

	1	2	3	4	5	6
Guided reading	The Firework Maker's Daughter Chapter 1	Literacy Shed: Volcanoes	Literacy Shed: Festivals of Light	Poetry: This Bear - Joseph Coelho https://podfollow.com/1496583779/episode/f8d29b686dd8712b7e754ea80c66e60eb34bd083/view	The Firework Maker's Daughter Chapters 6-7	
Continue reading 'The Firework Maker's Daughter' as a class novel.						
English Objectives	<p>[KEY] Use grammatical terminology for Year 4 understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].</p> <p>↳ GD objective: Use grammatical terminology for Year 4 understanding and applying Standard English forms for verb inflections instead of local spoken forms [for example: we were instead of we was, or I did instead of I done] correctly in their writing where appropriate.</p> <p>[KEY] Develop their understanding of the concepts set out in English Appendix 2 by using fronted adverbials.</p> <p>↳ GD objective: Develop and apply their understanding of the concepts set out in English Appendix 2 by independently using fronted adverbials.</p> <p>[KEY] Develop their understanding of the concepts set out in English Appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by creatively and independently choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p><u>Composition</u></p> <p>-Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>↳ GD objective: Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting a range of valid improvements.</p> <p>-Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>-Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>- Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading.</p> <p>- Develop their understanding of the concepts set out in English Appendix 2 by using expanded noun phrases to convey complicated information concisely.</p> <p>↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by independently using expanded noun phrases to convey complicated information concisely.</p>					
Literacy Theme	Charlotte's Web					
Written Outcomes	Response to illustration Character Description Write in Role Role Play	Take inspiration from a setting description Performance Poetry Collaborative Poetry Character Description	Write in Role portray the thoughts and feelings of characters Proof reading and editing	Re-reading, note taking and non-fiction fact files Plan and write a non-chron report Proof reading and editing use a rich and effective vocabulary	Plan and write a set of instructions Write in role Shared writing Book and film review / comparison sheet	SPaG sessions

SPaG	(3G1.7) Express time, place and cause using prepositions [for example, before, after, during, in, because of]	Punctuation Commas in a list Beginning to use commas for subordinate clauses and adverbial phrases	Inverted commas	Present perfect form of verbs <i>He has gone out</i> <i>Instead of he went out.</i>	Pronouns Choosing appropriate pronouns to avoid repetition	Fronted adverbials With a comma after them.	Inverted commas
Spelling	Statutory words	-ing suffix	ing suffix (double the consonant)	-ing suffix (drop the e)	-er suffix	Gu- words	
Geography	Why do people live near volcanoes?						
	How is the Earth constructed? WALT: name the layers of the Earth.	Where are mountains found? WALT: use grid references to locate mountain ranges.	Why and where do we get volcanoes? WALT: explain why volcanoes happen and why they occur.	What are the effects of a volcanic eruption? WALT: recognise negative and positive effects of living near a volcano.	What are earthquakes and where do we get them? WALT: explain what earthquakes are and where they occur.		
Computing	What is a website? Creating media - website design						
	Lesson 1: Google Sites skills WALT: explore the features of Google Sites to learn how to create content for a web page	Lesson 2: Book review web page WALT: plan content for a web page as a collaborative online piece of work	Lesson 3: Creating a web page WALT: create a web page as part of a collaborative class website	Lesson 4: Planning my website WALT: plan and create a website	Lesson 5: Creating my website WALT: create a website and evaluate its success		

Design Technology	Electrical Systems: Torches				
	WALT: explore the difference between 'electrical' and 'electronic' and revisit how to create a simple circuit	WALT: evaluate torches and identify the features of a torch: housing, reflector, circuit and switch.	WALT: design a torch to fit a set of specific user needs	WALT: make and evaluate a torch	
Music	Rainforests: body and tuned percussion.				
	What do structure and texture mean in music? WALT: identify structure and texture in music.	How can I perform a boom, clack, click sequence? WALT: use body percussion.	How can I vary body percussion to represent different layers of the rainforest? WALT: create musical rhythms using body percussion.	How can I create musical sequences on tuned percussion? WALT: use tuned percussion.	How can we layer our body and tuned percussion sections? WALT: work with a group to compose a rainforest piece.
RE	L2.8 What does it mean to be a Hindu in Britain today?				
	How do Hindus show their faith within families? WALT: identify different ways in which Hindus worship	How do Hindus show their faith within communities? WALT: explain which places are special to Hindus when they worship (e.g. arti and bhajans at the mandir; in festivals such as Diwali)	What is dharma and Sanatan? WALT: explain the importance of dharma and Sanatan.	How is Hinduism a way of life - dharma? WALT: reflect on the ideas of good overcoming bad in our own lives	What is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing? WALT: consider what is good for Hindus about celebrating together

