SPRING 1 Medium Term Plan 2024 Year Group 4

Subject	Week 1	Week 2	Week 3	Week 4	Week 5
	4 days				
English	Poetry and song	Poetry and song –	Persuasive	Persuasive	Persuasive
Writing	– King Alfred	King Alfred	Writing	Writing	Writing
······g					
	L.O. To listen,	L.O. To identify the	L.O. To explore	L.O. To use	L.O. To use
	appreciate and	key features of ode	features of	persuasive devices	features of
	understand the	poetry	persuasive writing		persuasion
	Alfred the Great		(adverts)	Outcome:	
	song	Outcome:		Children will use:	Outcome:
		Children will	Outcome:	Catchy slogans	To continue writing
	Outcome:	identify the key	Children will watch		an advert for their
	Children will listen	features of odes –	and read some	<u>L.O. To plan a</u>	drawstring bag on
	to and decode the	strong emotions,	persuasive advert	persuasive advert	poster paper
	meaning of the	address subject,	examples	<u>x2</u>	
	Alfred the Great	descriptive			LO. To edit and
	song	language, similes	L.O. To identify	Outcome:	<u>improve</u>
	(Singchronize)	and metaphors and	features of	Complete planning	
		hyperbole.	persuasive writing	sheet including	Outcome: To check
	L.O. To research			persuasive features	their learning,
	the life of Alfred the	L.O. To write an	Outcome:	to advertise their	correct SP and G.
	<u>Great x2</u>	ode to King Alfred	Children will	drawstring bag	
		<u>x2</u>	annotate an		L.O. To present our
	Outcome:		example of a	<u>L.O. To use</u>	<u>adverts</u>
	Children will use	Outcome:	persuasive advert	features of	
	the lyrics as a	Children will write	with persuasive	persuasion	<u>Outcome:</u>
	guide to research:	an ode to King	features	_	To present their
	reign, laws,	Alfred sharing their		Outcome:	advert to the class,
	education army,	admiration for him.	L.O. To use	To begin to write an	using intonation
	religion,		persuasive devices	advert for their	and expression
		L.O. To perform	<u>x2</u>	drawstring bag on	
	Curriculum links:	their ode to King		poster paper	BIG WRITE
	vv 3 IVIAKE good	Alfred	Outcome:	Ourseland line line	LO: to write a
	to make writing	Outcome:	Children will use:	S4 Use model verber	persuasive
	interesting	Children will: share	Exaggeration and	could, should, might	paragraph
	T9 Assess	their poems, using	superlatives.	T10 Propose grammar	Outeener
	effectiveness and	intonation and		and vocab changes	Outcome:
		expression		1	

	suggest improvements	Curriculum links: W3 Make good choices of vocabulary to make writing interesting T9 Assess effectiveness and suggest improvements	Outcome: Children will use: rhetorical questions, modal verbs Curriculum links: W3 Make good choices of vocabulary to make writing interesting T9 Assess effectiveness and suggest improvements	C2 Use alliteration, repetition and onomatopoeia to make my writing more dynamic	Ch IND use features of persuasion to write a paragraph advertising an item of Anglo-Saxon clothing Curriculum links: S4 Use modal verbs: could, should, might T10 Propose grammar and vocab changes C2 Use alliteration, repetition and onomatopoeia to make my writing more dynamic
Spelling	Straight Strength Suppose Surprise Pattern: Ay sound spelt "ei, eigh, ey"	Favourite Bicycle Business Medicine Pattern: Possessive apostrophe with plurals	Naughty Occasion Occasionally Natural Pattern: Homophones and near homophones	Knowledge Experiment Peculiar Experience Pattern: Homophones and near homophones	Probably Question Disappear Important Pattern: Homophones and near homophones
Reading	Attack of the Vikings Whole class text Curriculum Links RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context	Attack of the Vikings Whole class text Curriculum Links RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context	Attack of the Vikings Whole class text Curriculum Links RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context	Attack of the Vikings Whole class text Curriculum Links RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context	Attack of the Vikings Whole class text Curriculum Links RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context

