

Summer 1 Medium Term Plan 2024 Year Group 4

Subject	Week 1	Week 2 Thornbridge	Week 3	Week 4 No Mon/4 days	Week 5	Week 6
English Writing	<p>Fog Hounds - Mystery</p> <p><u>L.O. To consider an author's word choice</u></p> <p><u>Outcome:</u> Read up to page 6 Children will predict using the cover then analyse language from the text and discuss the impression each word gives.</p> <p><u>L.O. To use inference to investigate a character</u> <u>LO: To use modal verbs to suggest possibility</u></p> <p><u>Outcome:</u> Read up to page 8 Chn will discuss why they think Doubleman is in trouble and use modal verbs to write sentences to explain their understanding.</p>	<p>Fog Hounds - Mystery</p> <p><u>L.O. To describe a character</u></p> <p><u>Outcome:</u> Chn will use ideas to write a short description of Doubleman. Grammar focus: expanded noun phrases. Present visually</p> <p><u>L.O. To consider how vocabulary can affect the mood of your writing</u></p> <p><u>Outcome:</u> Recap page 7-9 then read pages 10-12 Discuss the impact of emotive language. Why does the author use particular word choices?</p> <p>Complete independent cloze activity to explain impact of word choice on mood.</p>	<p>Fog Hounds - Mystery</p> <p><u>LO: To collect evidence to interpret</u></p> <p><u>Outcome</u> Chn to collect evidence from across the text to give viewpoints for and against the fog hounds being friendly or evil</p> <p><u>L.O. To use similes and metaphors</u></p> <p><u>Outcome:</u> Read to page 21 Chn choose a character and write some examples of both similes and metaphors.</p> <p><u>L.O. To empathise with a character x2</u></p> <p><u>Outcome:</u> Read to the end Chn will imagine themselves being chased by Fog Hounds and act out</p>	<p>Fog Hounds - Mystery</p> <p><u>LO: To explain different points of view of Doubleman's action.</u></p> <p>Outcome: chn to take part in a class debate to discuss if Doubleman deliberately left the golden sprig for Tad. Children then to write short paragraph explaining 2xPEE.</p> <p><u>L.O. To create a story mountain</u></p> <p><u>Outcome:</u> Chn will create a story mountain to show their understanding of the story.</p> <p><u>L.O. To improve a section x2</u></p> <p><u>Outcome:</u> chn to improve a section of the text</p>	<p>Fog Hounds – Mystery</p> <p><u>L.O. To create an image using a extract</u></p> <p><u>Outcome:</u> Chn will listen to a short section of the story. Children will draw and label a sketch of the setting. Add to class vocab wall.</p> <p><u>L.O. To use imagery to write a setting description x2</u></p> <p><u>Outcome:</u> Guided write then chn will begin to write a setting description, using fronted adverbials, prepositions and powerful</p> <p><u>L.O: to share their description with others</u></p> <p>Outcome:</p>	<p>Fog Hounds – Poetry</p> <p><u>LO: To analyse a repetitive poem.</u></p> <p>Outcome: Chn to listen to a wagoll. Discuss what effective, good vocab was, improve vocab choices. Vocab wall.</p> <p><u>LO: To plan a repetitive poem.</u></p> <p><u>Outcome:</u> Title: Out of the mist/fog Chn to plan a poem based of what is coming out of the mist/fog. Show don't tell. Use 5 senses and science water cycle knowledge to choose powerful vocab. Refer to vocab wall.</p> <p><u>LO: To write a repetitive poem.</u></p>

	<p>Build class word bank.</p> <p><u>L.O. To describe a character (using information from the text)</u></p> <p><u>Outcome:</u> <u>Read up to page 9</u> Chn contribute to class character outline; focus on description, speech used, illustrations and actions. Build class word bank.