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			Meet the teacher (21.9.23)	European Languages Day (29.9.23)			
Guided reading	<p>We are working on VIPERS skills, reading for pleasure and discussing our reading choices.</p> <p>Vocabulary - understanding the meaning of new words.</p> <p>Inference - reading 'between the lines.'</p> <p>Prediction - discussing what might happen next.</p> <p>Explaining Why did this happen?</p> <p>Retrieval - finding key facts and decoding new words.</p> <p>Summarising - discussing the main ideas and sequencing skills.</p>						
	Non-fiction Teeth	Fiction Coming to England	Nonfiction The digestive system	Fiction Fright at the museum	Non-fiction Shackleton	Poetry Larks with sharks / Maggie the Dinosaur	Assessmen t / The Ice Palace
English Objectives	Write sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	Use expanded noun phrases.	Compose and rehearse simple sentence structures orally, building a varied and rich vocabulary and an increasing range of sentence structures.	Organise simple paragraphs around a theme. Create simple settings and characters.	Use the present perfect form of verbs. Create a basic plot in narratives.	Begin to use inverted commas to punctuate direct speech.	Proof-read for some spelling and punctuation errors. Read aloud their own writing using increasing intonation and control of tone and volume.

Literacy Theme	The Lost Happy Endings by Carol Ann Duffy						
Written Outcomes	Respond to a text (likes /dislikes with reasons).	Character description.	Setting description; diary entry.	Use the outdoors to inspire writing a character and setting description.	Plan, write and edit a story.	Plan an alternative unhappy ending.	
SPaG	Revision - What is a sentence? Capital letters and full stops.	Question and Exclamation Marks.	Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].	Use a wider range of conjunctions, including: when, if, because, although.	Express time, place and cause using conjunctions [for example, when, before, after, while, so, because].	Express time, place and cause using adverbs [for example, then, next, soon, therefore].	Express time, place and cause using prepositions [for example, before, after, during, in, because of].
Spelling	Revision	'ure' spelling pattern	Year 4 spelling list	Apostrophes for possession with singular nouns	Homophones	Statutory list	Statutory list

	Who lives in Antarctica?				
Geography	<p>What is climate? WALT: understand the significance of lines of latitude and longitude.</p>	<p>Where is Antarctica? WALT: describe the physical features of Antarctica.</p>	<p>Who lives in Antarctica? WALT: describe the human features of Antarctica.</p>	<p>Who was Shackleton and how can four figure grid references help us map his route? WALT: use four figure grid references.</p>	<p>Can we plan an exhibition around our school? WALT: use compass points when planning and following a simple route.</p>
	How can we be thoughtful when working on documents collaboratively online?				
Computing	<p>What is team work? WALT: understand that software can be used to work online collaboratively.</p>	<p>Why share documents? WALT: understand how to contribute to someone else's work effectively.</p>	<p>What is a Microsoft/google form? WALT: understand how to create a digital survey.</p>	<p>What is a survey? WALT: create and share a Microsoft Form.</p>	<p>What is a spreadsheet? WALT: analyse data</p>

DT	What is a pavilion?				
	<p>What makes a good structure?</p> <p>WALT: create a range of different shaped frame structures</p>	<p>Why are plans important?</p> <p>WALT: design a structure</p>	<p>How can we build a structure?</p> <p>WALT: build a frame structure</p>	<p>Why is cladding important?</p> <p>WALT: add cladding to a frame structure</p>	
Music	Rainforests				
	<p>Can I spot the structure and texture in a body percussion piece?</p> <p>WALT: identify structure and texture in music.</p>	<p>Can I work with my partner to perform a body percussion sequence?</p> <p>WALT: use body percussion.</p>	<p>How can I use body percussion to suit the movements of rainforest animals?</p> <p>WALT: create body percussion sequences.</p>	<p>How can I use percussion to represent the rainforest?</p> <p>WALT: use tuned percussion.</p>	<p>How can we combine and improve our compositions?</p> <p>WALT: build and improve a composition.</p>
RE	L2.7 What do Hindus believe God is like?				
	<p>What do Hindu symbols and stories show about belief in Brahman?</p> <p>WALT: understand what Hindus believe about Brahman</p>	<p>How many gods are there in popular Hinduism? What can we find out about Hindu ideas about Brahman from looking at images of deities?</p> <p>WALT: Identify some Hindu deities and say how they help Hindus describe God</p>	<p>What does the Trimurti represent? Is the cycle of create/preserve/destroy important?</p> <p>WALT: understand whether it is good to think about the cycle of create/preserve/destroy in the world today</p>	<p>What do Hindu deities show about Brahman?</p> <p>WALT: Identify some Hindu deities and say how they help Hindus describe God.</p>	<p>What can we find out about Hindu worship in the home?</p> <p>WALT: Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a Home Shrine; celebrating Diwali)</p>