discussion about textdiscussion about textRC12 predictionsRC12 predictionsMathsUnit 6 –Unit 6 –Unit 6 –Unit 8 - FractionsUnit 8 - FractionsUnit 8 - FractionsUnit 8 - Fractions
RC14 how language structure presentation contribute to meaningRC12 predictionsRC11 make inferencesRC14 how language structure presentation contribute to meaningRC12 predictionsMathsUnit 6 –Unit 6 –Unit 6 –Unit 8 - FractionsUnit 8 - FractionsUnit 8 - Fractions
RC14 how language structure presentation contribute to meaning RC12 predictions RC11 make inferences RC14 how language structure presentation contribute to meaning RC12 predictions Maths Unit 6 – Unit 6 – Unit 8 - Fractions Unit 8 - Fractions Unit 8 - Fractions
structure presentation contribute to meaning inferences structure presentation contribute to meaning Maths Unit 6 – Unit 6 – Unit 8 - Fractions
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Maths Unit 6 – Unit 6 – Unit 8 - Fractions Unit 8 - Fractions Unit 8 - Fractions
Maths Unit 6 – Unit 6 – Unit 8 - Fractions Unit 8 - Fractions
Maths Unit 6 – Unit 6 – Unit 6 – Unit 8 - Fractions Unit 8 - Fractions Unit 8 - Fractions
multiplication and multiplication and (1) (1) (1)
division (2) division (2)
I O To count I O To convert I O To simplify
LO To multiply 2 LO To solve beyond 1 whole mixed numbers to fractions
digite by 1 digit simple simple division by using fractions improper fractions
digits by reight simple division by during nactions improper nactions Lesson 9
Lesson 8 grouping Lesson 1 Lesson 5
Lesson 11 Unit 5 –
LO. To multiply 3 LO. To partition a LO. To convert Multiplication and
digits by 1 digit LO. To divide using mixed number improper fractions Division (1) Book
Lesson 9 remainders Lesson 2 to mixed numbers 4A
multiplication V2 fractions on LO. To find
multiplication Practions - F3 mactions on a LO. To mode by 6
problems Revision <u>number line</u> equivalent fractions Lesson 2&3
Lesson 10 LO. To recap Y3 Lesson 3 Lesson 7
learning - read, LO. To multiply and
Curriculum Links write and show LO. Compare and LO. To find divide by 9
Ma4/2.3a recall fractions order mixed equivalent fraction Lesson 4&5
multiplication and numbers families
division facts for LO. To recap Y3 Lesson 4 Lesson 8 LO. To multiply and
multiplication tables fractions learning –
up to 12 x 12 Add and subtract Curriculum Linker Curriculum Linker Lesson 6
Ma4/2.3b [] <u>Add and Subiract</u> <u>Curriculum Links.</u> <u>Curriculum Links.</u> Lesson o
multiplying together 3 with the same and show using and show using
numbers denominator diagrams, families of diagrams, families of diagrams, families of
Ma4/2.3c recognise common equivalent Ma4/2.3a recall
and use factor pairs Curriculum Links fractions fractions multiplication and
and commutativity in Ma4/2.3a recall Ma4/2.4b count up Ma4/2.4b count up division facts for
mental calculations multiplication and and down in hundredths; and down in hundredths; multiplication tables
Ma4/2.3d multiply division facts for recognise that up to 12 x 12
two-digit and three- multiplication tables hundredths arise when hundredths arise when Ma4/2.3b []
digit numbers by a up to 12 × 12 dividing an object by a dividing an object by a multiplying together 3
one-digit number hv 10 hv 10

	using formal written layout Ma4/2.3e solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	Ma4/2.3b [] multiplying together 3 numbers Ma4/2.3c recognise and use factor pairs and commutativity in mental calculations Ma4/2.3d multiply two-digit and three- digit numbers by a one-digit number using formal written layout Ma4/2.3e solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	Ma4/2.4e recognise and write decimal equivalents of any number of tenths or hundredths Ma4/2.4f recognise and write decimal equivalents to ¼; ½; ¾ Ma4/2.4g find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	Ma4/2.4e recognise and write decimal equivalents of any number of tenths or hundredths Ma4/2.4f recognise and write decimal equivalents to ¼; ½; ¾ Ma4/2.4g find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	Ma4/2.3c recognise and use factor pairs and commutativity in mental calculations Ma4/2.3d multiply two-digit and three- digit numbers by a one-digit number using formal written layout Ma4/2.3e solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
Catch Up Maths (Responds flexibly to information from the progress and attainment in main sessions)	Angles and Shape Revision L.O. To identify different types of angle. (right, acute and obtuse) Name 2D shapes Time: Minutes past	Angles and Shape Revision L.O. To understand angles as turns Know clockwise, anti-clockwise, quarter, half, whole turns Name 3D shapes and describe their properties. Time: Minutes to	Angles and Shape Revision L.O. To identify different types of line Perpendicular, parallel, horizontal, vertical (Find and draw) End of unit check Time: Conversion- Seconds Minutes Hours	Unit 6: Multiplication and Division (2) L.O. To be able to solve correspondence problems PM Lesson 15	Unit 6: Multiplication and Division (2) <u>L.O. To use</u> <u>efficient methods</u> <u>to multiply</u> <u>PM</u> Lessons 16

