

SPRING 1 Medium Term Plan 2023 Year Group 4

| Subject | Week 1 3 Teaching days | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| <p>English</p> <p>Links:</p> <p>History: Anglo-Saxons</p> <p>D&T: Anglo-Saxon style drawstring bag</p> | <p>Grammar Focus: Speech Punctuation</p> <p><u>L.O. to use inverted commas and other punctuation to show direct speech</u></p> <p><u>Outcome:</u> Write discussion between two characters – Linked to Charlie and the Chocolate Factory</p> <p>BIG WRITE <u>L.O. to write a section of a story including speech</u></p> <p><u>Outcome:</u> Write story section of Charlie and the Chocolate Factory where characters enter the chocolate room.</p> | <p>Poetry Odes, Insults and Rhymes</p> <p><u>L.O. To read and perform odes and insult poems</u></p> <p><u>Outcome:</u> Children read a range of odes and insults and select one to perform in a small group</p> <p><u>L.O. To identify features of ode and insult poems</u></p> <p><u>Outcome:</u> Children annotate ode poems with features</p> <p><u>L.O. To contribute to a class ode</u></p> <p><u>Outcome:</u> Class planning sheet</p> <p><u>L.O. To write a class ode poem</u></p> <p><u>Outcome:</u></p> | <p>Poetry Odes, Insults and Rhymes</p> <p><u>L.O. To plan an ode (to a food item)</u></p> <p><u>Outcome:</u> Children complete planning sheet for their ode</p> <p><u>L.O. To write an ode</u></p> <p><u>Outcome:</u> Children use features of odes to write a poem</p> <p><u>L.O. To edit and improve my writing</u></p> <p><u>Outcome:</u> Children edit and improve their poems</p> <p><u>L.O. To plan an insult poem</u></p> <p><u>Outcome:</u> Children use poetry features to plan an insult poem</p> | <p>Poetry Odes, Insults and Rhymes</p> <p><u>L.O. To write an insult poem</u></p> <p><u>Outcome:</u> Children use poetry features to write an insult poem</p> <p><u>L.O. To edit and improve my writing</u></p> <p><u>Outcome:</u> Children edit and improve their work</p> <p><u>L.O. To rehearse and perform my poem aloud</u></p> <p><u>Outcome:</u> Children will practise using appropriate volume and expression ready to present their poem</p> <p><u>L.O. To use appropriate volume and expression to perform a poem</u></p> | <p>Persuasive Writing</p> <p><u>L.O. To explore features of persuasive writing (adverts)</u></p> <p><u>Outcome:</u> Children will watch and read some persuasive advert examples</p> <p><u>L.O. To identify features of persuasive writing</u></p> <p><u>Outcome:</u> Children will annotate an example of a persuasive advert with persuasive features</p> <p><u>L.O. To use persuasive devices</u></p> <p><u>Outcome:</u> Children will use: Catchy slogans, exaggeration, rhetorical questions, modal</p> | <p>Persuasive Writing</p> <p><u>L.O. To use features of persuasion (2 lessons)</u></p> <p><u>Outcome:</u> To write an advert for their drawstring bag on poster paper</p> <p>BIG WRITE <u>LO: to write a persuasive paragraph</u></p> <p><u>Outcome:</u> Ch IND use features of persuasion to write a paragraph advertising an item of Anglo-Saxon clothing</p> <p>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</p> |

