

Summer 1 Medium Term Plan 2023 Year Group 4

Subject	Week 1	Week 2 (Parents' Eve)	Week 3 4 days	Week 4 4 days(SATs)	Week 5	Week 6 (Trip)
English Writing	<p>Anglo-Saxon Play (Speaking and Listening Focus)</p> <p><u>L.O. To empathise with a character</u></p> <p><u>Outcome:</u> Children develop acting skills in order to perform as their designated character in the play</p> <p><u>L.O. To speak audibly and fluently with an increasing command of Standard English</u></p> <p><u>Outcome:</u> Children will speak their part clearly and fluently from memory</p> <p><u>L.O. To use appropriate tone and expression</u></p> <p><u>Outcome:</u> Children will perform their part with tone and expression suitable for their individual role</p>		<p>Fog Hounds - Mystery</p> <p><u>L.O. To consider an author's word choice</u></p> <p><u>Outcome:</u> <u>Read up to page 6</u> Children will 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></p> <p><u>To use modal verbs to suggest possibility</u></p> <p><u>Outcome:</u> <u>Read up to page 8</u> 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 description of Doubleman. Grammar focus: expanded noun phrases.</p> <p><u>L.O. To consider how vocabulary can affect the mood of your writing</u></p> <p><u>Outcome:</u> <u>Recap page 7-9 then Read pages 10 -12</u> Complete a class cloze about pages 7-9 discussing vocab choice. Complete independent cloze activity from page 13.</p> <p><u>L.O. To retrieve information from a text (reading skills)</u></p>	<p>Fog Hounds - Mystery</p> <p><u>L.O. To use similes and metaphors</u></p> <p><u>Outcome:</u> <u>Read to page 21</u> Chn choose a character and write some examples of both similes and metaphors.</p> <p><u>L.O. To empathise with a character</u></p> <p><u>Outcome:</u> <u>Read to the end</u> Chn will imagine themselves being chased by Fog Hounds and act out being interviewed after their survival. Focus on use of descriptive language and using language/links from text.</p> <p><u>L.O. To make effective vocabulary choices</u></p> <p><u>Outcome:</u></p>	<p>Fog Hounds - Mystery</p> <p><u>L.O. To use descriptive language to write a story section (Big Write)</u></p> <p><u>Outcome:</u> Chn will write a story section describing what may have happened to Doubleman.</p> <p><u>L.O. To collect evidence to support a point of view.</u></p> <p><u>Outcome:</u> Chn will use text to find evidence to support the 'hounds from hell Vs friendly puppies' debate. Work in groups to compile a list of ideas.</p> <p><u>L.O. To contribute to a class debate</u></p> <p><u>Outcome:</u></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.</p> <p><u>Curriculum Links:</u> W5 Use the correct forms of past participles of irregular verbs 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 T5 Story structure: Use speech, actions and description to show a character</p>	<p><u>Outcome:</u> <u>Read up to page 15</u> Chn will use text to find description of character from across different pages and record into a grid. (LA to be given page numbers)</p> <p><u>Curriculum Links:</u> W5 Use the correct forms of past participles of irregular verbs 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 T5 Story structure: Use speech, actions and description to show a character</p>	<p>Chn will write a section of narrative about the Fog Hounds chasing them including descriptive language and speech. Focus on vocab choices to create tension.</p> <p><u>L.O. To make effective vocabulary choices</u></p> <p><u>Outcome:</u> Chn will write the next section where they escape from the Fog hounds using descriptive language. Focus on vocab choices to resolve the tension.</p> <p><u>Curriculum Links:</u> W5 Use the correct forms of past participles of irregular verbs 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 T5 Story structure: Use speech, actions and description to show a character</p>	<p>Chn will use gathered ideas to support their own point of view. All children to add to the discussion.</p> <p><u>L.O. To express their opinion of a text</u></p> <p><u>Outcome:</u> Chn will write a book review about the Fog Hounds.</p> <p><u>Curriculum Links:</u> W5 Use the correct forms of past participles of irregular verbs 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 T5 Story structure: Use speech, actions and description to show a character</p>