Calculation	4NF-1 Recall multiplication and division facts up to 12x12 and	4NF-1 Recall multiplication and division facts up to 12x12 and	4NF-1 Recall multiplication and division facts up to 12x12 and	4NF-1 Recall multiplication and division facts up to 12x12 and	4NF-1 Recall multiplication and division facts up to 12x12 and	
	recognise products in multiplication tables as multiples of the corresponding number.	recognise products in multiplication tables as multiples of the corresponding number.				
	Fact of the day: X4	Fact of the day: X6	Fact of the day:	Fact of the day: X8	Fact of the day:	
Science		No S	cience – Geography f	ocus		
Art &design	No Art – D&T Focus					
Computing	4.4 Programming A	4.4 Programming A	4.4 Programming A	1.4 Communicating:	1.4 Communicating:	
Y4 objectives:	Decomposition	Decomposition	Decomposition	Text and images	Text and images	
Complete from HT2 Recognise a forever loop in a program or algorithm.	and Infinite Loops in Scratch	and Infinite Loops in Scratch	and Infinite Loops in Scratch	Compare analogue with digital art	Create a photo montage of shapes	
 Use a forever loop in a program to keep something happening. Pupils recognise that we can decompose projects to make them easier to plan and debug. Explain when to use forever loops and count-controlled loops, and use them effectively in programs. 1.4 Communicating: Text and images How do I use a computer as an artist or photographer? 	Repetition: Traffic lights	Forever loops: Aquarium screensaver project	Forever loops: Aquarium screensaver project	https://www.bbc.co. uk/bitesize/articles/ zy2v34j Use this app to create original digital artwork. https://paintz.app/ and /or https://www.purple mash.com/app/tool s/2paintapic	images and create own patterns using Google slides tools Resize, format, copy, paste, layer Investigate Mondrian style art <u>https://www.stephe</u> n.com/mondrimat/ <u>mondrian/rh.html</u>	