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| | | <p>Children contribute to a whole class poem</p> <p>Curriculum links: W3 Make good choices of vocabulary to make writing interesting T9 Assess effectiveness and suggest improvements</p> | <p>Curriculum links: W3 Make good choices of vocabulary to make writing interesting T9 Assess effectiveness and suggest improvements</p> | <p>Outcome: take part in a poetry slam</p> <p>Curriculum links: W3 Make good choices of vocabulary to make writing interesting T9 Assess effectiveness and suggest improvements</p> | <p>verbs and superlatives.</p> <p>L.O. To plan a persuasive advert</p> <p>Outcome: Complete planning sheet including persuasive features to advertise their drawstring bag</p> <p>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</p> | |
| Grammar | <p>Core sentence structure</p> <p>Capital letters, full stops, commas, question marks, exclamation marks</p> | <p>Core sentence structure</p> <p>Capital letters, full stops, commas, question marks, exclamation marks</p> | <p>Core sentence structure</p> <p>Capital letters, full stops, commas, question marks, exclamation marks</p> | <p>Core sentence structure</p> <p>Capital letters, full stops, commas, question marks, exclamation marks</p> | <p>Core sentence structure</p> <p>Capital letters, full stops, commas, question marks, exclamation marks</p> | <p>Core sentence structure</p> <p>Capital letters, full stops, commas, question marks, exclamation marks</p> |
| Spelling | | <p>Suppose Surprise Bicycle</p> <p>Pattern: Ay sound spelt “ei, eigh, ey”</p> | <p>Business Medicine Natural</p> <p>Pattern: Possessive apostrophe with plurals</p> | <p>Naughty Peculiar Occasion Occasionally</p> <p>Pattern: Homophones and near homophones</p> | <p>Probably Knowledge Experiment Experience</p> <p>Pattern: Homophones and near homophones</p> | <p>Question Disappear Important</p> <p>Pattern: Homophones and near homophones</p> |

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| <p>Reading</p> <p>Links:</p> <p>History: Anglo-Saxons</p> <p>D&T: Anglo-Saxon style drawstring bag</p> | <p>Attack of the Vikings Whole class text</p> <p>Curriculum Links</p> <p>RC3 dictionaries</p> <p>RC7 discuss interesting words and phrases</p> <p>RC9 discuss text explain words in context</p> <p>RC16 participate in discussion about text</p> <p>RC14 how language structure presentation contribute to meaning</p> | <p>Attack of the Vikings Whole class text</p> <p>Curriculum Links</p> <p>RC3 dictionaries</p> <p>RC7 discuss interesting words and phrases</p> <p>RC9 discuss text explain words in context</p> <p>RC16 participate in discussion about text</p> <p>RC12 predictions</p> | <p>Attack of the Vikings Whole class text</p> <p>Curriculum Links</p> <p>RC3 dictionaries</p> <p>RC7 discuss interesting words and phrases</p> <p>RC9 discuss text explain words in context</p> <p>RC16 participate in discussion about text</p> <p>RC11 make inferences</p> | <p>Attack of the Vikings Whole class text</p> <p>Curriculum Links</p> <p>RC3 dictionaries</p> <p>RC7 discuss interesting words and phrases</p> <p>RC9 discuss text explain words in context</p> <p>RC16 participate in discussion about text</p> <p>RC14 how language structure presentation contribute to meaning</p> | <p>Attack of the Vikings Whole class text</p> <p>Curriculum Links</p> <p>RC3 dictionaries</p> <p>RC7 discuss interesting words and phrases</p> <p>RC9 discuss text explain words in context</p> <p>RC16 participate in discussion about text</p> <p>RC12 predictions</p> | <p>Attack of the Vikings Whole class text</p> <p>Curriculum Links</p> <p>RC3 dictionaries</p> <p>RC7 discuss interesting words and phrases</p> <p>RC9 discuss text explain words in context</p> <p>RC16 participate in discussion about text</p> <p>RC11 inferences</p> |
| <p>Reading PPA cover</p> | <p>Responding to a text Read out loud with – dynamics and expression Peter Pockets chapters10,11</p> | <p>Responding to a text Read out loud with – dynamics and expression Peter Pockets chapters10,11</p> | <p>VIPERS Cascading stars-video and passage analysis</p> | <p>VIPERS Bench image-questions to aid inference</p> | <p>VIPERS Thunder and lightning-inference from picture to words in a text</p> | <p>VIPERS Thunder and lightning-Construct an effective response to a question.</p> |