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Maths	Represent, partition and order numbers to 1000. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).	Count in multiples of 1000. Read, write and partition numbers to 10,000 (thousands, hundreds, tens and ones).	Find 1, 10, 100 and 1000 more or less than a given number Compare and order numbers to 10,000.	Rounding to the nearest 10, 100 and 1000.	Add and subtract numbers mentally. Add numbers with up to four digits, using formal written column addition.	Subtract numbers with up to four digits, using formal written column subtraction.	Use inverse operations to check answers. Solve addition and subtraction problems. Assessment
Science	What happens to our food when we eat it?						
	How does the digestive system work? WALT: describe simple functions of the digestive system	What types of teeth do we have? WALT: identify the different types of teeth in humans and their functions	What do our teeth do? WALT: identify the functions of teeth in humans	What is a food chain? WALT: identify producers, predators and prey	How do food chains work? WALT: construct and interpret food chains		
PE/Games/ Dance	Throwing and catching skills/ Dance with Sports Coach and Mrs Perkins						
	Yoga with Mrs Ryder How does the mind and body work together?						

	<p>What are the yoga poses?</p> <p>WALT: perform the Yoga poses, have a strong tummy to help me keep my body in position</p>	<p>How can you breathe in and out of your nose when performing yoga?</p> <p>WALT: lie down in rest pose and relax breathing in and out through my nose</p>	<p>How can you increase your flexibility through Yoga?</p> <p>WALT: show good flexibility when performing the Yoga poses</p>	<p>How can you increase your balance through Yoga?</p> <p>WALT: show good balance in all poses</p>	<p>How can you make up a yoga routine using some of your own Fun facts?</p> <p>WALT: teach another pair our routine using my Fun Facts</p>
French	<p>Phonetics 2 & Presenting Myself (I)</p> <p>How do I say my name, age, how I am feeling and where I live in French?</p>				

	<p>How do I pronounce the sounds i, in, ique and ille?</p> <p>WALT: pronounce i, in, ique and ille.</p> <p>Phonetics lesson 2. Stick in pupil learning intentions (coloured paper).</p>	<p>How do I respond to the question 'Ca va?'</p> <p>WALT: ask and answer the question 'How are you?'</p>	<p>How do I ask someone's name and tell them my name?</p> <p>WALT: ask and answer the question 'What is your name?'</p>	<p>How do I count to 20?</p> <p>WALT: count to 20 in French.</p>	<p>How do I ask and answer the question 'Quel age as-tu?'</p> <p>WALT: to ask and answer the question 'How old are you?'</p>	<p>How do I ask and answer the question 'Où habites-tu?'</p> <p>WALT: to say where we live.</p>	<p>Assessment</p>
<p>PSHE</p>	<p>ME AND MY RELATIONSHIPS</p> <p>What is a positive and healthy relationship with myself and others?</p>						

	<p><u>Human machines</u> WALT: Demonstrate strategies for working on a collaborative task</p>	<p><u>Ok or not ok? (part 1)</u> WALT: Explain what we mean by a 'positive, healthy relationship</p>	<p><u>Ok or not ok? (part 2)</u> WALT: Recognise that there are times when they might need to say 'no' to a friend</p>	<p><u>An email from Harold!</u> WALT: Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</p>	<p><u>Different feelings</u> WALT: Recognise that different people can have different feelings in the same situation</p>
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