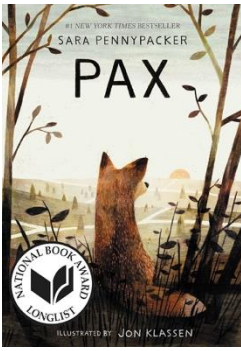


**Spring 1**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Reading</b>	<p><b>Pax</b></p> 					
<b>Writing</b>	<p><b>Spooky Short stories</b></p> <p>Read and analyse a variety of short stories focussing in on spooky tales. Practise retelling and use inference and prediction in comprehension exercises.</p>	<p><b>Spooky Short stories</b></p> <p>Read a short story and make inferences about the characters; make prediction about a prequel. Read a new story and plan and compose a prequel using features of short stories.</p>	<p><b>Argument and Debate</b></p> <p>Introduce and explore the idea of stakeholders. Prepare a talk about banning something, then look at how we construct debating points. Read an argument about detentions. Identify stakeholders, think of points and research useful facts</p>	<p><b>Argument and Debate</b></p> <p>Introduce the idea and structure of a formal debate. Identify stakeholders and research the chosen topic. Prepare arguments &amp; rebuttals, take individual roles then carry out a formal debate.</p>	<p><b>Poetic Style</b></p> <p>Children hear and respond to a range of poems from two well-known poets. Explore the use of language and how the writers imply deeper meanings and research the poets on the internet.</p>	<p><b>Poetic Style</b></p> <p>Children write their own free-verse poems inspired by those they have read. The plan uses You Wait Till I'm Older Than You by Michael Rosen and Collected Poems by Roger McGough.</p>

	Grammar focus: - Identify and use adverbials to add cohesion.	Grammar focus: - Perfect form	Grammar focus: - Persuasive writing	Grammar focus: - Adverbials for cohesion	Grammar focus: - Figurative language	Grammar focus: - Relative clauses - Commas to clarify meaning -
<b>Maths</b>	<b>Multiplication and Division B</b>  Build on previous learning and extends the formal written method for short multiplication to multiplying 4-digit numbers by a 1-digit number. Place value counters in place value charts are used to model the structure of the formal method, enabling children to gain a greater understanding of the abstract procedure	<b>Multiplication and Division B</b>  Children apply their knowledge of multiplication to solve problems. Children practise both the formal written method for multiplication and the use of efficient mental strategies.	<b>Multiplication and Division B</b>  Children apply their knowledge of both multiplication and division to solve problems. Children practise both the formal written method for multiplication and the use of efficient mental strategies.	<b>Fractions B</b>  children encounter multiplication number sentences with fractions, multiplying unit fractions by an integer. Make links to multiplication as repeated addition: if children know that $15 \times 4 = 15 + 15 + 15 + 15$ , this will link back to previous learning and avoid the common misconception of multiplying both the numerator and the denominator by the integer.	<b>Fractions B</b>  children find fractions of amounts using more pictorial and abstract methods, rather than relying on concrete resources. Children initially use times-table facts, then move on to solve calculations that go beyond these.	<b>Decimals and Percentages</b>  Children make decimal numbers using place value counters in a place value chart and read and write the numbers, as well as working out the value of each digit in the number. They also explore partitioning decimal numbers in a variety of ways.