</p> <p><u>Curriculum Links:</u></p> <p>W5 Use the correct forms of past participles of irregular verbs S1 Write noun phrases expanded by adjectives, nouns and prepositional phrases S2 use fronted adverbials S4 use modal verbs P2 Use apostrophes correctly to mark singular and plural possession T5 Story structure: Use speech, actions and description to show a character RC11 draw inference such as inferring characters feelings, thoughts and motives from their actions and justify inferences with evidence RC7 Discuss interesting words and phrases</p>	<p><u>L.O. To retrieve information from a text (reading skills)</u></p> <p><u>Outcome:</u> <u>Read up to page 15</u> Chn will use text to find descriptions of the fog hounds from across different pages and record into a grid. (LA to be given page numbers)</p> <p><u>Curriculum Links:</u></p> <p>W3 make good choices of vocab to make writing interesting S1 Write noun phrases expanded by adjectives, nouns and prepositional phrases S2 use fronted adverbials P1 Use inverted commas or speech marks AND OTHER PUNCTUATION to show direct speech P2 Use apostrophes correctly to mark singular and plural possession T4 describe settings which evoke mood and atmosphere T5 Story structure: Use speech, actions and description to show a character</p>	<p>being interviewed after their survival. Focus on use of descriptive language and using language/links from text.</p> <p><u>Curriculum Links:</u></p> <p>W3 make good choices of vocab to make writing interesting S1 Write noun phrases expanded by adjectives, nouns and prepositional phrases P1 Use inverted commas or speech marks AND OTHER PUNCTUATION to show direct speech P2 Use apostrophes correctly to mark singular and plural possession T4 describe settings which evoke mood and atmosphere T5 Story structure: Use speech, actions and description to show a character</p>	<p>using Fronted adverbials, expanded noun phrases, similes, metaphors and Refer to word wall bank. Peer assessment to start the 2nd session.</p> <p><u>Curriculum Links:</u></p> <p>W3 make good choices of vocab to make writing interesting S1 Write noun phrases expanded by adjectives, nouns and prepositional phrases P2 Use apostrophes correctly to mark singular and plural possession T5 Story structure: Use speech, actions and description to show a character RC11 draw inference such as inferring characters feelings, thoughts and motives from their actions and justify inferences with evidence RC7 Discuss interesting words and phrases RC14 how language structure presentation contribute to meaning C5 to use suitable intonation when reading aloud T9 assess effectiveness and suggest improvements T10 propose grammar and vocab changes</p>	<p>Chn to share their descriptions with others, using intonation and expression. Chn listening identify part that was the most effective.</p> <p><u>Curriculum Links:</u></p> <p>W3 make good choices of vocab to make writing interesting S1 Write noun phrases expanded by adjectives, nouns and prepositional phrases P2 Use apostrophes correctly to mark singular and plural possession T5 Story structure: Use speech, actions and description to show a character RC11 draw inference such as inferring characters feelings, thoughts and motives from their actions and justify inferences with evidence RC7 Discuss interesting words and phrases RC14 how language structure presentation contribute to meaning C5 to use suitable intonation when reading aloud</p>	<p><u>Outcome:</u> Title: Out of the mist/fog Chn to plan a poem based of what is coming out of the mist/fog. Show don't tell. Use 5 senses and science water cycle knowledge to choose powerful vocab. Refer to vocab wall. Think about how to visually present</p> <p><u>Curriculum Links:</u></p> <p>T1 organise my writing into paragraphs W3 make good choices of vocab to make writing interesting S1 Write noun phrases expanded by adjectives, nouns and prepositional phrases S2 use fronted adverbials P2 Use apostrophes correctly to mark singular and plural possession T5 Story structure: Use speech, actions and description to show a character T9 assess effectiveness and suggest improvements T10 propose grammar and vocab changes C5 to use suitable intonation when reading aloud</p>
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	RC14 how language structure presentation contribute to meaning C5 to use suitable intonation when reading aloud	RC7 Discuss interesting words and phrases RC14 how language structure presentation contribute to meaning				