| Maths | Multiplication and Division Y4B Unit 6 <u>L.O. To use written method for multiplication</u> <u>Outcome:</u> Rehearse written method on whiteboards – peer teaching <u>L.O. To use written methods to multiply</u> Lesson3 <u>Outcome:</u> From page 12 Curriculum Links Ma4/2.3a recall multiplication and division facts for multiplication tables up to 12 x 12 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 | Multiplication and Division Y4B Unit 6 <u>L.O. To multiply a 2 digit number by a 1 digit number</u> Lesson 4 <u>Outcome:</u> From page 15 <u>L.O. To multiply a 3 digit number by a 1 digit number</u> Lesson 5 <u>Outcome:</u> From page 18 <u>L.O. To solve problems involving multiplication</u> Lesson 6 <u>Outcome:</u> From page 21 <u>L.O. To multiply three single digit numbers</u> Lesson 7 <u>Outcome:</u> From page 24 Curriculum Links Ma4/2.3a recall multiplication and division facts for multiplication tables up to 12 x 12 | Multiplication and Division Y4B Unit 6 <u>L.O. To multiply three single digit numbers</u> Lesson 8 <u>Outcome:</u> From page 27 <u>L.O. To solve mixed correspondence problems</u> (L.O. To work logically to find all possible answers) Lesson 9 <u>Outcome:</u> From page 30 <u>L.O. To divide a 2 digit number by a 1 digit number</u> Lesson 10 <u>Outcome:</u> From page33 <u>L.O. To solve division problems with remainders</u> Lesson 11 <u>Outcome:</u> From page 36 Curriculum Links | Multiplication and Division Y4B Unit 6 <u>L.O. To divide a 2 digit number by a 1 digit number</u> Lesson 12 <u>Outcome:</u> From page 39 <u>L.O. To divide a 2 digit number by a 1 digit number</u> Lesson 13 <u>Outcome:</u> From page 42 <u>L.O. To divide a 3 digit number by a 1 digit number</u> Lesson 14 <u>Outcome:</u> From page 45 <u>L.O. To solve problems involving division</u> Lesson 15 <u>Outcome:</u> From page 48 Curriculum Links Ma4/2.3a recall multiplication and division facts for multiplication tables up to 12 x 12 | Measurement - Area Y4B Unit 7 <u>L.O. To show that area is the space inside a shape</u> Lesson1 <u>Outcome:</u> From page 54 <u>L.O. To find area by counting squares</u> Lesson 2 <u>Outcome:</u> From page 57 <u>L.O. To find area by counting squares</u> Lesson 3 <u>Outcome:</u> From page 60 <u>L.O. To compare areas of shapes</u> Lesson5/ Lesson 4 (extension) <u>Outcome:</u> From page 66 Extension: page 63 Curriculum Links Ma4/3.1c find the area of rectilinear | Fractions Y3 Revision <u>L.O. To recognise fractions of shapes and amounts</u> <u>Outcome:</u> Children revise prior learning in fractions finding fractions of shapes and amounts Curriculum Links |
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| | <p>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.</p> | <p>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.</p> | <p>Ma4/2.3a recall multiplication and division facts for multiplication tables up to 12×12 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.</p> | <p>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.</p> | <p>shapes by counting squares</p> | |
| Maths Extra | <p><u>L.O. To calculate complements to 100</u></p> | <p><u>L.O. To read scales and numberlines</u> Numberlines 3NPV3 & 3NPV4</p> <p><u>L.O. To reason the about locations of 3 digit numbers on a numberline</u></p> | <p><u>L.O. To read scales and numberlines</u> Numberlines 3NPV3 & 3NPV4</p> <p><u>L.O. To reason the about locations of 3 digit numbers on a numberline</u></p> | <p>Revision of angles and shape Link to prioritisation grid 3G-1 & 3G-2</p> | <p>Revision of angles and shape Link to prioritisation grid 3G-1 & 3G-2</p> | <p>Statistics Unit 14 Statistics Y4 Book C (+ 2 lessons next half term)</p> |