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Grammar	W4 Use the correct irregular plurals of nouns	S2 Use fronted adverbials P3 Use commas after fronted adverbials	P1 Use inverted commas or speech marks AND OTHER PUNCTUATION to show direct speech	P4 Use apostrophes correctly to show contractions	P5 Use exclamation marks and question marks correctly	Trip
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	Whole Class Reader The Demon Headmaster 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	Whole Class Reader The Demon Headmaster Curriculum Links: RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC14 how language structure presentation contribute to meaning	Whole Class Reader The Demon Headmaster Curriculum Links: RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC12 predictions	Whole Class Reader The Demon Headmaster Curriculum Links: RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC11 inferences	Whole Class Reader The Demon Headmaster 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	Whole Class Reader The Demon Headmaster Curriculum Links: RC3 dictionaries RC7 discuss interesting words and phrases RC9 discuss text explain words in context RC16 participate in discussion about text RC14 how language structure presentation contribute to meaning
Comprehension	VIPERS Ordering events question style SUPERFUDGE	VIPERS Ordering events question style SUPERFUDGE	VIPERS Create own questions of each type SUPERFUDGE	VIPERS Ordering evidence in order of most significant to least – to support prediction. VIKINGS	VIPERS Infer feelings from given vocab (EXTRACTS)	VIPERS Infer feelings from given vocab (EXTRACTS)

<p>Maths</p>	<p>Fractions: Unit 9</p> <p><u>L.O. To find unit fractions of an amount</u></p> <p><u>Outcome:</u> Practical session using whiteboards and real life items</p> <p><u>L.O. To find fractions of a quantity</u> Lesson 6</p> <p><u>Outcome:</u> From page 109</p> <p><u>L.O. To find fractions of a quantity</u> Lesson 7</p> <p><u>Outcome:</u> From page 112</p> <p><u>L.O. To find fractions of a quantity</u> Lesson 8</p> <p><u>Outcome:</u> From page 115</p> <p>Curriculum Links: Ma4/2.4c solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit</p>	<p>Number – Fractions including Decimals: Unit 10 Book B</p> <p><u>L.O. To recognise tenths as decimals</u> Lesson 1</p> <p><u>Outcome:</u> From page 120</p> <p><u>L.O. To recognise tenths as decimals (including whole numbers)</u> Lesson 2</p> <p><u>Outcome:</u> From page 123</p> <p><u>L.O. To recognise tenths as decimals (in the context of measure)</u> Lesson 3</p> <p><u>Outcome:</u> From page 126</p> <p>Curriculum Links: Ma4/2.4e recognise and write decimal equivalents of any number of tenths or hundredths Ma4/2.4g find the effect of dividing a one- or two-digit</p>	<p>Number – Fractions including Decimals: Unit 10</p> <p><u>L.O. To recognise hundredths as a decimal</u> Lesson 6</p> <p><u>Outcome:</u> From page 135</p> <p><u>L.O. To recognise hundredths as a decimal</u> Lesson 7</p> <p><u>Outcome:</u> From page 138</p> <p><u>L.O. To identify place value with tenths and hundredths</u> Lesson 8</p> <p><u>Outcome:</u> From page 141</p> <p>Curriculum Links: Ma4/2.4e recognise and write decimal equivalents of any number of tenths or hundredths Ma4/2.4g find the effect of dividing a one- or two-digit number by 10 and</p>	<p>Number – Fractions including Decimals: Unit 11 Book C</p> <p><u>L.O. To add decimals to make a whole</u> Lesson 1</p> <p><u>Outcome:</u> From page 6</p> <p><u>L.O. To accurately write decimals in digits</u> Lesson 2</p> <p><u>Outcome:</u> From page 9</p> <p><u>L.O. To compare decimals</u> Lesson 3</p> <p><u>Outcome:</u> From page 12</p>	<p>Number – Fractions including Decimals: Unit 11</p> <p><u>L.O. To order decimals</u> Lesson 4</p> <p><u>Outcome:</u> From page 15</p> <p><u>L.O. To round decimals to the nearest whole number</u> Lesson 5</p> <p><u>Outcome:</u> From page 18</p> <p><u>L.O. To recognise halves and quarters as decimals</u> Lesson 6</p> <p><u>Outcome:</u> From page 21</p> <p><u>L.O. To solve problems involving decimals</u> Lesson 7</p> <p><u>Outcome:</u> From page 24</p>	<p>Measurement – Money: Unit 12</p> <p><u>L.O. To add coins And find equivalent pounds and pence</u> Lesson 1</p> <p><u>Outcome:</u> From page 29</p> <p><u>L.O. To recognise pounds and pence as tenths and hundredths</u> Lesson 2</p> <p><u>Outcome:</u> from page 13</p> <p><u>L.O. To order amounts of money</u> Lesson 3</p> <p><u>Outcome:</u> From page 35</p> <p><u>L.O. To round money</u> Lesson 4</p> <p><u>Outcome:</u> From page 38</p>