L.O. To compare modern and historical drawstring bagsL.O. To use sewing techniques to join two pieces of fabricL.O. T	Design &	Textiles - Design	Textiles - Make	Textiles - Make	Textiles - Make	Textiles - Evaluate
modern and historical drawstring bagstechniques to join two pieces of fabrictechniques to join two pieces of fabrictechniques to join two pieces of fabrictechniques to join two pieces of fabricmy finished productL.O. To design a Anglo-Saxon style drawstring bagOutcome: Children will cut out fabric rectangle to given measurements and will begin sewing sides togetherOutcome: Children will cut out fabric rectangle to given measurements and will begin sewing sides togetherOutcome: Children will cut out fabric rectangle to given measurements and will begin sewing sides togetherOutcome: Children will cut out fabric rectangle to given measurements and will begin sewing sides togetherOutcome: Children will add a cross stitch panel to add detailOutcome: Outcome: Children will add a cross stitch panel to add detailMeasure, mark, cut and shape materials with some accuracyMeasure, mark, cut and shape materials with some accuracyMeasure, mark, cut and shapeMeasure, mark, cut and shapeConsider the views of others, including inthide user, whilst making	technology	L.O. To compare	L.O. To use sewing	L.O. To use sewing	L.O.To use sewing	L.O. To evaluate
historical drawstring bagstwo pieces of fabrictwo pieces of fabricpersonalise their designOutcome: Children will designL.O. To design a Anglo-Saxon style drawstring bagOutcome: Children will cut out fabric rectangle to given measurements and will begin sewing sides togetherOutcome: Children will cut out fabric rectangle to given measurements and will begin sewing sides togetherOutcome: Outcome: Children will and add drawstringOutcome: Children will complete sewing and add drawstringOutcome: Children will add a cross stitch panel to add detailOutcome: Children will add a areas for developmentOutcome: Discuss similarities and differences between historical and modern drawstring bagsChildren will use design criteria whilst makingMeasure, mark, cut and shape some accuracyMeasure, mark, cut and shapeOutcome: Children will add a areas for developmentChildren will use design criteria whilst makingChildren will use and shapeSome accuracy and shapeConsider the views of others, including intended user, and whilst equaluation	loomorogy	modern and	techniques to join	techniques to join	techniques to	my finished product
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and modern drawstring bags whilst making Join, assemble and combine materials loin assemble and whilst evaluating		between historical	Children will use	some accuracy	materials with	Consider the views
drawstring bags whilst making Join, assemble and intended user,		and modern	design criteria		some accuracy	of others, including
combine materials loip accomble and whilet evoluting		drawstring bags	whilst making	Join, assemble and		intended user,
				combine materials	Join, assemble and	whilst evaluating
Describe the Measure, mark, cut and components combine materials product		Describe the	Measure, mark, cut	and components	combine materials	product
purpose of their and shape with some accuracy and components		purpose of their	and shape	with some accuracy	and components	
product materials with with some accuracy DT2/1.3a		product	materials with		with some accuracy	DT2/1.3a
some accuracy Follow safety Evaluate:			some accuracy	Follow safety		Evaluate:
Identify design procedures Follow safety Investigate and		Identify design		procedures	Follow safety	Investigate and
features that will Join, assemble and procedures evisting products		features that will	Join, assemble and		procedures	existing products
appeal to intended combine materials Use finishing		appeal to intended	combine materials	Use finishing		DT2/1.3b
users and components techniques, Use finishing Evaluate: Their		users	and components	techniques,	Use finishing	Evaluate: Their
with some accuracy including skills techniques, product			with some accuracy	including skills	techniques,	product
Outcome: learnt in Art with including skills evaluate their ideas		Outcome:		learnt in Art with	including skills	evaluate their ideas
Represent ideas inFollow safetysome accuracylearnt in Art withand products against		Represent ideas in	Follow safety	some accuracy	learnt in Art with	and products against
diagrams and procedures some accuracy their own design		diagrams and	procedures		some accuracy	their own design
annotated sketches DT2/1.2a criteria and consider		annotated sketches		DT2/1.2a		criteria and consider
DT2/1.2a Make: Tools DT2/1.2a Ine views of others to			DT2/1.2a	Make: 100IS	DT2/1.2a	improve their work
Order the main Make: Tools Select from and use a wider range of tools select from and use a		Order the main	Make: 100IS	wider range of tools	Make: 100IS	
stages of making wider range of tools and equipment to wider range of tools		stages of making	wider range of tools	and equipment to	wider range of tools	
and equipment to perform practical and equipment to			and equipment to	perform practical	and equipment to	
Generate realistic perform practical tasks accurately perform practical		Generate realistic	perform practical	tasks accurately	perform practical	
ideas that meet tasks accurately DT2/1.2b tasks accurately		ideas that meet	tasks accurately	DT2/1.2b	tasks accurately	
needs of user and DT2/1.2b Make: Materials DT2/1.2b		needs of user and	DT2/1.2b	Make: Materials	DT2/1.2b	
take into account Make: Materials Select from and use a Make: Materials		take into account	Make: Materials	Select from and use a	Make: Materials	
availability of Select from and use a wider range of Select from and use a		availability of	Select from and use a	wider range of	Select from and use a	
resources wider range of indentials and wider range of materials and components materials and		resources	wider range of	components	wider range of	
components. including construction components			components.	including construction	components.	