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| Calculation LSU Jo -1 day | Fact of the day Quick mental addition strategies Shut The Box | Fact of the day Quick mental subtraction strategies Counting back | Fact of the day Quick mental subtraction strategies Counting on | Fact of the day Quick mental addition strategies Balancing bar | Fact of the day Mental Multiplication | Fact of the day Mental division |
| Calculation | <p>4NF-1 Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.</p> <p>Fact of the day: 3 3s are 6 4 3s are 12 - 6 3s are 18 7 3s are 21</p> | <p>4NF-1 Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.</p> <p>Fact of the day: 8 3s are 24 9 3s are 27 - 4 4s are 16 - 6 4s are 24</p> | <p>4NF-1 Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.</p> <p>Fact of the day: 7 4s are 28 8 4s are 32 9 4s are 36 - 6 6s are 36</p> | <p>4NF-1 Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.</p> <p>Fact of the day: 7 6s are 42 8 6s are 48 9 6s are 54 - 7 7s are 49</p> | <p>4NF-1 Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.</p> <p>Fact of the day: 8 7s are 56 9 7s are 63 - 8 8s are 64 9 8s are 72</p> | <p>4NF-1 Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.</p> <p>Fact of the day: 8 8s are 64 9 8s are 72 - 9 9s are 81 -</p> |
| Science | <p><u>L.O. To know how to use dietary information to create a food web.</u> Analyse and record 'feeding' information on animals in the arctic. Use this knowledge to plan a food web Establish that different habitats will have different animals with different dietary</p> | | | | | |

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| | <p>needs, therefore the food chains/ webs will be different.</p> <p>Outcome:</p> <p>Draw a food web for an arctic environment</p> <p>Mind maps Cover sheet self-assessment</p> <p>Sc4/1.4 Sc4/1.6</p> | | | | | |
| <p>Art & design</p> | <p>None this half term</p> | | | | | |
| <p>Computing (EOW) 0.4 – Key Skills : Using School Computers and Networks Effectively</p> | <p><u>L.O To understand the importance of a secure password.</u> Pupils should be starting to use individual passwords. Discuss what makes a good password. Use www.dinopass.com to look at suggestions. <u>L.O. To understand how information can be stored</u> (Files and folders). To move files (cut and paste):</p> | <p><u>L.O. To explain and use the functions of the buttons on the mouse.</u> Discuss left-click, right-click and double-click on a mouse and what they are used for. Simulate the actions with people and props, e.g. left-click to select and move; right-click to find out more information/open a menu; double-click to open a file. <u>OUTCOME:</u></p> | | <p><u>L.O. To be able to manipulate information</u> (Copy and Paste) Choose images form a section on the network. Copy and paste using right click into a word document. Add text to explain the pictures and save in their own folder. Repeat with PowerPoint Save as: Children open a file, started by the teacher. They edit it as</p> | | <p><u>L.O. To use internet research to support an idea.</u> Use a search engine (Bing or Duck Duck Go instead of Google on occasion) to find specific information/pictures Copy and paste the (using right-click) into a word processing package. Format the document and save to a specific folder. <u>OUTCOME:</u></p> |

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| | <p>Children move files to a new folder</p> <p>OUTCOME: Children create their own folder on Google drive Use their own secure password which can be used for the internet. Create an entry for a pamphlet that can educate others about the need and tips for a secure password with examples.</p> | <p>Use a given document to manipulate using learned skills.</p> <p>Compare to using the mouse pad.</p> | | <p>appropriate, and re-save it as a new file with an appropriate name.</p> <p>OUTCOME: Children to create their own documents in their own folder as detailed above.</p> | | <p>Create a formatted word document with picture and text. Change font and colour of text for effect.</p> |
| <p>Design & technology</p> <p>Links:</p> <p>History: Anglo-Saxons</p> | <p>Textiles - Design <u>L.O. To compare modern and historical drawstring bags</u></p> <p><u>Outcome:</u> Complete comparison chart with similarities and differences between historical and modern drawstring bags</p> <p>Describe the purpose of their product</p> <p>Identify design features that will appeal to intended users</p> | <p>Textiles - Design <u>L.O. To design a Anglo-Saxon style drawstring bag</u></p> <p><u>Outcome:</u> Represent ideas in diagrams and annotated sketches</p> <p>Order the main stages of making</p> <p>Generate realistic ideas that meet needs of user and take into account availability of resources Share and discuss ideas with others</p> <p>DT2/1.1a Design:</p> | <p>Textiles - Make <u>L.O. To use sewing techniques to join two pieces of fabric</u></p> <p><u>Outcome:</u> Children will cut out hessian rectangle to given measurements and will begin sewing sides together</p> <p>Children will use design criteria whilst making</p> <p>Measure, mark, cut and shape materials with some accuracy</p> <p>Join, assemble and combine materials</p> | <p>Textiles - Make <u>L.O. To use sewing techniques to join two pieces of fabric</u></p> <p><u>Outcome:</u> Children will complete sewing and add drawstring</p> <p>Measure, mark, cut and shape materials with some accuracy</p> <p>Join, assemble and combine materials and components with some accuracy</p> <p>Follow safety procedures</p> | <p>Textiles - Make <u>L.O.To use sewing techniques to personalise their design</u></p> <p><u>Outcome:</u> Children will add a cross stitch panel to add detail</p> <p>Measure, mark, cut and shape materials with some accuracy</p> <p>Join, assemble and combine materials and components with some accuracy</p> <p>Follow safety procedures</p> | <p>Textiles - Evaluate <u>L.O. To evaluate my finished product</u></p> <p><u>Outcome:</u> Children will design criteria to evaluate product – identifying both strengths and areas for development</p> <p>Consider the views of others, including intended user, whilst evaluating product</p> <p>DT2/1.3a Evaluate: investigate and analyse a range of existing products DT2/1.3b</p> |