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	fractions where the answer is a whole number Ma4/2.4d add and subtract fractions with the same denominator Ma4/2.4e recognise and write decimal equivalents of any number of tenths or hundredths Ma4/2.4f recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$	number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	100, identifying the value of the digits in the answer as ones, tenths and hundredths Ma4/2.4i compare numbers with the same number of decimal places up to 2 decimal places Ma4/2.4j solve simple measure and money problems involving fractions and decimals to 2 decimal places.			
Maths	Measurement Revision Length (Y3 book B unit 8) <u>L.O To explore the equivalence between measurements given in centimetres and measurements given in metres and centimetres.</u> Outcome -compare and order measurements given in millimetres, centimetres and metres -Add and subtract lengths.	Measurement Revision Length (Y3 book B unit 8) <u>L.O To explore the equivalence between measurements given in centimetres and measurements given in metres and centimetres.</u> Outcome -compare and order measurements given in millimetres, centimetres and metres -Add and subtract lengths. Problem solving	Measurement Mass <u>L.O. To read a range of scales relating to mass, including those with missing intervals.</u> Outcome Complete missing values on scales. Solve problems related to mass.	Y3 Time Revision <u>L.O. To be able to read time on an analogue clock.</u> Consolidate basics Know there are 2 scales on a clock face. Outcome Read time to the nearest minute – past and to the hour. Recap Days of the week Number of days in a year	Y3 Time Revision <u>L.O. To convert times between units of time (seconds, minutes, hours)</u> Practically represent equivalence of units of time Outcome Part whole model representations and diagrams Recap Months of the year. Number of days in each month	Y4 Time PM lesson 1 <u>L.O. To convert times between units of time (seconds, minutes, hours)</u> Outcome PM Page 58 Recap How a calendar works

Calculation	https://www.times-tables.co.uk/ 4NF-1 Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number. Fact of the day: 8 x 4 = 32 8 x 6 = 48 8 x 7 = 56 8 x 8 = 64	https://www.times-tables.co.uk/ 4NF-1 Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number. Fact of the day: 9 x 8 = 72 7 x 7 = 49 8 x 7 = 56 9 x 7 = 63	https://www.times-tables.co.uk/ 4NF-1 Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number. Fact of the day: 12 x 2 = 24 12 x 3 = 36 12 x 4 = 48 12 x 5 = 60	https://www.times-tables.co.uk/ 4NF-1 Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number. Fact of the day: 12 x 6 = 72 12 x 7 = 84 12 x 8 = 96 12 x 9 = 108	https://www.times-tables.co.uk/ 4NF-1 Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number. Fact of the day: 12 x 10 = 120 12 x 11 = 132 12 x 12 = 144 11 x 10 = 110	https://www.times-tables.co.uk/ 4NF-1 Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number. Fact of the day: 11 x 11 = 121 7 x 3 = 21 7 x 4 = 28 7 x 5 = 35
Calculation	Times tables: Triangles and clocks Division facts from X	Times tables: Balance bar. - addition Variation of the game 'douze	Doubles and halves Exchanges but no non-standard partitioning	Doubles and halves With non-standard partitioning	Times tables: Triangles and clocks Division facts from X	Times tables: Balance bar - addition Variation of the game 'douze
Science	States of Matter <u>L.O. To understand that everything in the universe is made of matter</u> <u>L.O. To be able to classify items as being solid, liquid or gas</u> Explore with materials.	States of Matter <u>L.O. To be able to describe ways that matter can change state</u> Identify and name the different states of water and observe them practically. Orally describe observations using	States of Matter <u>L.O. To know how to carry out a fair test (when investigating the melting of chocolate)</u> Explore and observe the melting point of different types of the same material (chocolate)	States of Matter <u>L.O. To use knowledge of the melting, boiling or freezing points of different materials to solve real-life problems</u> Research and record the different boiling/melting/free	States of Matter <u>L.O. To be able to identify the different states of water in the water cycle.</u> Name and explain the different parts of the cycle. Make the weather link strong too. Explain how evaporation &	States of Matter <u>L.O. To demonstrate knowledge of the water cycle</u> Consider how important water is to both plants & animals & how to conserve it.