Spelling	particular calendar popular position Spelling Pattern 'K' sound spelt 'ch' Scheme Character Echo	possess possession purpose Spelling Pattern Suffix – ous (add to root word) Poisonous Mountainous Dangerous	potatoes different exercise regular Spelling Pattern Suffix – ous (no obvious root) Serious Obvious Curious Hideous	complete remember sentence separate Spelling Pattern 'sh' sound spelt 'ch' Chef Machine Brochure	special thought weight Spelling Pattern 's' sound spelt 'sc' Science Scene Fascinate	Spelling Pattern 'g' sound spelt 'gue' League Tongue Colleague
Reading	Clifftoppers: The Arrowhead Moor Adventure By Fleur Hitchcock Curriculum Links: RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC11 make inferences RC12 Predictions	Clifftoppers: The Arrowhead Moor Adventure By Fleur Hitchcock Curriculum Links: RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC11 make inferences RC12 Predictions RC14 how language structure presentation contribute to meaning	Clifftoppers: The Arrowhead Moor Adventure By Fleur Hitchcock Curriculum Links: RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC11 make inferences RC12 Predictions RC14 how language structure presentation contribute to meaning	Clifftoppers: The Arrowhead Moor Adventure By Fleur Hitchcock Curriculum Links: RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC11 make inferences RC12 Predictions RC14 how language structure presentation contribute to meaning	Clifftoppers: The Arrowhead Moor Adventure By Fleur Hitchcock Curriculum Links: RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC11 make inferences RC12 Predictions RC14 how language structure presentation contribute to meaning	Clifftoppers: The Arrowhead Moor Adventure By Fleur Hitchcock Curriculum Links: RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC11 make inferences RC12 Predictions RC14 how language structure presentation contribute to meaning
Reading Jo H	VIPERS Infer feelings from given vocab Scenarios 1	VIPERS Infer feelings from given vocab Use evidence phrases like 'I know this because..' Scenarios 2	VIPERS Infer feelings from given vocab Use evidence phrases like 'I know this because..' Scenarios 3	No lesson AK LSU – Poetry VIPERS Read with expected expression Read with wrong expression	VIPERS Ask and answer own questions using the format practised. Scenarios 4	VIPERS Poetry Read with expected expression Read with wrong expression

				Give reasons for a writer's vocab choices		Give reasons for a writer's vocab choices
Maths	<p>Number – Decimals Unit 11 Book C</p> <p><u>L.O. To add decimals to make one whole</u> Lesson 1</p> <p><u>L.O. To use standard partitioning for decimals</u> Lesson 2</p> <p><u>L.O. To use non-standard partitioning for decimals</u> Lesson 3</p> <p><u>L.O. To compare decimals</u> Lesson 4</p>	<p>Number – Decimals Unit 11 Book C</p> <p><u>L.O. To order decimals</u> Lesson 5</p> <p><u>L.O. To round decimals to the nearest whole number</u> Lesson 6</p> <p><u>L.O. To recognise halves and quarters as decimals</u> Lesson 7</p> <p>Number – Money Unit 12 Book C</p> <p><u>LO: To write money using decimals</u> Lesson 1</p>	<p>Number – Money Unit 12 Book C</p> <p><u>LO: To convert between pounds and pence</u> Lesson 2</p> <p><u>LO: To compare amounts of money</u> Lesson 3</p> <p><u>LO: To estimate with money</u> Lesson 4</p> <p><u>LO: To calculate amounts of money</u> Lesson 5</p>	<p>Number – Money Unit 12 Book C</p> <p><u>LO: To problem solve with money</u> Lesson 6</p> <p>Number – Multiplication and Division Unit 6 Book B</p> <p><u>L.O. To divide 2-digit numbers</u> Lesson 13</p> <p><u>L.O. To divide 3-digit numbers</u> Lesson 14</p>	<p>Measure– Perimeter Unit 7 Book B</p> <p><u>LO: To measure in Km and m</u> Lesson 1</p> <p><u>LO: To measure perimeter on a grid (p.60 &61)</u> <u>LO: To measure the perimeter of a rectangle</u> Lesson 2 & 3</p> <p><u>LO: To measure the perimeter of rectilinear shapes</u> Lesson 4</p> <p><u>LO: To find missing lengths of rectilinear shapes</u> Lesson 5</p>	<p>Measure– Perimeter Unit 7 Book B</p> <p><u>LO: To measure the perimeter of polygons</u> Lesson 6</p> <p>Times table test Practice 3 sessions: -Tricky tables -Paper based -Computer based</p>