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| | <p>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</p> <p>DT2/1.1b Design: Own product generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> | <p>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</p> <p>DT2/1.1b Design: Own product generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> | <p>and components with some accuracy</p> <p>Follow safety procedures</p> <p>DT2/1.2a Make: Tools select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b Make: Materials <i>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></p> <p>DT2/1.2a Make: skills/Techniques</p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> | <p>Use finishing techniques, including skills learnt in Art with some accuracy</p> <p>DT2/1.2a Make: Tools select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b Make: Materials <i>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></p> <p>DT2/1.2a Make: skills/Techniques</p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> | <p>Use finishing techniques, including skills learnt in Art with some accuracy</p> <p>DT2/1.2a Make: Tools select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b Make: Materials <i>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></p> <p>DT2/1.2a Make: skills/Techniques</p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> | <p>Evaluate: Their product evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> |
| <p>Geography</p> <p>Links: History, English</p> <p><u>Scandinavia</u></p> | | <p><u>L.O. To be able to name the Scandinavian countries and their capitals</u></p> <p><u>To be able to locate</u></p> | <p><u>L.O. To know how to identify different types of settlement</u></p> <p>Describe and compare different types of settlement.</p> | <p><u>L.O. To explain the key physical features of Denmark</u></p> <p>Name the main cities of Denmark. Discuss the shape of the country and its location in relation to other European countries.</p> | | <p><u>L.O. To compare key human features of Denmark with the U.K</u></p> <p>Study facts about the Danish culture.</p> |

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| <p>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</p> | | <p>Scandinavian countries on a map. Name the arctic circle and watch film referencing life there. Compare with the U.K – discussion</p> <p>Outcome: Labelled map</p> | <p>Link to an understanding that settlement types vary according to physical landscape and changes over time. Centre this on Viking settlements.</p> <p>Outcome: Diagram of a Viking village and location. Reference natural resources linked to need.</p> | <p>Research information on the key physical geographical features and locate some on a map. E.g. Lakes and rivers Terrain – incl lack of mountains Climate Vegetation Coasts Islands</p> <p>Learn key facts about the country each week to build context.</p> <p>Outcome: Make notes and use mapping skills to build geographical awareness.</p> <p>Create an annotated map poster, describing and locating features which are visitor attractions today.</p> | <p>Consider how that feature compares with the U.K and why. Dress Housing Buildings Transport</p> <p>Outcome: Create a comparison table which will then be used to create an oral/ visual presentation using language of comparison.</p> | |
| <p>History Links: English</p> | | <p>Anglo-Saxons</p> <p><u>LO: to place Anglo Saxons on a timeline</u></p> <p><u>Outcome:</u> Label Anglo Saxons onto same timeline (including Mayans) to show place within world history. Link to Romans taught in Y3</p> <p><u>LO: to identify the 7 kingdoms of Anglo Saxon Britain</u></p> | <p>Anglo-Saxons</p> <p>Anglo-Saxon Village Project</p> <p><u>LO: to identify features of an Anglo-Saxon settlement</u></p> <p><u>Outcome:</u> Design and create layout of village including proximity to water / farming space / central hall.</p> <p>(Stick pics in chosen format</p> | <p>Anglo-Saxons</p> <p>Anglo-Saxon Village Project</p> <p><u>LO: to identify features of an Anglo-Saxon house</u></p> <p><u>Outcome:</u> Design and create internal layout of house</p> <p>(Draw internal house onto given blank layout. Stick on house picture over the top as flap)</p> | <p>Anglo-Saxons</p> <p>Anglo-Saxon Village Project</p> <p><u>LO: to describe Anglo-Saxon jobs and crafts</u></p> <p><u>Outcome:</u> Include Anglo-Saxon craft person into village.</p> <p>Front flap to be picture of craft person. Back flap for children to write facts about craft including</p> | <p>Anglo-Saxons</p> <p><u>LO: to discuss the importance of primary historical sources</u></p> <p>Would you rather learn from a book or see something in real life?</p> <p>Share major Sutton Hoo Anglo-Saxon discovery.</p> <p>Discuss artefacts found and how this has contributed to</p> |