	<p>Sort them into groups</p> <p>Outcome Drawn table/diagram with headings of 'solids', 'liquids' and 'gases' and images of solids, liquids and gases Add their own examples (for gases, think of things that smell or that can be sprayed)</p>	<p>key words for the week</p> <p>Outcome Recorded observations in pictures with captions.</p> <p>https://www.youtube.com/watch?v=tuE1LePDZ4Y</p>	<p>Find out: which type of chocolate melts fastest?</p> <p>Outcome Individual bar charts showing the different melting times and explain why they observed differences.</p>	<p>zing points of a range of common materials. Learn how these can be used in everyday life.</p> <p>Outcome Apply this knowledge to a range of given problems and suggest solutions.</p> <p>Greater depth: Create own problems to solve.</p>	<p>condensation, precipitation and collection are involved Each group will have part of the water cycle to explain/demonstrate.</p> <p>Outcome Class dramatic piece.</p>	<p>List features to include in a water cycle model.</p> <p>Outcome Group poster to illustrate the phases of the water cycle. Presentation to the class.</p> <p>Extra: Tree Walk</p>
Art & design	<p>Drawing & Painting The Peak District</p> <p><u>L.O. To mix colours, shades and tones</u></p> <p><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.</p>	<p>Drawing & Painting The Peak District</p> <p><u>L.O. To create different textures using pencil</u></p> <p><u>Outcome:</u> Children will experiment to create different textures. (Could fill in letters of Peak District front sheet)</p> <p><u>Begin to show awareness of representing texture through the choice of</u></p>	<p>Drawing & Painting The Peak District</p> <p><u>L.O. To consider how the size of objects changes in relation to perspective</u></p> <p><u>Outcome:</u> Children will investigate landscape art and discuss the relation between the size of something and its position in the painting (foreground,</p>	<p>Drawing & Painting The Peak District</p> <p><u>L.O. To practise using perspective in my drawing</u></p> <p><u>Outcome:</u> Children will practise using perspective to draw a simple landscape</p> <p><u>Draw for a sustained period at an appropriate level. Have opportunities to develop further drawings featuring</u></p>	<p>Drawing & Painting The Peak District</p> <p><u>L.O. To use my observational skills and knowledge of texture to draw a Peak District landscape</u></p> <p><u>Outcome:</u> Children will apply their texture and perspective knowledge to draw a Peak District landscape</p>	<p>Drawing & Painting The Peak District</p> <p>Trip <u>L.O. To use my observational skills to draw a Castleton landscape</u></p> <p><u>Outcome:</u> Children will apply their texture and perspective knowledge to draw a Peak District landscape (Castleton)</p>

	<p>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>marks and lines made Draw for a sustained period at an appropriate level.</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>midground and background)</p> <p>Activity: children position pictures in a suitable place on a landscape</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>the third dimension and perspective. Begin to show awareness of 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>Draw for a sustained period at an appropriate level. Have opportunities to develop further drawings featuring the third dimension and perspective. Begin to show awareness of 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><u>L.O. To use appropriate colour to paint a Peak District landscape</u></p> <p><u>Outcome:</u> Children will colour mix and paint their landscape picture choosing appropriate colours and attempting to convey light and shade.</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>
Computing	<u>L.O. To understand what a multi-media story is.</u>	<u>L.O. To know how to use a google slides powerpoint presentation</u>	<u>L.O. To know how to insert a picture into a powerpoint presentation.</u>	<u>L.O. To be able to animate text on a slide and change the background.</u>	<u>L.O. To be able to create a visual multi-media story</u>	<u>L.O. To be able to create a visual multi-media story</u>

