><b>Poems to Perform</b></p> <p>Inspired by Julia Donaldson's <b>Poems to Perform</b>, chn watch, perform, read and write a range of performance poetry. Chn tell tales, using possessive apostrophes and explore the uses of pronouns, editing poetry &amp; writing profiles about themselves as performers</p>	<p><b>Poems to Perform</b></p> <p>Inspired by Julia Donaldson's <b>Poems to Perform</b>, chn watch, perform, read and write a range of performance poetry. Chn tell tales, using possessive apostrophes and explore the uses of pronouns, editing poetry &amp; writing profiles about themselves as performers</p>

	<p>Grammar focus:</p> <ul style="list-style-type: none"> <li>Use pronouns for cohesion and to avoid repetition and ambiguity.</li> </ul>	<p>Grammar focus:</p> <ul style="list-style-type: none"> <li>Use dialogue punctuation.</li> </ul>	<p>Grammar focus:</p> <ul style="list-style-type: none"> <li>Present tense of verbs;</li> </ul>	<p>Grammar focus:</p> <ul style="list-style-type: none"> <li>Extending range of sentences with more than one clause and using a wide range of conjunctions, including those expressing time, place and cause</li> </ul>	<p>Grammar focus:</p> <ul style="list-style-type: none"> <li>Choose and use pronouns appropriately for cohesion and to avoid repetition.</li> </ul>	<p>Grammar focus:</p> <ul style="list-style-type: none"> <li>Use possessive apostrophe with singular and plural nouns.</li> </ul>
<b>Maths</b>	<p><b>Fractions</b></p> <p>Children should now be confident with the idea that fractions can be greater than 1 and have experienced these as mixed numbers. In this small step, they write them as improper fractions – a fraction where the numerator is greater than or equal to the denominator. They then explore the improper fractions that lie between whole numbers. Bar models and number lines support this understanding.</p>	<p><b>Fractions</b></p> <p>Building from Year 3, in this step children add two or more fractions with the same denominator. They add proper fractions in this step and then add fractions and mixed numbers in the next step</p>	<p><b>Fractions</b></p> <p>In this step, children subtract from mixed numbers. This step only covers subtracting a whole or a fraction from a mixed number; this will be developed in more detail and extended to subtracting mixed numbers from mixed numbers in Year 5 Children are introduced to these subtractions using bar models and number lines</p>	<p><b>Decimals A</b></p> <p>In this step, children explore the idea of a tenth as a fraction. Children explore tenths through different representations of 1 whole split into ten equal parts, including place value counters, straws, counters on a ten frame and bead strings.</p>	<p><b>Decimals A</b></p> <p>In this step, children divide 2-digit numbers by 10, building on their learning from the previous step. Counters on a place value chart are a good resource for this concept. Children make the number using counters, then move all the counters one place to the right. The key learning is that both digits of the number move in the same direction by the same number of places</p>	<p><b>Decimals A</b></p> <p>In this step children divide 1- and 2-digit numbers by 100 Children should build numbers using place value counters and use exchanges to support their understanding. Once confident working with place value counters, they could move to using place value charts and recognise that dividing a number by 100 moves all the counters two places to the right.</p>