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| | | <p><u>Outcome:</u> Complete map including locations of kingdoms</p> <p>Children to understand that the Fall of Rome coincides with Anglo Saxon settlements before Viking invasions.</p> <p>Consider reasons for invasions.</p> <p>Curriculum Links: Hi2/1.3 Anglo-Saxons & Scots: Scots invasion from Ireland to Northern Britain (Now Scotland);</p> | <p>(lesson 3 from Twinkl resource)</p> <p>Main features of village in general and houses specifically</p> <p>Local Yorkshire links to both Anglo-Saxons and Vikings to be established. (It is likely that the origin of the present-day city of Sheffield is an Anglo-Saxon settlement in a clearing beside the confluence of the rivers Sheaf and Don founded between the arrival of the Anglo-Saxons in this region (roughly the 6th century) and the early 9th century)</p> <p>Curriculum Links: Hi2/1.3 Anglo-Saxons & Scots: Scots invasion from Ireland to Northern Britain (Now Scotland);</p> | <p>Local Yorkshire links to both Anglo-Saxons and Vikings to be established. (It is likely that the origin of the present-day city of Sheffield is an Anglo-Saxon settlement in a clearing beside the confluence of the rivers Sheaf and Don founded between the arrival of the Anglo-Saxons in this region (roughly the 6th century) and the early 9th century)</p> <p>Curriculum Links: Hi2/1.3 Anglo-Saxons & Scots: Scots invasion from Ireland to Northern Britain (Now Scotland);</p> | <p>equipment and artefacts of trade</p> <p>What can we infer from evidence? Saxon ship burial Sutton Hoo description Viking burial</p> <p>Answer questions such as 'What would we be looking for, if we were archaeologists deciding if the Anglo Saxons had a settlement where Sheffield is now.'</p> <p>Curriculum Links: Hi2/1.3 Anglo-Saxons & Scots: Scots invasion from Ireland to Northern Britain (Now Scotland);</p> | <p>knowledge about Anglo-Saxons</p> <p><u>Outcome:</u> Ch complete sheet linking artefact found at Sutton Hoo and what we know about Anglo-Saxons because of this discovery.</p> <p>Investigate primary & secondary sources and explain the differences between these two types of sources.</p> <p>Drawing parallels and bringing together sources to be able to infer what life may have been like whilst understand that primary sources hold a greater significance than secondary sources</p> <p>Curriculum Links: Hi2/1.3 Anglo-Saxons & Scots: Scots invasion from Ireland to Northern Britain (Now Scotland);</p> |
| MFL | <p>3: Monsieur Gentil's day out Revise words for animals.</p> | <p>4: Talk4Writing: Learning a story Listen to and respond to a French story.</p> | <p>5: Parts of the body Learn parts of the body, being able to say and</p> | <p>6: Colours Be able to say and understand parts of the body. Be able to read, say and</p> | <p>7: Monsters! Learn the words grand and petit to describe size. Learn five words for facial features.</p> | <p>8: Adjective agreements Start to understand that adjectives must agree with the</p> |