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Maths	<p>WR M/D Steps 1-6: Factor pairs, multiply and divide by 10 and 100, related facts x. PM lessons 1-4.</p> <p>Problem solving Friday</p>	<p>WR M/D Steps 7 - 9: Rel facts division, informal methods of x, multiply a 2-digit number by a 1-digit number. PM lessons 5 - 8</p> <p>Problem solving Friday</p>	<p>WR M/D Steps 10-13: Multiply a 3 digit by a 1-digit number. Solve mult problems, review division including remainders, divide a 2-digit number by a 1-digit number. PM lessons 10 - 13</p> <p>Problem solving Friday</p>	<p>WR M/D Steps 13-15: Divide a 3-digit number by a 1-digit number. Correspondence problems. Efficient multiplication. PM lessons 14 - 16; unit check. length and perimeter lesson 1. Problem solving Friday</p>	<p>Assessment of multiplication and division unit. Fractions Steps 1-3 Understand the whole Count beyond one Partition a mixed number</p> <p>Problem solving Friday</p>	<p>WR Length and perimeter step 1 - 3: km and m. Perimeter on a grid. Perimeter of a rectangle. PM lessons 1 -3</p>
Science	What is sound?					
	<p>How is sound made?</p> <p>WALT: identify how sound is made associating some of them with something vibrating</p>	<p>How do vibrations affect sound?</p> <p>WALT: Find patterns between the volume of a sound and the strength of the vibrations that produced it</p>	<p>What is pitch?</p> <p>WALT: Find patterns between the pitch of a sound and features of the object that produced it</p>	<p>How do vibrations affect sound?</p> <p>WALT: Find patterns between the volume of a sound and the strength of the vibrations that produced it</p>	<p>How does distance affect sound?</p> <p>WALT: Recognise that sounds get fainter as the distance from the sound source increases</p> <p>Step 6 Plan - volume experiment Step 7 Investigate - volume experiment Step 8 Evaluate - volume experiment</p>	
	Football					

PE/Games/	<p>How can I dribble and change speed?</p> <p>WALT: dribble a ball, demonstrating a change in speed whilst keeping their ball close to foot as they do so.</p>	<p>How can I attack and defend?</p> <p>WALT: develop both attacking and defending skills by demonstrating defending a certain area as well as attacking towards a space.</p>	<p>What is fair play?</p> <p>WALT: play mini games competitively, demonstrating fair play throughout as well as continue to develop knowledge of space.</p>	<p>How can I invade?</p> <p>WALT: attack by moving towards a space whilst invading a defender's territory as well as dribble with control and accuracy.</p>	<p>Why is teamwork important?</p> <p>WALT: show empathy towards others when playing games competitively.</p>
	<p>EP: Gym: What's My Direction?</p>				
	<p>How can I accelerate and decelerate in a controlled way?</p> <p>WALT: accelerate and decelerate while travelling.</p>	<p>What are the four basic rolls in gym?</p> <p>WALT: perform rolls.</p>	<p>How did they do?</p> <p>WALT: identify positive aspects of other people's routines.</p>	<p>How can we improve our performance of rolls in sequences?</p> <p>WALT: flow smoothly between rolls.</p>	<p>How can equipment improve our sequences.</p> <p>WALT: use equipment within a sequence.</p>
French	La famille			Quel temps fait-il?	

	<p>Lesson 3</p> <p>How do I say whether I have brothers and sisters in French?</p> <p>WALT: ask and answer the question 'As-tu des frères et sœurs?'</p>	<p>4: How do I introduce my family members in French?</p> <p>WALT: introduce family members using the third person singular.</p>	<p>5a: How do I say the numbers up to 100 in French?</p> <p>WALT: say the numbers 1 to 100.</p>	<p>5b: How do I say the ages of other people in French?</p> <p>WALT: say the ages of other people using il/elle a ___ ans.</p> <p>6: Assessment.</p>	<p>1: Can I read and recognise key phrases about the weather in French?</p> <p>WALT: read key phrases about the weather.</p>	<p>2: Can I say and write key phrases about the weather?</p> <p>WALT: say key phrases about the weather.</p>
	<p>Keeping Myself Safe https://www.coramlifeeducation.org.uk/scarf/year/Y4/3</p>					
PSHE	<p>British Values: Democracy</p> <p><u>Danger, risk or hazard?</u></p> <p>WALT: Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them</p>	<p><u>How dare you!</u></p> <p>WALT: Define what is meant by the word 'dare'</p>	<p><u>Keeping ourselves safe</u></p> <p>WALT: Describe stages of identifying and managing risk</p>	<p><u>Raisin challenge (2)</u></p> <p>WALT: Understand that we can be influenced both positively and negatively</p>	<p><u>Picture wise</u></p> <p>WALT: Understand and explain the implications of sharing images online without consent</p>	<p><u>Medicines: check the label!</u></p> <p>WALT: Understand that medicines are drugs</p>