Share and discuss	including construction	materials, textiles and	including construction	
ideas with others	materials, textiles and	ingredients,	materials, textiles and	
	ingredients,	according to their	ingredients,	
DT2/1.1a	according to their	functional properties	according to their	
Design:	functional properties	and aesthetic	functional properties	
use research and	and aesthetic	qualities	and aesthetic	
develop design	qualities	DT2/1.2a	qualities	
criteria to inform the	DT2/1.2a	Make:	DT2/1.2a	
design of innovative	Make:	skills/Techniques	Make:	
functional appealing	skills/Techniques	DT2/1.4a	skills/Techniques	
products that are fit	DT2/1.4a	apply their	DT2/1.4a	
for purpose aimed at	apply their	understanding of how	apply their	
particular individuals	understanding of how	to strengthen, stiffen	understanding of how	
or groups	to strengthen, stiffen	and reinforce more	to strengthen, stiffen	
DT2/1.1b	and reinforce more	complex structures	and reinforce more	
Design: Own product	complex structures		complex structures	
generate, develop,				
model and				
communicate their				
ideas through				
discussion, annotated				
sketches, cross-				
sectional and				
exploded diagrams,				
prototypes, pattern				
pieces and computer-				
aided design				
_				
DT2/1.1a				
Design:				
use research and				
develop design				
criteria to inform the				
design of innovative,				
functional, appealing				
products that are fit				
for purpose, aimed at				
particular individuals				
or groups				
DT2/1.1b				
Design: Own product				
generate, develop,				
model and				
communicate their				
ideas through				
discussion, annotated				

Geography Links: History, English <u>Scandinavia</u> Ge2/1.1 Locational Knowledge Ge2/1.1a Ge2/1.1c Ge2/1.3 Human and Physical Geography Ge2/1.3a Ge2/1.4 Geographical Skills and Fieldwork Ge2/1.4a	sketches, cross- sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design L.O. To be able to name the Scandinavian countries and their capitals To be able to locate Scandinavian countries on a map. Name the arctic circle and watch film referencing life there. Compare with the U.K – discussion Outcome: Labelled map	L.O. To know how to identify different types of settlement Describe and compare different types of settlement. Link to an understanding that settlement types vary according to physical landscape and changes over time. Centre this on Viking settlements. Outcome: Diagram of a Viking village and location. Reference natural resources linked to need.	L.O. To explain the features of Denmar Name the main cities Discuss the shape of location in relation to countries. Research information geographical feature a map. E.g. Lakes and rivers Terrain – incl lack of Climate Vegetation Coasts Islands Learn key facts about week to build context Outcome: Make notes and use build geographical av Create an annotated describing and locati	key physical k s of Denmark. the country and its other European n on the key physical s and locate some on mountains the country each t. mapping skills to wareness. map poster, ng features which	L.O. To compare key human features of Denmark with the U.K Study facts about the Danish culture. Consider how that feature compares with the U.K and why. Dress Housing Buildings Transport Outcome: Create a comparison table which will then be used to create an oral/ visual presentation using language of comparison.
History	Anglo-Saxons	Anglo-Saxons	Anglo-Saxons	Anglo-Saxons	Anglo-Saxons
		Anglo Sayon	Anglo Sayon	Anglo Sayon	LO: to discuss the
	Saxons on a timeline	Village Project	Village Project	Village Project	importance of primary historical
	Outcome:	LO: to identify features of an Anglo-Sayon	LO: to identify features of an Anglo-Sayon bouse	LO: to describe Anglo-Saxon jobs and crafts	<u>sources</u> Would you rather
	Saxons onto same	settlement	Angio-Caxon nouse		learn from a book