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| | Listen to and respond to a French story. Present an authentic French poem. | Learn part of a story using actions to support memorisation. Present an authentic French poem. | understand them orally. Be able to read and write parts of of the body. Be able to identify the 'ou' sound and say a tongue twister with the sound in. | understand words for colours. Start to use a bilingual dictionary to find out plurals and genders. | Learn how to find the plural form of nouns in a bilingual dictionary. | noun they describe. Start to recognise the adjective agreement rule. Start to apply the adjective agreement rule. |
| PE | <p>Swimming Curriculum Links: PE2/1.2a Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres PE2/1.2b Swimming Use a range of strokes effectively PE2/1.2c Water Safety Perform safe self-rescue in different water-based situations</p> | | | | | |
| | <p>Gymnastics: Develop the range of actions, body shapes and balances</p> <p>Create gymnastic sequences that meet a theme or set of conditions</p> <p>Use compositional devices when creating their sequences, such as changes in speed, level and direction</p> | <p>Gymnastics Balances:</p> <p><u>L.O. to hold balances using a variety of Shapes:</u> straight, star, tuck, straddle, pike</p> <p><u>LO: to learn static balances</u> V-balance (on bottom), T balance on one foot, shoulder stand,</p> <p><u>Outcome:</u> Children learn balances as in LO.</p> | <p>Gymnastics Balances:</p> <p><u>L.O. to maintain balance whilst moving</u></p> <p><u>Outcome:</u> Ch walk on tiptoes in variety of ways without wobble. (see prior year groups)</p> <p>Ch Use challenging movements across and around equipment (boxes, benches, balance</p> | <p>Gymnastics Movement:</p> <p><u>L.O.to complete a teddy bear roll</u></p> <p><u>LO: to move in a range of directions, speeds and heights</u></p> <p><u>Outcome:</u> Ch rehearse and perform a teddy bear roll</p> <p><u>Teddy bear roll –</u> roll in straddle shape – maintain fixed straddle</p> | <p>Gymnastics Movement:</p> <p><u>L.O. to complete a forward roll</u></p> <p><u>LO: to stand unaided from a forward roll</u></p> <p><u>Outcome:</u> Ch rehearse and perform a forward roll</p> <p><u>Forward roll –</u> roll from CROUCH not kneeling. Tuck chin to chest to create</p> | <p>Gymnastics Jumps:</p> <p><u>L.O.: to jump with different feet combinations for take-off and landing (Y3 revision)</u></p> <p><u>LO: to use known shapes within jumps (star, tuck, stretch, straddle)</u></p> <p><u>Outcome:</u> Learn “peer assisted jump” (or “boost” jump) – peers support on</p> |

