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Guided reading	The Firework Maker's Daughter Chapters 5	The Firework Maker's Daughter Chapters 6	The Firework Maker's Daughter Chapters 7	The Firework Maker's Daughter Chapters 8	Lit Shed Vikings in Britain Viking Myths	Viking Gods	Narratives: The Theft of the Hammer Riding the Waves
	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	Arthur and the Golden Rope						
Written Outcomes	Short description	Persuasive letter Free verse poem	Character description Verbal retelling of Norse myth	Written retelling Poster	Written advert	Kenning Comic Strip	Report about Vikings

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	Possessive apostrophes with plurals	Suffix -ture	Statutory words	Homophones	Prefix anti -	Prefix inter-	
History	With so much rivalry between the Saxons and the Vikings, who was more successful?						
	What image do we have of the Vikings? WALT pose historical questions	Why have the Vikings gained such a bad reputation? WALT understand bias.	How did the Vikings try to take over the country? WALT understand how the Vikings' fortune changed over time.	How have recent excavations changed our view of the Vikings? WALT understand the importance of archaeological finds.	Raiders or settlers: how should we remember the Vikings? WALT interpret evidence to support our opinions.		
Computing	What is the weather and how is it recorded?						

	<p>What is the weather today? WALT: Search the web efficiently to find temperatures of different cities and record this accurately.</p> <p>How is weather recorded? WALT: Design a weather station that gathers and records sensor data, explaining how it works and the units of measurement it would use.</p>	<p>How is weather forecast and the data collected? WALT: Design an automated machine that uses selection to respond to sensor data.</p> <p>WALT: Search for and record weather forecast information in a spreadsheet and explain how this data is collected.</p> <p>How is the weather forecast presented? WALT: Create a video which includes weather forecast information.</p>	<p>How is weather forecast and the data collected? WALT: Design an automated machine that uses selection to respond to sensor data.</p> <p>How is the weather forecast presented? WALT: Create a video which includes weather forecast information.</p>	<p>How is the weather forecast presented? WALT: Search for and record weather forecast information in a spreadsheet and explain how this data is collected.</p> <p>WALT: Create a video which includes weather forecast information.</p>
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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				

	<p>ROMANS: How can we sing in tune and in time? WALT: sing in tune and in time.</p>	<p>Can I play a repeated pattern on a tuned instrument? WALT: compose and notate a motif.</p>	<p>Can I play a repeated pattern on a tuned instrument? WALT: compose and notate a motif.</p>	<p>How can I use notation to support my performance? WALT: combine and perform our musical motifs.</p>	<p>H o w c a n I u s e n o t a t i o n t o s u p p o r t m y p e r f o r m a n c e ? W A</p>
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L2.5 Why do Christians call the day Jesus died 'Good Friday'?

	<p>What happened at Easter? WALT: recall the events from Palm Sunday, Good Friday and Easter Sunday.</p>	<p>How did Mary feel? WALT: Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p>	<p>How do Christians celebrate Easter in church? WALT: Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p>	<p>How should Christians live their lives in the light of their beliefs? WALT: Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p>	<p>W h y d o C h r i s t i a n s s t i l l r e m e m b e r t h e e v e n t s o f H o l y W e e</p>
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nd S al v a t i o n w i t h i n a t i m e l i n e o f t h e B i b l e 's 'b i g s t o r y' .

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Maths	<p>Length and Perimeter WR Step 6 - 9: Find missing lengths in rectilinear shapes. Calculate the perimeter of rectilinear shapes. Perimeter of polygons. PM Lessons 5-6</p>	<p>Fractions 1 WR Steps 3-5: Partition a mixed number. Number lines with mixed numbers. Compare and order mixed numbers. PM Lessons 1-4</p>	<p>Fractions 1 WR Steps 6 - 10: Understand improper fractions. Convert mixed numbers to improper fractions.</p>	<p>Convert improper fractions to mixed numbers. Equivalent fractions on a number line. Equivalent fraction families. PM Lessons 5-8</p>		<p>Fractions 1 PM lesson 9 - simplify fractions and end of unit check. Fractions 2 WR Step 11-13: Add two or more fractions. Add fractions and mixed numbers. Subtract two fractions. PM lessons 1 and 2</p>	<p>Problem solving: add and subtract fractions 1 and 2</p> <p>Finding a fraction of an amount x2</p> <p>Problem solving fraction of amounts</p>
Science	Electricity - What is Electricity?						
	<p><i>How is electricity generated?</i> WALT: explain ways that electricity is generated.</p>	<p><i>What types of electricity do appliances use?</i> WALT: identify electrical appliances and the types of electricity they use.</p>	<p><i>What is an electrical circuit?</i> WALT: identify complete and incomplete circuits.</p>	<p><i>What materials conduct electrical currents?</i> WALT: identify and sort materials into electrical conductors or insulators.</p>	<p><i>How do switches work?</i> <i>What makes a good switch?</i> WALT: record and report on an investigation.</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>
	EP: Boogie Bounce				
French	Quel temps fait-il?				
	<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>			
PSHE	Valuing Difference				

	<p>Can you sort it?</p> <p>WALT: Define the terms 'negotiation' and 'compromise'</p>	<p>The people we share our world with</p> <p>WALT: Define the word respect and demonstrate ways of showing respect to others' differences</p>	<p>The people we share our world with WALT: Define the word respect and demonstrate ways of showing respect to others' differences ,</p>	<p>That is such a stereotype!</p> <p>WALT: Understand and identify stereotypes, including those promoted in the media. ,</p>	<p>Friend or acquaintance? WALT: Recognise that they have different types of relationships with people they know</p>	
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