· · ·	ine aliana (in almalia a		Out a sum ou	Outerane ex	
1		Outeense	Outcome:	<u>Outcome:</u>	or see something in
\	viayans) to show	Outcome:	Design and create	include Anglo-	real life?
p	place within world	Design and create	internal layout of	Saxon craft person	
h	history. Link to	layout of village	house	into village.	Share major Sutton
	Romans taught in	including proximity			Hoo Anglo-Saxon
Y	Y3	to water / farming	(Draw internal	Front flap to be	discovery.
		space / central hall.	house onto given	picture of craft	
	O: to identify the 7		blank layout. Stick	person. Back flap	Discuss artefacts
k	kingdoms of Anglo	Main features of	on house picture	for children to write	found and how this
	Saxon Britain	village in general	over the top as	facts about craft	has contributed to
-		and houses	flap)	including	knowledge about
	Outcome:	specifically		equipment and	Anglo-Saxons
	Complete map	-1	Local Yorkshire links	artefacts of trade	
ir	ncluding locations	Local Yorkshire links	to both Anglo-Saxons		Outcome:
	of kingdoms	to both Anglo-Saxons	and Vikings to be	What can we infer	Ch complete sheet
		and Vikings to be	established.	from evidence?	linking artefact
	Children to	established.	(It is likely that the	Saxon ship burial	found at Sutton
	understand that the	(It is likely that the	origin of the present-	Sutton Hoo	Hoo and what wo
l F	Fall of Rome	origin of the present-	day city of Sheffield is	description	
C	coincides with Anglo	day city of Sheffield is	an Anglo-Saxon	Viking burial	Know about Anglo-
s	Saxon settlements	an Anglo-Saxon	settlement in a		Saxons because of
b	pefore Viking	settlement in a	clearing beside the	Answer questions	this discovery.
ir	nvasions.	clearing beside the	confluence of the	such as What would	
		confluence of the	founded between the	we be looking for, if	Investigate primary &
C	Consider reasons for	rivers Sheaf and Don	arrival of the Angle	we were	secondary sources
ir	nvasions.	Iounded between the	Savons in this region	deciding if the Angle	differences between
		Sovono in this region	(roughly the 6th	Sevens had a	those two types of
C	Curriculum Links:	(roughly the 6th	century) and the early	Saturs riau a	sources
H	Hi2/1.3 Anglo-	(roughly the out century) and the early	9th century)	Sheffield is now '	3001053.
S	Saxons & Scots:	9th century)			Drawing parallels and
S	Scots invasion from		Curriculum Links:	Curriculum Links:	bringing together
	reland to Northern	Curriculum Links:	Hi2/1.3 Anglo-	Hi2/1 3 Anglo-	sources to be able to
	Britain (Now	Hi2/1.3 Anglo-	Saxons & Scots:	Saxons & Scots	infer what life may
S	Scotland);	Saxons & Scots	Scots invasion from	Scots invasion from	have been like whilst
		Scots invasion from	Ireland to Northern	Ireland to Northern	understand that
		Ireland to Northern	Britain (Now	Britain (Now	primary sources hold
		Britain (Now	Scotland);	Scotland);	a greater significance
		Scotland);			than secondary
					sources
					Curriculum Links:
					Hi2/1.3 Anglo-
					Saxons & Scots:

					Scots invasion from Ireland to Northern		
					Britain (Now		
MFL	5: Parts of the	6: Colours	7: Monsters!	8: Adjective	10: Food		
	body	Be able to say and	Learn the words	agreements			
	Learn parts of the	understand parts of	grand and petit to		Learn some words		
	body, being able to	the body.	describe size.	Start to understand	for food items.		
	them orally	Be able to read,	facial features	that adjectives	with the 'on' and		
	Be able to read and	words for colours	Learn how to find	noun they describe	'om' nasal sounds		
	write parts of of the	Start to use a	the plural form of	Start to recognise	Learn part of a		
	body.	bilingual dictionary	nouns in a bilingual	the adjective	story.		
	Be able to identify	to find out plurals	dictionary.	agreement rule.	,		
	the 'ou' sound and	and genders.		Start to apply the			
	say a tongue			adjective			
	twister with the			agreement rule.			
DE	sound in.						
PE	Curriculum Links:						
	PE2/1.2a						
(equipment: floor mats	Swimming						
Veek 1-5	Swim competently, confidently and proficiently over a distance of at least 25 metres						
Apparatus Week 5)	PE2/1.20 Swimming						
	Use a range of strokes	effectively					
	PE2/1.2c						
	Water Safety	o in different water been	d aituationa				
	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics		
	Balances:	Movement:	Movement:	Jumps:	Cymhastros		
					L.O. Jump on, off,		
	L.O. to hold	L.O.to complete a	L.O. to complete a	L.O.: to jump with	over and along		
	balances using a	teddy bear roll	forward roll	different feet	apparatus. Use		
	variety of Shapes:			combinations for	larger equipment to		
	straight, star, tuck,	LO: to move in a	LO: to stand	take-off and landing	jump off ONLY with		
	straddie, pike	range of directions,	unaided from a	(Y 3 revision)	crashmat landing.		
	I O: to learn static	speeus and neights		I O: to use known	with normal		
	balances V-balance	Outcome:	Outcome:	shapes within	avmnastics mats		
	(on bottom), T	<u></u>	<u></u>	jumps (star, tuck.	g,aoi.coa.o		
	balance on one			stretch, straddle)	Outcome:		

