


Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	<p>Running on Empty</p> 					
Writing	<p>Historical Stories</p> <p>Grammar focus:</p> <ul style="list-style-type: none"> - using relative clauses beginning with who, which, where, when, whose, that or with an implied 	<p>Historical Stories</p> <p>Grammar focus:</p> <ul style="list-style-type: none"> - using commas to clarify meaning or avoid ambiguity 	<p>Recounts</p> <p>Grammar focus:</p> <ul style="list-style-type: none"> - using the perfect form of verbs to mark relationships of time and cause. 	<p>Recounts</p> <p>Grammar focus:</p> <ul style="list-style-type: none"> - using commas to clarify meaning 	<p>Narrative Poems</p> <p>Grammar focus:</p> <ul style="list-style-type: none"> - using the perfect form of verbs to mark relationships of time and cause 	<p>Narrative Poems</p> <p>Grammar focus:</p> <ul style="list-style-type: none"> - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

	(i.e. omitted) relative pronoun.					
Maths	<p>Ratio</p> <p>In this small step, children explore the fact that the relationship between two numbers can be expressed additively or multiplicatively. For example, the relationship between 3 and 9 can be expressed as an addition ($3 + 6 = 9$) or a multiplication ($3 \times 3 = 9$). Children use this understanding to complete sequences of numbers, deciding whether each relationship is additive or multiplicative.</p>	<p>Ratio</p> <p>In this small step, children build on the previous step to enlarge shapes and describe enlargements. Children need to know that one shape is an enlargement of another if all the matching sides are in the same ratio. They can use familiar language such as “3 times as big” before being introduced to the language of scale factors, for example “enlarged by a scale factor of 3”. They can then draw the result of an enlargement by a given scale factor.</p>	<p>Algebra</p> <p>In this small step, children begin to formally look at algebra for the first time by exploring function machines. This builds on their work in earlier years using operations and their inverses to find missing numbers. Children need to learn the meanings of the terms “input”, “output”, “function” and “rule”. At first, they are given a number, told what to do to it using any of the four operations and calculate the output. They then move on to finding the input from a given output, using inverse operations.</p>	<p>Algebra</p> <p>In this small step, children form equations from diagrams and word descriptions. Begin the step by looking at the difference between an algebraic expression and an equation. An expression, such as $2x + 6$, changes value depending on the value of x, whereas in an equation, such as $2x + 6 = 14$, x has a specific value</p>	<p>Decimals</p> <p>Children represent numbers with up to 3 decimal places using counters and place value charts, identify the values of the digits in a decimal number and partition decimal numbers in a range of ways. Children know the relationship between the different place value columns, for example hundredths are 10 times the size of thousandths and one-tenth the size of tenths.</p>	<p>Decimals</p> <p>Children use place value counters to represent a decimal number being divided by 10. As with the previous step, using language such as “10 times the size” and “one-tenth of the size” will support children in their understanding. Children recognise that dividing a number by 10 twice is the same as dividing the number by 100. They then use a place value chart with counters (and then digits) to divide a number by 10, 100 or 1,000 by moving the counters the correct number of places to the right</p>