Maths + Jo H	<p>Number – Decimals Unit 15 Book C</p> <p><u>L.O. To interpret charts</u> Lesson 1</p>	<p>Number – Decimals Unit 15 Book C</p> <p><u>L.O. To problem solve with charts (1) + (2)</u></p>	<p>Number – Decimals Unit 15 Book C</p> <p><u>L.O. To interpret line graphs (1)</u> Lesson 4</p>	<p>No lesson AK <u>LSU – Times tables challenges</u></p>	<p>Number – Decimals Unit 15 Book C</p> <p><u>L.O. To interpret line graphs (2)</u> Lesson 5</p>	<p>Number – Decimals Unit 15 Book C</p> <p><u>LO: To draw a line graph</u> Lesson 6</p>

		Lesson 2 Q1 p.96, Q3 p.97				
		Lesson 3 – Q2 p.99, Q4 p.101				
Calculation	x7 use place value knowledge to known number facts to scale up and down (+, x and ÷) by 10, 100	x12 use place value knowledge to known number facts to scale up and down (+, x and ÷) by 10, 100	x12 use place value knowledge to known number facts to scale up and down (+, x and ÷) by 10, 100	x12 use place value knowledge to known number facts to scale up and down (+, x and ÷) by 10, 100	tricky x tables _x6; _x7;_x8, _x9; _x12	up to 12x12 times table
Science All Living Things Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things.	Cover and assessment sheets L.O: To know how to select criteria for sorting living things and understand similarities and differences between them -Sort animal pictures/ descriptions into groups based on physical characteristics: Size, shape, colour, texture, limbs, wings, beaks etc -Justify sorting decisions -Discuss common physical features shared by different groups. Outcome:	L.O. To be able to use classification keys to classify animals -Know the names of animal groups: birds, amphibians etc -Recap vertebrate and invertebrate -Identify characteristics that are different. -Compose questions to divide a group of animals. -Follow a key to identify an animal Outcome: Create a key to identify animals (Move and stick label option)	L.O. To understand what a habitat is and identify the different types of habitat -Know the definition of a habitat. -Consider habitats the children are familiar with and the animals they could find there. -Identify simple features of different habitats (rainforest, desert, Artic tundra, coral reef, woodland, rock pool) Outcome: Label pictures of habitats with their key features	L.O. To understand how different habitats support different types of plants and animals -Use the QR codes to access DK https://www.dfindout.com/uk/animals-and-nature/habitats-and-ecosystems/land-habitats https://www.dfindout.com/uk/animals-and-nature/habitats-and-ecosystems/african-savanna https://www.dfindout.com/uk/animals-and-nature/habitats-and-ecosystems/amazon-rainforest https://www.dfindout.com/uk/animals-and-nature/habitats-and-ecosystems/american-forest/ https://www.dfindout.com/uk/animals-and-nature/habitats-and-ecosystems/coral-reef/ https://www.dfindout.com/uk/animals-and-nature/habitats-and-ecosystems/rainforest-layers/ https://www.dfindout.com/uk/animals-and-nature/habitats-and-ecosystems/rock-pool/ https://www.dfindout.com/uk/animals-and-nature/habitats-and-ecosystems/rotting-log/ https://www.dfindout.com/uk/animals-and-nature/habitats-and-ecosystems/antarctic-habitat/simpler https://www.dfindout.com/uk/animals-and-nature/habitats-and-ecosystems/tundra/ https://www.dfindout.com/uk/animals-and-nature/habitats-and-ecosystems/wetlands/	JH teach wk 4 lesson to Y4AK In PE slot AK teach: L.O. To investigate a micro habitat in the local area. -Name flora in the school playground. -Brainstorm possible animals in this area. -Children to use a PE hoop to mark a chosen area to investigate close up. -Remind children they will need to use their classification knowledge. (Also use given identification charts.) Outcome:	L.O. To understand factors which can affect habitats and animals Outcome 1: -Present information posters to the class. Compare and contrast together. -Understand ways in which habitats can be threatened. (Deforestation in the rainforest, Hunting and Ivory trade in Africa, Palm Oil trade in Borneo) -Analyse data on changing animal numbers in environments and consider why.

