Prep V Curriculum Notes Autumn 2016

English

Fiction	Non-fiction	Poetry/Drama
Plan 1B: Fables Required texts: **Aesop's Fables** by Michael Rosen Description: Reading a wide range of fables, including Rosen's **Aesop's Fables**, chn explore dialogue through drama, debate moral messages and write letters in role. Chn write their own fables, hold a festival and try them out on a live audience. Will they win rave reviews? Grammar focus: 1. Recognise simple sentences 2. Begin to recognise (Y3) or revise (Y4) compound and complex sentences 3. Use conjunctions to express time or cause 4. Learn how to use dialogue punctuation (Y3) or revise **Reading comprehension texts.** **Grammar, punctuation and spelling workbook.** **Spellings based on The National Literacy Strategy.**	**Plan 1B: Instructions and explanations** Required texts: **The Usborne Complete Book of Art ideas** by Fiona Watt or close alternative Description: This creative unit uses art activities and the book The **Usborne Complete Book of Art Ideas** as a vehicle for instruction writing. Chn will practise using imperative verbs and pronouns. They then learn about explanation writing. Grammar focus: 1. Use grammatical terminology specifically by beginning to recognise the concept of a verb and by choosing and using powerful verbs 2. Choose nouns and pronouns for clarity and to avoid repetition. **Reading comprehension texts.** **Grammar, punctuation and spelling workbook.** **Spellings based on The National Literacy Strategy.**	**Plan 1B: Creating images** Required texts: **Window** by Jeannie Baker Various poems - provided Description: A picture is worth a thousand words? Not if you choose those words wisely! Chn explore how simile and metaphor can be used to create powerful images, though reading and discussing poems. Photographs, collage and **Window** by Jeannie Baker inspire chn's own image poetry.. Grammar focus: 1. Use grammatical terminology specifically by using and recognising adjectives, nouns and adverbs 2. Understand and use adverbials and fronted adverbials. 3. Use and understand grammatical terminology **Reading comprehension texts.** **Grammar, punctuation and spelling workbook.** **Spellings based on The National Literacy Strategy.** **St Austell Verse-speaking competition.**

Mathematics

Week	Mathematics topic covered	Objectives covered
1	Settling in activities, class admin and initial assessments. Number, place value and money	• Place value in four-digit numbers, make four-digit numbers incl. those with zeros, e.g. 4000 + 300 + 6 • Place value in four-digit numbers, e.g. zap the digit type activity • Compare pairs of numbers, use < and > • Place numbers on 0 to 1000 landmarked them empty line, order numbers • Place numbers on 0 to 10,000 landmarked line, order numbers
2	Mental addition and subtraction	• Revise adding pairs of two-digit numbers (addition grids) • Revise adding two–digit numbers to three-digit numbers • Revise subtracting pairs of two-digit numbers • Revise subtracting two-digit numbers from 100 by counting up or knowing their bonds • Revise subtracting two-digit numbers from nos >100, e.g., 142 – 78, 126 – 57, choose to count back (e.g. 123 – 41)
3	Written addition and Frog subtraction	• Add two 3 -digit numbers using compact written addition • Add three 3 -digit numbers using compact written addition • Use counting up to do subtraction: subtractions where we do ones like 402 – 356 where you cross a hundred but gap is not too massive • Use counting up to do subtraction: like 421 – 356 gap < 100 • Use counting up to do subtraction: like 421 – 356 gap < 100, check with addition
4	SHAPE	• Draw circles with different radii • Describe, name, sort and draw 2D shapes (incl. symmetry, right angles, obtuse and acute) • Describe, name and sort triangles (symmetry, right angles, equal length sides...) • Describe, name and sort 3D shapes (know the words polyhedron, faces, edges and vertices) • Describe, name and sort 3D shapes (know the words polyhedron, faces, edges and vertices)
5	Mental multiplication and division	• Double and halve two-digit numbers, incl. halving odd numbers • Double and halve three-digit numbers • Revise 4 and 8 times tables, and divisions • Double 3 times table to get 6 times tables. • Division facts for 3, 4, 5, 6 and 8 times tables, using function machines

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6	Number, place value and money	• Place value additions/subtractions in 4-d numbers, e.g. 3036 + 200 = 3236 and vice versa • Place value additions/subtractions in 4-d numbers, zap a digit • Add/subtract 1 or 1000 to/from 4-d numbers • Add/subtract 10 to/from 4-d numbers • Add/subtract 100 to/from 4-d numbers
7	Mental addition and subtraction	• Add/subtract using PV and number facts (3-digit numbers): 358 + 204; 358 + 41; 358 – 230 • Add/subtract using number facts (3-digit numbers): 358 + 204; 358 + 41; 358 – 230 • Add and subtract using place value and number facts: easy ones for four-digit numbers • Add near multiples of 10 or 100: 358 + 199 358 – 49 etc. • Subtract near multiples of 10 and 100: 358 – 199, 358 – 39 etc.
8	Written addition and subtraction	• Introduction to expanded decomposition, so do 3-digit - 3-digit, one with no 'exchanges required, e.g. 573 – 251 then do ones requiring one exchange, from 10s to 1s • S: Subtract 10s numbers, e.g. 140 - 80 – rapid response • Expanded decomposition, 3-digit – 3-digit, one exchange, from 100s to 10s • More practice of expanded decomposition, including zero in 1s, e.g. 460 - 238: • Decomposition subtractions – estimate answer and use addition to check • Decomposition subtractions:, show zeros at the top and demonstrate how subtractions like this (402 – 378) are best done using counting up Children exercise power of choice when selecting method choose counting up or decomposition, e.g. 402 – 378, 459 – 378
9	MEASURES/DATA Time, bar charts, pictograms	• Revise telling time, am and pm to the nearest minute on both analogue (include Roman numerals) and digital clock – convert between the two • Find times later, crossing the hour, both analogue and digital clock (e.g. 40 minutes after 2:47pm) • Calculate time intervals, crossing the hour, both analogue and digital clock (e.g. difference between 2:47pm and 3:28pm, use ENL) • Time events in seconds, record in bar chart, one step is 5 seconds for example • Collect and represent data in pictograms, one picture represents four units
10	Mental multiplication and division	• Grid multiplication, 24 × 3, 26 × 5, etc. • Grid multiplication, add estimation • Grid multiplication perhaps 6 × 46 and harder numbers • Division above 10th multiple, answers less than 20, no remainders – do this by subtracting the tenth multiple and then dealing with what is left. Use number line to demonstrate – do this using efficient chunking on the line. • Division above 10th multiple, no remainders, do this using efficient chunking on the line.

Week	Mathematics topic covered	Objectives covered
11	Mental multiplication and division / Fractions	• Division above 10th multiple, with remainders • Division above 10th multiple, with remainders • Count ins 1/4s, 1/3s, 1/10s to 10, include saying the equivalent fractions, e.g. 1 ½ not 1 $^2/_4$ • Find fractions of amounts including non-unit • Find fractions of amounts including non-unit
12		**ASSESS AND REVIEW**

Science

Materials, absorbency, rocks & soils, temperature, melting, solids, liquids & gases, conductors & insulators, evaporation, condensation, dissolving & reacting, filtration, separation, Earth in space.

Geography

India – a land of contrasts both physical and social

History

The Romans and Anglo Saxons.

Religious Studies

The Bible and Creation.

French

On y va! –All aboard

Including travel & transport, weather, days of the week, pocket money.

ICT

Scratch, Databases, PowerPoint, Adobe, Paint Internet, EDCL, writing letters and tables in Word, email attachments, Excel, Movie Maker, Audacity Sound as an email attachment, Publisher Wizard.