<p>Communicating: Multimedia 2.4 What makes an excellent multimedia story?</p>	<p>Discuss the different elements that make up a MM story, such as text, images, videos, audio and animation. Outcome: Analysis of the elements of successful MM stories – a tick list checker</p>	<p>T model how to start a google slides presentation Include how to type text on the slide and how to create a new slide. Outcome: Children to write text on slides..</p>	<p>FIRST: Discuss how to insert a picture on a slide. Use insert then select from the web and type a search in the google images window. Model how the image should relate to the text. Then: Outcome: Follow the instructions and experiment with changing the position of image and adding a title.</p>	<p>Model how to select and highlight a text, select animate and choose an action for the text. Model how to change the background of the slide. Allow children to experiment and choose background and animation. Outcome: To animate some of the text on each slide of the presentation. To choose a new background for the slides.</p>	<p>Investigate how to insert a film on the presentation. Outcome: A short animated film saved and uploaded to pupil drives – or at least a class folder on staffshare.</p>	<p>Create within a PowerPoint (assignment) Add background and music Outcome: Animations completed in PowerPoint form in Google classroom Share and positively appraise next HT</p>
<p>Design & technology</p>	<p>None this half term</p>					
<p>Geography</p>	<p>The Peak District <u>L.O. To identify the 8 compass points (Use main 4)</u> Outcome: Children will work in groups to use compasses to identify the 4 main compass points and orientate maps.</p>	<p>The Peak District <u>L.O. To identify features of a river</u> Outcome: Chn will label a diagram of a river Curriculum Links: Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical</p>	<p>The Peak District <u>L.O. To locate the 5 main rivers in Sheffield</u> (Start in the Peaks) Outcome: Chn will be able to identify the 5 main rivers in Sheffield and label them on a map. Curriculum Links:</p>	<p>The Peak District <u>L.O. To locate Sheffield and the Peak District on a variety of maps</u> Where is Sheffield/PD in world, Britain, England, Yorkshire? Etc. Outcome:</p>	<p>The Peak District <u>L.O. To name topographical features</u> <u>L.O. To identify the topographical features of the Peak District</u> Outcome: Children look at pictures of topographical</p>	<p>The Peak District Trip <u>L.O. To use digital mapping software to plan a route</u> Outcome: Children will use Google Maps to plan a route into the Peak District (Catsleton) from school. Curriculum Links:</p>

	<p><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 Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>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>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>Children will work in groups to look at a range of maps and identify Sheffield and the Peak District.</p> <p><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 Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>features and name them.</p> <p>Height map and plot on Kinder Scout, Mam Tor etc</p> <p><u>Curriculum Links:</u> 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 Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate</p>	<p>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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					countries and describe features studied	
History	None this half term					
Job Share MFL	6: Colours Be able to say and understand parts of the body. Be able to read, say and understand words for colours. Start to use a bilingual dictionary to find out plurals and genders.	7: Monsters! Learn the words grand and petit to describe size. Learn five words for facial features. Learn how to find the plural form of nouns in a bilingual dictionary.	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.	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.	10: Food Learn some words for food items. Pronounce words with the 'on' and 'om' nasal sounds. Learn part of a story.	11: Opinions about food Give opinions with reasons about food. Develop reading strategies to work out the meaning of new words. Learn a poem.