	Children create labels and titles for each of their groups to help them remember and organise the information. (Copy of group poster into books)			Outcome 1: Produce a large group or indiv poster with information to explain to others.(Include exploded pictures) sub headings etc (Copies of group poster or individual ones directly in books)	Record observations, noting plants and animals in 2 locations. Compare and explain findings. Together, share and discuss threats in this local habitat.	-Consider possible threats for their habitats Outcome 2: Below their habitat poster photo in books, ch will add info on possible threats to their habitat.
Art & design	Drawing & Painting The Peak District <u>LO: To appreciate different styles of landscape artist</u> Outcome: Model critiquing artwork - Shen Zhou - Lofty Mount Lu. Travellers among mountains and streams. Chn to choose a piece of landscape based art and critique using word bank. <u>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes</u>	Drawing & Painting The Peak District <u>L.O. To create different textures using pencil</u> <u>Outcome:</u> Children will experiment to create different textures. Blank hilly landscape to be filled in. <u>Begin to show awareness of representing texture through the choice of marks and lines made</u> <u>Draw for a sustained period at an appropriate level.</u> <u>Curriculum Links:</u> <u>Ar2/1.1 to create sketch books to record their</u>	Drawing & Painting The Peak District <u>L.O. To consider how the size of objects changes in relation to perspective</u> <u>Outcome:</u> Children will investigate landscape art and discuss the relation between the size of something and its position in the painting (foreground, midground and background) Activity: children position pictures in a suitable place on a landscape	Drawing & Painting The Peak District <u>L.O. To practise using perspective in my drawing</u> <u>Outcome:</u> Children will practise using perspective to draw a simple landscape <u>Draw for a sustained period at an appropriate level.</u> <u>Have opportunities to develop further drawings featuring the third dimension and perspective.</u> <u>Begin to show awareness of representing texture through the choice of marks and lines made</u> <u>Curriculum Links:</u>	Drawing & Painting The Peak District <u>L.O. To use my observational skills and knowledge of texture to draw a Peak District landscape</u> <u>Outcome:</u> Children will apply their texture and perspective knowledge to draw a Peak District landscape <u>Draw for a sustained period at an appropriate level.</u> <u>Have opportunities to develop further drawings featuring the third dimension and perspective.</u> <u>Begin to show awareness of</u>	Drawing & Painting The Peak District <u>L.O. To mix colours, shades and tones</u> <u>Outcome:</u> Children will look at pictures of Peak District landscapes and select 3 key colours they can see (green, blue, brown, grey) Children will then create a colour chart in their books. <u>Mix colour, shades and tones with increasing confidence.</u> <u>Curriculum Links:</u> <u>Ar2/1.1 to create sketch books to record their</u>

	<p>Continue to explore the work of a range of artists and designers Respond to art from other cultures and other periods of time.</p> <p><u>Curriculum Links:</u> Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas. Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>observations and use them to review and revisit ideas. Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p><u>Curriculum Links:</u> Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas. Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas. Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>representing texture through the choice of marks and lines made</p> <p><u>Curriculum Links:</u> Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas. Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>observations and use them to review and revisit ideas. Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.</p> <p><u>Curriculum Links:</u> Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas. Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>