foot shoulder	Ch rehearse and	Ch rehearse and		Children link
stand	perform a teddy	perform a forward	Outcome:	movements already
	bear roll	roll	Learn "peer	learnt to create
I O to maintain			assisted jump" (or	short dance
balance whilst	Teddy bear roll –	Forward roll – roll	"boost" iump) –	
moving	roll in straddle	from CROUCH not	peers support on	Perform dance to
<u></u>	shape – maintain	kneeling. Tuck chin	waist to help give	peers
Outcome:	fixed straddle	to chest to create	iump height. Focus	peere
Children learn	shape whole time -	curved back shape.	on "help" not lift	Curriculum Links
balances as in L	O. hold leas tightly.	Stretch to stand –	and model with	PE2/1.1a
Ch rehearse	From sitting, roll	don't use floor to	much smaller	Use running, jumping,
independently th	en onto shoulder,	help get up!	person helping	throwing and catching
perform in	back, shoulder,		larger person to	combination
mirrored and	bottom to circle	Combine teddy	demo.	PE2/1.1c
matching balance	es round like teddy	bear and forward		Develop flexibility,
in pairs	bear	roll to make mini-	Peer assisted jump	strength, technique,
		routine rolling in	 revise prior – 	control and balance
Ch walk on tiptoe	es Ch link movements	synchronisation	tuck, stretch, star	PE2/1.1f
in variety of ways	s to previously used	with partner	_	Compare their
without wobble.	balances		Peer assisted jump	previous ones and
(see prior year		Operational line la	- straddle jump-	demonstrate
groups)		DE2/1 12	make straddle	improvement to
Ch Llos shellers		Use running jumping	snape in air (tap	achieve their
Ch Use challeng	ing	throwing and catching	knees with legs	personal best.
movements acro	55	in isolation and in	straight and	
and around		combination	foot together	
benches, balance		PE2/1.1c		
beam) and link to		Develop flexibility,	Extension task:	
static balances	,	control and balance	Full turn (stretch)	
		PE2/1.1f	$i_{\rm ump}$ – turn 360	
Ch to work with		Compare their	degrees in air –	
partner to link the	ee	performances with	land with control	
static balances		previous ones and		
(from week 1) wi	th	demonstrate	Curriculum Links	
three movements	6.	achieve their	PE2/1.1a	
		personal best.	Use running, jumping,	
			throwing and catching	
			combination	
Curriculum Links			PE2/1.1c	
PE2/1.1a	1			

	Use running, jumping,			Develop flexibility,	
	throwing and catching			strength, technique,	
	in isolation and in			control and balance	
	combination			PE2/1.1f	
	PE2/1.1c			Compare their	
	Develop flexibility.			performances with	
	strength, technique,			previous ones and	
	control and balance			demonstrate	
	PE2/1.1f			improvement to	
	Compare their			achieve their	
	performances with			personal best.	
	previous ones and				
	demonstrate				
	improvement to				
	achieve their				
	personal best.				
	Curriculum Links				
	PE2/1.1a				
	Use running, jumping,				
	throwing and catching				
	in isolation and in				
	combination				
	PE2/1.1c				
	Develop flexibility,				
	strength, technique,				
	control and balance				
	PE2/1.1f				
	Compare their				
	performances with				
	demonstrate				
	improvement to				
	achieve their				
	personal best				
RE	No Lesson	L.O. To explain	L.O. To be able to	L.O. To explain	L.O. To describe
Inspirational poople		events in the	explain how God	the 10 plagues on	the origin of
		story of Moses	enabled Moses to	the Egyptians	celebrations in
from long ago:		(first section)	save the Jewish	sent by God	lewish homes
inconiring loaders whe		Share the story	people.	-Cause	today.
inspiring leaders who		PowerPoint	-Discuss the	-Impact	-Learn the key
Started religions !		Study conjeg	concept of danger	-Result	celebration
Judaism		Give reasons for	and escane using	Robuit	-Recall events in
		neonle's actions	modern day	Groups analyse	the story of Mosee
			examples	their plaque	the story of MOSES.
		atotomonto	erampies.	nen plague.	Outcomo:
		statements.			Outcome:

		Outcome: One side of class compose 'why' questions. The other side produce the 'reasons for' actions, then the 2	-Identify ways in which God communicated with Moses. -Identify how God helped Moses. -Empathise with the feelings of the	Prepare arguments why their plague might have been the worst. Present.	Add captions and paragraphs to pictures of celebration today. Add own drawings from the Moses story if desired.
		parts are blended in a question and answer session	Israelites as they were being chased.	Class debate	
			Outcome: Speech bubbles for before and after the parting of the sea. Locate the Red Sea on class map.		
RSHE	Os5) Digital Media	Fr3) Are	Fr3) Are	Fr3) Are	Fr3) Are
	LO. To understand where to find	always fun?	always fun?	always fun?	always fun?
	reliable information	LO: to understand that friendships	LO: to understand that is normal to	LO: to develop techniques to	LO: to develop techniques to
	I alk I ask: Where do you get your news?	come with a mix of emotions	disagree with your friends	resolve conflict within friendships	resolve conflict within friendships
	Why does <i>The</i> <i>Media</i> exist? Why do headlines exist?	<u>Outcome:</u> Part 1: Winnie the Pooh Clip and Discussion	Outcome: Class discussion - Do friends always agree on what to	<u>Outcome:</u> Friendship Scenarios activity and discussion	Outcome: Children use ideas from prior to make own friendship
	features the features that make up an online news page?	Curriculum Links R10. about the importance of friendships: strategies	ao? - Do people sometimes ask you to do things that you	Curriculum Links R10. about the importance of friendships: strategies	scenario with two endings based on positive or negative friendship behaviour/
	Analyse a newspaper's web page, comparing tabloid and broadsheet, the same way that you	for building positive friendships support wellbeing R11. what constitutes a positive	don't want to do? - Should you always do what your friends want?	for building positive friendships support wellbeing R11. what constitutes a positive	decisions Curriculum Links R10. about the importance of friendships: strategies for building

would look at a text	healthy friendship	[No - you have to	healthy friendship	positive friendships
in English.	(e.g. mutual	get the balance	(e.g. mutual	support
J	respect, trust,	right between	respect, trust,	wellbeing
Curriculum Links	truthfulness, loyalty,	getting what you	truthfulness, loyalty,	R11. what constitutes
H42, about the	kindness, generosity,	want and also	kindness, generosity,	a positive
importance of	sharing	making room for	sharing	healthy friendship
keeping personal	interests and	your friends to also	interests and	(e.g. mutual
information	experiences, support	boyo funl	experiences, support	respect, trust,
private; strategies for	with problems and		with problems and	truthfulness, loyalty,
keeping safe	the same principles	- Ale you	the same principles	kindness, generosity,
online, including how	apply to online		apply to opline	interests and
to manage	friendships as face-	happiness of your	friendshins as face-	experiences support
requests for personal	to-face	friends?	to-face	with problems and
information or	relationships	[No - you can't	relationships	difficulties): that
images of themselves	R16. how friendships	make everyone	R16. how friendships	the same principles
and others, what to do if	can change over	happy all the time,	can change over	apply to online
frightened or worried	time, about making	but it is good to be	time, about making	friendships as face-
by something seen or	new friends	kind and to do	new friends	to-face
read online	and the benefits of	caring things	and the benefits of	relationships
and how to report	having different	for people. You	having different	R16. how friendships
concerns,	types of friends	have to balance	types of friends	can change over
inappropriate content	R17. that mendships	making sure that	RT7. that mendships	time, about making
and contact	downs: strategies to	you are happy	downs: strategies to	and the benefits of
L12. how to assess	resolve disputes	yourself and that	resolve disputes	having different
the reliability of	and reconcile	other	and reconcile	types of friends
sources of	differences positively	people are happy	differences positively	R17. that friendships
information online;	and safely	too]	and safely	have ups and
and		-		downs; strategies to
now to make sale,		Curriculum Links		resolve disputes
from search results		R10. about the		and reconcile
ITUITI SEALCITTESUILS		importance of		differences positively
		friendships: strategies		and safely
		for building		
		positive friendships		
		support		
		wellbeing		
		R11. what constitutes		
		a positive		
		nealthy mendship		
		(e.g. mulual		
		truthfulness lovalty		
		kindness generosity		
		sharing		
		snaring		

	interests and experiences, support with problems and difficulties): that the same principles apply to online friendships as face- to-face relationships R16. how friendships can change over time, about making new friends and the benefits of having different types of friends	
	have ups and downs; strategies to resolve disputes and reconcile differences positively and safely	
Music	Recorders (Y4AK)	