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| | <p>Ch rehearse independently then perform in mirrored and matching balances in pairs</p> <p>(equipment: floor mats)</p> <p>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 previous ones and demonstrate improvement to achieve their personal best.</p> | <p>beam) and link to static balances</p> <p>Ch to work with partner to link three static balances (from week 1) with three movements.</p> <p>(equipment: boxes, benches, mats, balance beam)</p> <p>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 previous ones and demonstrate improvement to achieve their personal best.</p> | <p>shape whole time – hold legs tightly. From sitting, roll onto shoulder, back, shoulder, bottom to circle round like teddy bear</p> <p>Ch link movements to previously used balances</p> <p>(equipment: floor mats)</p> <p>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 previous ones and demonstrate improvement to achieve their personal best.</p> | <p>curved back shape. Stretch to stand – don't use floor to help get up!</p> <p>Combine teddy bear and forward roll to make mini-routine rolling in synchronisation with partner</p> <p>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 previous ones and demonstrate improvement to achieve their personal best.</p> | <p>waist to help give jump height. Focus on "help" not lift and model with much smaller person helping larger person to demo.</p> <p>Peer assisted jump – revise prior – tuck, stretch, star</p> <p>Peer assisted jump – straddle jump-make straddle shape in air (tap knees with legs straight and forward) and land feet together</p> <p>Extension task: Full turn (stretch) jump – turn 360 degrees in air – land with control</p> <p>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 previous ones and demonstrate</p> | <p>Perform dance to peers</p> <p>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 previous ones and demonstrate improvement to achieve their personal best.</p> |
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| | | | | | improvement to achieve their personal best. | |
| <p>RE <u>Symbols and religious expression:</u></p> <p><u>Inspirational people from long ago:</u> What can we learn from inspiring leaders who started religions?</p> <p>Judaism</p> | <p><u>L.O. To reflect and share how religious celebrations have an impact on the community.</u> <u>L.O. To explore how people might demonstrate their faith.</u></p> <p>-Discussion about our community and celebration within it. Explore concepts such as: -How do we feel when we celebrate together? - How does it feel when someone else thinks the same as you? -consider how participating in festival may impact on the life of a faith member. List things people do as part of their faith. Look for common activities between faiths in class – refer back to last year’s work on celebrations Outcome:</p> | <p><u>L.O. To explain events in the story of Moses (first section)</u> Share the story PowerPoint. Study copies. Give reasons for people’s actions using ‘because ‘ statements.</p> <p>Outcome: One side of class compose ‘why’ questions. The other side produce the ‘reasons for’ actions, then the 2 parts are blended in a question and answer session.</p> | <p><u>L.O. To be able to explain how God enabled Moses to save the Jewish people.</u></p> <p>-Discuss the concept of danger and escape using modern day examples. -Identify ways in which God communicated with Moses. -Identify how God helped Moses. -Empathise with the feelings of the Israelites as they were being chased.</p> <p>Outcome: Speech bubbles for before and after the parting of the sea. Locate the Red Sea on class map.</p> | <p><u>L.O. To explain the 10 plagues on the Egyptians sent by God.</u></p> <p>-Cause -Impact -Result</p> <p>Groups analyse their plague.</p> <p>Prepare arguments why their plague might have been the worst.</p> <p>Present.</p> <p>Outcome: Class debate</p> | | <p><u>L.O. To describe the origin of celebrations in Jewish homes today.</u></p> <p>-Learn the key celebration -Recall events in the story of Moses.</p> <p>Outcome: Add captions and paragraphs to pictures of celebration today. Add own drawings from the Moses story if desired.</p> |

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| | Class flipchart of the aspects of this discussion, which relate to togetherness in faith. | | | | | |
| <p>RSHE</p> <p>PSHE links: (Across each week with slightly different emphasis on one section or another)</p> <p>R10. about the importance of friendships: strategies for building positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties): that the same principles apply to online friendships as face-to-face relationships</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes</p> | <p>None this week</p> | <p>Fr3) Are friendships always fun? (30 min sessions this half term)</p> <p><u>LO: to understand that friendships come with a mix of emotions</u></p> <p><u>Outcome:</u> Part 1: Winnie the Pooh Clip and Discussion</p> | <p>Fr3) Are friendships always fun? (30 min sessions this half term)</p> <p><u>LO: to understand that is normal to disagree with your friends</u></p> <p><u>Outcome:</u> Class discussion - Do friends always agree on what to do? - Do people sometimes ask you to do things that you don't want to do? - Should you always do what your friends want? [No - you have to get the balance right between getting what you want and also making room for your friends to also have fun] - Are you responsible for the happiness of your friends? [No - you can't make everyone happy all the time, but it is good to be kind and to do caring things for people. You have to balance making sure that you are happy yourself and that other</p> | <p>Fr3) Are friendships always fun? (30 min sessions this half term)</p> <p><u>LO: to develop techniques to resolve conflict within friendships</u></p> <p><u>Outcome:</u> Friendship Scenarios activity and discussion</p> | <p>Fr3) Are friendships always fun? (30 min sessions this half term)</p> <p><u>LO: to develop techniques to resolve conflict within friendships</u></p> <p><u>Outcome:</u> Children use ideas from prior to make own friendship scenario with two endings based on positive or negative friendship behaviour/decisions</p> | <p>None this week (D&T focus)</p> |

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| and reconcile differences positively and safely | | | people are happy too] | | | |
| Music Links: History, English, D&T | Anglo Saxons Singing: Learn the song That's the order here (King Thane) Read the first act of scripts to the first song. Allocate Angles, Jutes and Saxons parts. Allocate readers. | | Anglo Saxons Singing. Recap That's the order. Learn Beowolf song and instrumental parts. Read the second part of the script and allocate readers. | | Anglo Saxons Singing: Learn King Alfred song and accompaniments. Finish allocating scripts and readers. | |