<p>Computing 3.4 How is Data shared online?</p> <p>Complete: 1.4 Communicating: Text and images</p>	<p>The System <u>L.O. To name devices on a computer network.</u> <u>L.O. To explain the purpose of certain devices on</u></p>	<p>How Computers Connect <u>L.O. To be able to explain how computers connect together on the Internet.</u> Understand the connections</p>	<p>AK class–JH teach wk4 Travel of Information AK This lesson in PE slot <u>L.O To understand how information can</u></p>	<p>Being safe online (AK do in Wk3) <u>L.O.To understand the importance of safe and responsible use of internet services</u></p>	<p>Sharing of data <u>L.O. To understand and explore how websites share data in a range of ways</u></p>	<p>Sharing of data in practise <u>L.O. To be able to produce and share data safely.</u> Use data from science last week (micro habitats)</p>

<p>Print, present and display work</p>	<p>a computer network. Discuss how computers are connected in school i.e. using a Local Area Network (LAN) connected to a server. Understand that you can access the same information on any computer – look at a shared drive for class work. https://www.barefootcomputing.org/resources/network-hunt-activity Outcome: Do the Barefoot Network Hunt to discover the devices that make up the school network. Half go, other half complete their digital art then swap.</p>	<p>between all digital devices around the world via optic fibre, satellite and sub-sea cable (see Submarine Cable Map) https://www.submarinecablemap.com/ BBC Bitesize resource. https://www.bbc.co.uk/bitesize/topics/zs7s4wx/articles/z3tbqk7 Know there are different internet and web browsers. Understand which they use at school and home. Outcome: Create a network in the classroom using Internet Activity https://drive.google.com/file/d/0B-uAhq272-6SMHgySWhiajNwSzA/view?resourcekey=0-16VpdF2Z94gk6ykmJPFQIQ</p>	<p>be sent over the internet How does information travel around the Internet, e.g. as an email? Outcome: Complete a simulation in class https://drive.google.com/file/d/0B-uAhq272-6SNTA5X19zc2tsRzA/view?resourcekey=0-ECAdbF_WarHcOZ_BKQG3Vw</p>	<p>What data shouldn't we share online? Who can put information on the internet? How do we know that it is true? What do we do if we see content that upsets us? Outcome: Role play how an image once posted online is out of your control https://www.wikihow.com/Roleplay *Teacher reference https://www.safeguardingsheffieldchildren.org/scsp/education/sheffield-education-settings</p>	<p>Explore the Spring Watch 'Living with Mammals' website https://livingwithmammals.ptes.org/survey-information How is the data presented? What media is used? Why present it like this? What does it show? Who provides the data? What information do they share? Investigate other positive examples of sharing data online – look at the weather site to see how it operates and shares information with us. http://www.weatherforschools.me.uk/html/collectingdata.html Also: https://www.wired.com/2014/12/malaria-no-more-qooole/ Outcome: A class list of ideas for positive information sharing opportunities online</p>	<p>Discuss how we can share the information gathered. Outcome: Input our data and know the low risk and safety aspect of sharing this data. (Jo H account) Understand the significance of our input to the project.</p>
<p>Design & technology</p>	<p>No D&T this half term</p>					
<p>Geography</p>	<p>The Peak District <u>L.O. To identify the 8 compass points</u> <u>Outcome:</u> Recap 4 compass points (from</p>	<p>The Peak District <u>L.O. To identify features of a river</u> <u>Outcome:</u> Chn will label a diagram of a river.</p>	<p>The Peak District <u>L.O. To locate Sheffield and the Peak District on a variety of maps</u></p>	<p>The PEak District <u>L.O. To name identify the topographical features of the Peak District</u></p>	<p>The Peak District <u>LO: To use OS maps to locate the to identify human and physical features</u></p>	<p>The Peak District <u>L.O. To use digital mapping software to plan a route</u> <u>Outcome:</u></p>