PE	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 P.E. – Anglo Saxon Play		Orienteering <u>L.O. To recognise symbols on an OS map</u> <u>Outcome:</u> Children explore different OS maps	Orienteering <u>L.O. To orientate a map</u> <u>Outcome:</u> Children use simple "plan" to rehearse orientating a map.	Orienteering <u>L.O. To complete a photo orienteering course</u> <u>Outcome:</u> Children use pictures of different	No P.E. - Trip

			<p>and complete quiz to identify common symbols</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 Orienteering PE2/1.1e Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>Ch create own plan to give to peer for peer to orientate.</p> <p>Curriculum Links: Orienteering PE2/1.1e Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>locations in school to complete a set of clues.</p> <p>Curriculum Links: Orienteering PE2/1.1e Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	
<p>RE <u>Inspirational people from long ago:</u> What can we learn from inspiring leaders who started religions? Moses. Mohammed (PBUH) and Jesus</p>	<p><u>L.O. To be able to link Muslim practices today with teaching from the past. (Ramadan and Eid) 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/topic</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 why Jesus became known as a teacher A2</u> Quick overview of Jesus from child to man. Give groups a story to read and grasp the learning Jesus wanted people to receive from his storytelling. Identify in the correct bible section.</p> <p>Why do you think he used stories? Who can learn from these today, and how?</p>	<p><u>L.O. To know why Jesus became known as a teacher A2</u> Why do you think he used stories? (Refer and link to newspaper report work for Islam)</p> <p>Outcome: Write headlines to summarise the stories. Add the religious/moral message below.</p>	<p><u>L.O. To know how Muslims learn from stories in The Hadith. A2</u> 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>/zpdtsbk/articles/zjc2bdm</p> <p>Outcome: Create a 'where, when, what, how' poster about Ramadan and Eid in groups</p> <p>Linking faith activity at this time of year. Refer to previous learning on Passover Easter</p>		<p>Outcome: Groups read their story and engage with the message in prep for next week.</p>			
RSHE	<p>Anglo-Saxon Play</p>	<p>Os6) Verifying content</p> <p><u>L.O. To recognise fake news</u></p> <p><u>Outcome:</u> <u>Quiz</u> https://www.bbc.co.uk/cbbc/quizzes/real-or-fake-news-quiz Can children guess whether these stories are real or fake? Encourage them to suggest their reasoning for why they believe it or not Teacher verifies the correct ones by modelling how to</p>	<p>C3) How can we help the people around us?</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>Curriculum Links: R14. that healthy friendships make</p>	<p>C3) How can we help the people around us?</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 thankyou note to someone in their community who has helped them</p> <p>Curriculum Links: R14. that healthy friendships make</p>	<p>No RSHE - Trip</p>	

		<p>cross-reference using the internet Children create their own news article for peers to guess whether it's fake or real</p> <p><u>PSHE Curriculum Links:</u> L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p>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 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</p>	<p>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 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</p>	
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			contributions that people and groups make to the community	contributions that people and groups make to the community	
<p>Music Y4EB</p> <p><i>National Curriculum outcomes for KS2</i> listen with attention to detail and recall sounds with increasing aural memory</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Warm-up Introduce the keyboard and buttons</p> <p>Allow time for experimentation Charanga Chapter 1 Introducing C, D and E</p> <p>MyWorkspace My Student Groups Keyboard world Charanga Yumu bongo beach continue step 1</p> <p>Music Explorer. Show tool and group write a short repetitive tune to play along with Mowtown beat.</p>		<p>Warm up Revise notes learned so far C D E Find on keyboard Charanga Chapter 1 Consolidate C D E If competent, carry on with Four tune, Skipper Blue Grasshopper Moving between the 3 notes. MyWorkspace My Student Groups Keyboard world Charanga Yumu bongo beach continue step 1 Compose using 3 notes and use Music Explorer.</p>		<p>Warm up Revise notes learned so far C D E Find on keyboard Charanga Chapter 1 Consolidate C D E If competent, carry on with Four tune, Skipper Blue Grasshopper Moving between the 3 notes. MyWorkspace My Student Groups Keyboard world Charanga Yumu bongo beach continue step 1 Compose using 3 notes and use Music Explorer.</p>