	<p>Science last half term). Children will work in groups to use compasses to identify the 8 main compass points and orientate known route (swimming route).</p> <p>Curriculum Links: Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Curriculum Links: Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>L.O. To locate the 5 main rivers in Sheffield (Start in the Peaks)</p> <p>Outcome: Where is Sheffield/Peak District in the world, Britain, England, Yorkshire? Etc. Locate on a map.</p> <p>Chn will be able to identify the 5 main rivers in Sheffield and label them on a map.</p> <p>Curriculum Links: Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Curriculum Links: Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid</p>	<p>Outcome: Children look at pictures of topographical features and name them.</p> <p>Height map and plot on Kinder Scout, Mam Tor etc</p> <p>Curriculum Links: Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Outcome: Chn to navigate using an OS map, understand the use of keys and identify key physical and human features near and around Longshaw.</p> <p>Curriculum Links: Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Children will use Google Maps to plan a range of routes into the Peak District (Longshaw) from school.</p> <p>Curriculum Links: Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
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			<p>references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		
History	No History this half term					
MFL	<p>8: Adjective agreements Start to understand that adjectives must agree with the noun they describe. Start to recognise the adjective agreement rule. Start to apply the adjective agreement rule.</p>	<p>10: Food Learn some words for food items. Pronounce words with the 'on' and 'om' nasal sounds. Learn part of a story.</p> <p>11: Opinions about food Give opinions with reasons about food. Develop reading strategies to work out the meaning of new words. Learn a poem.</p>	<p>13: Shopping for food and pronunciation Read and act out a traditional tale. Revise 'je voudrais' and use it with different food items. Pronounce words with the 'e' sound.</p>		<p>14: Numbers 1-15 revision and months Revise food items and numbers 1-15. Learn words for months. Pronounce words with the 'an' sound.</p>	<p>15: Numbers 1-31 and French maths Revise words for months and numbers 1-15. Learn numbers 16-31. Be able to do some maths in French including division and multiplication.</p>

PE Inspirational people of today's world	Swimming and water safety <u>Curriculum Links:</u> PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres PE2/1.2b use a range of strokes effectively PE2/1.2c perform safe self-rescue in different water-based situations.	Swimming and water safety <u>Curriculum Links:</u> PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres PE2/1.2b use a range of strokes effectively PE2/1.2c perform safe self-rescue in different water-based situations	Swimming and water safety <u>Curriculum Links:</u> PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres PE2/1.2b use a range of strokes effectively PE2/1.2c perform safe self-rescue in different water-based situations	Swimming and water safety <u>Curriculum Links:</u> PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres PE2/1.2b use a range of strokes effectively PE2/1.2c perform safe self-rescue in different water-based situations	Swimming and water safety <u>Curriculum Links:</u> PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres PE2/1.2b use a range of strokes effectively PE2/1.2c perform safe self-rescue in different water-based situations	Swimming and water safety <u>Curriculum Links:</u> PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres PE2/1.2b use a range of strokes effectively PE2/1.2c perform safe self-rescue in different water-based situations
	No PE	Orienteering <u>L.O. To recognise symbols on an OS map</u> <u>Outcome:</u> Children explore different OS maps and complete quiz to identify common symbols <u>Curriculum Links:</u> Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Orienteering PE2/1.1e Take part in outdoor and adventurous activity challenges both individually and within a team.	No PE Y4AK Computing	Orienteering <u>L.O. To orientate a map</u> <u>Outcome:</u> Children use simple "plan" to rehearse orientating a map. Ch create own plan to give to peer for peer to orientate. <u>Curriculum Links:</u> Orienteering PE2/1.1e Take part in outdoor and adventurous activity challenges both individually and within a team.	No PE Y4AK Science catch up	Orienteering <u>L.O. To complete a photo orienteering course</u> <u>Outcome:</u> Children use pictures of different locations in school to complete a set of clues. <u>Curriculum Links:</u> Orienteering PE2/1.1e Take part in outdoor and adventurous activity challenges both individually and within a team.

<p>RE Inspirational people of the past</p>	<p><u>L.O. To be able to link Muslim practices today with teaching from the past. (Ramadan) B3</u> Look at Muslim teaching about: Prophet Muhammad PBUH (Clips, discuss, recall.) The revelation of the Qur'an (Clips, discuss, recall.) https://www.bbc.co.uk/bitesize/clips/zympvcw Ramadan and Eid https://www.bbc.co.uk/bitesize/topics/zpdt/bk/articles/zjc2bdm</p> <p>Outcome: Create a 'where, when, what, how' poster about Ramadan Linking faith activity at this time of year. Refer to previous learning on Passover Easter</p>	<p><u>L.O. To be able to link Muslim practices today with teaching from the past. B3</u> Look at and discuss activities linked to Eid</p> <p>Outcome: Write a guidance sheet for non-Muslims about how to celebrate Eid if they became a Muslim. Format – open hands.</p>	<p><u>L.O. To know how Muslims learn from stories in The Hadith. A2</u></p> <p>Hear short stories from the book: '40 Hadiths for children' plus 2 clips. https://www.youtube.com/watch?v=IRSxlnBL8eY Hadith 3 men https://www.youtube.com/watch?v=h0zhVfgMptY The lie Imagine if these stories were real events today. Who can learn from these today, and how? How would a newspaper report it?</p> <p>Outcome: Write headlines to summarise the stories. Add the religious/moral message below</p>	<p><u>LO: To respond thoughtfully to stories about the birth, search and enlightenment of the Buddha (A2)</u></p> <p>Who Siddhartha was and the circumstances that led to him becoming Buddha and achieving enlightenment. Introduction to Buddhist virtues and beliefs using stories that Buddha told. https://www.youtube.com/watch?v=RPxMdHCPTGM</p> <p>Reference to Wesak (Celebrated on the full moon in May, this is the most important Buddhist holiday. It is celebrated to commemorate the death and birth of Buddha and to remember how the Buddha became enlightened. It is also an opportunity for Buddhists to try to gain their own enlightenment.)</p> <p>Outcome: To create a 5 question quiz about Buddha and his enlightenment.</p>		
<p>RSHE</p>	<p>C3) How can we help the people around us?</p>	<p><u>NO RSHE - DT catch up</u></p>	<p>C3) How can we help the people around us?</p>	<p><u>NO RSHE - Bank holiday</u></p>	<p>C3) How can we help the people around us?</p>	<p>C3) How can we help the people around us?</p>

<p>How can we help people around the world</p>	<p><u>L.O. To understand what it means to be a young carer</u></p> <p><u>To consider how we can help others</u></p> <p><u>Outcome:</u> Chn watch video about young carers and take part in a class discussion about how they can help others in their community</p> <p><u>Curriculum Links:</u> R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared</p>		<p><u>L.O. To consider how we can help others</u></p> <p><u>Outcome:</u> Recap how we can help others in the community and discuss how others in the community can help us. Chn write a thank you note to someone in their community who has helped them</p> <p><u>Curriculum Links:</u> R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>		<p><u>L.O. To think of ways we ourselves can help others</u></p> <p><u>Outcome:</u> Create a class 30 acts of kindness poster. Each child to have a copy for them to try to tick off at least 5 by the next lesson.</p> <p><u>Curriculum Links:</u> R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the</p>	<p><u>L.O. To review how we help others</u></p> <p><u>Outcome:</u> Reflect upon the 30 acts of kindness we have completed and the impact on themselves and others.</p> <p><u>Curriculum Links:</u> R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how</p>
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	<p>responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community</p>		<p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community</p>		<p>environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community</p>	<p>everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community</p>
<p>Music Environment - seasonal changes, global warming and the reduction of ice</p>	<p>Musical composition, singing, playing Alternative weeks for each class AK Wk 1, 3, 5; LSU Wk 4, 6 - No Week 2 (Thornbridge)</p>					