

Y4 Summer Half Term 1 Plan 21/22

Subject	Weekly detail					
WRITING: composition	Week 1 (3 days)	Week 2	Week 3	Week 4 (SATs)	Week 5 (Trip)	Week 6
<p>Links:</p> <p>Please note Fog Hounds moved from HT6 in order to link English with Science and to facilitate Peak District trip.</p>	<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 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> 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><u>Curriculum Links:</u></p>	<p>Fog Hounds - Mystery</p> <p><u>L.O. To describe a character (using information from the text)</u></p> <p><u>Outcome:</u> Read up to page 9 Chn contribute to class character outline; focus on description, speech used, illustrations and actions.</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></p>	<p>Fog Hounds - Mystery</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</u></p> <p><u>Outcome:</u> Read to the end 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>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> Chn will use gathered ideas to</p>	<p>Recount - Peak District Visit</p> <p>VISIT: Castleton</p> <p><u>L.O. To identify features of a recount text</u></p> <p><u>Outcome:</u> Chn label features on a recount example.</p> <p><u>L.O. To sequence events</u></p> <p><u>Outcome:</u> Chn will sequence images from trip and discuss the events of the day.</p> <p><u>L.O. To use the present perfect tense including the correct past participle</u></p> <p>(Have or has + past tense verb Past participle = past tense verb when</p>	<p>Recount - Peak District Visit</p> <p><u>L.O. To write a recount using when, where, how and why conjunctions</u></p> <p><u>Outcome:</u> Begin writing recount using conjunctions</p> <p><u>L.O. To write a recount using examples of the present perfect tense</u></p> <p><u>Outcome:</u> Chn will continue writing their recount including examples of present perfect tense</p> <p><u>L.O. To write a recount using fronted adverbials (and commas)</u></p> <p><u>Outcome:</u> Chn will complete their recount using</p>

	<p>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>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><u>Outcome:</u> Read up to page 15 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><u>Outcome:</u> 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>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>	<p>linked with has or was)</p> <p><u>Outcome:</u> Children complete sentences using the present perfect tense correctly.</p> <p><u>Curriculum Links:</u> T7 Non-fiction structure: introduction, main points, conclusion C4 Know the difference between the 1st 2nd and 3rd person T8 Use the present perfect tense W5 Use the correct forms of past participles of irregular verbs W3 Make good choices of vocabulary to make writing interesting</p>	<p>fronted adverbials to sequence ideas.</p> <p><u>L.O. To edit and improve my writing</u></p> <p><u>Outcome:</u> Chn use blue pen to correct spelling and punctuation errors and add additional sentences to improve writing.</p> <p><u>Curriculum Links:</u> T7 Non-fiction structure: introduction, main points, conclusion C4 Know the difference between the 1st 2nd and 3rd person T8 Use the present perfect tense W5 Use the correct forms of past participles of irregular verbs W3 Make good choices of vocabulary to make writing interesting S2 Use fronted adverbials P3 Use commas after fronted adverbials S3 Use <i>When Where How Why</i> conjunctions, adverbs and prepositions to start and end a sentence and create a subordinate clause e.g. as, whilst, before, until, so T1 Organise my writing into paragraphs T9 Assess effectiveness and suggest improvements T10 Propose grammar and vocab changes</p>
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	RC9 discuss text explain words in context RC16 participate in discussion about text RC11 make inferences	RC9 discuss text explain words in context RC16 participate in discussion about text RC14 how language structure presentation contribute to meaning	RC9 discuss text explain words in context RC16 participate in discussion about text RC12 predictions	RC9 discuss text explain words in context RC16 participate in discussion about text RC11 inferences	RC9 discuss text explain words in context RC16 participate in discussion about text RC11 make inferences	RC9 discuss text explain words in context RC16 participate in discussion about text RC14 how language structure presentation contribute to meaning
JH Comprehension	1	2	3	4	5	6
Links: R.E.	VIPERS Inferring feelings from available vocabulary. Suggesting alternative/additional vocabulary to support inference.	VIPERS Inferring intent from available vocabulary. Suggesting alternative/additional vocabulary to support inference.	VIPERS Create own questions of each type.	VIPERS Summarise across more than one paragraph.	VIPERS Find the phrase that... Word guess/ substitution ...	VIPERS Summarise using newspaper headlines technique.
MATHS	1	2	3	4 (SATs)	5 Trip	6
Links:	Fractions <u>Fractions Assessment</u> <u>Outcome:</u> Assessment 3F1 (DfE ready to progress assessment) <u>Fractions Assessment</u> <u>Outcome:</u> Assessment 3F3 (DfE ready to progress assessment)	Fractions Y3: Unit 9 Book 3B (Based on ready to progress assessment and gaps in knowledge) <u>L.O. To recognise written and pictorial fractions</u> Lesson 1 <u>Outcome:</u> From page 122 <u>L.O. To identify fractions that make a whole</u> Lesson 2 <u>Outcome:</u> From page 125	Fractions Y3: Unit 10 Book 3C (Based on ready to progress assessment and gaps in knowledge) <u>L.O. To use visual representations to compare fractions</u> Lesson 4 <u>Outcome:</u> From page 15 <u>L.O. To compare and order fractions</u> Lesson 5 <u>Outcome:</u> From page 18	Multiplication revision (for national assessment) <u>L.O. To recall all multiplication and division facts to 12x12</u> (across the whole week) <u>Outcome:</u> Children will use a range of activities to learn and revise times table facts. www.timestables.co.uk practical games	Fractions: Unit 9 <u>L.O. To add fractions</u> Lesson 1 <u>Outcome:</u> From page 94 <u>L.O. To subtract fractions from a mixed number</u> Lesson 2 <u>Outcome:</u> From page 97 <u>L.O. To subtract fractions from a whole number</u> Lesson 3	Fractions: Unit 9 <u>Fractions Assessment</u> <u>Outcome:</u> Assessment 3F2 (DfE ready to progress assessment) <u>L.O. To find unit fractions of an amount (revision session)</u> <u>Outcome:</u> Practical session using whiteboards and real life items

	<p><u>Curriculum Links:</u> 3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. 3F–3 Reason about the location of any fraction within 1 in the linear number system.</p>	<p><u>L.O. To use fractions as numbers</u> Lesson 5</p> <p><u>Outcome:</u> From page 134</p> <p><u>L.O. To identify mixed numbers on a number line</u> Lesson 6</p> <p><u>Outcome:</u> From page 137</p> <p><u>Curriculum Links:</u> Ma3/2.4b recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Ma3/2.4c recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Ma3/2.4g solve problems that involve all of the above.</p>	<p><u>Fractions Assessment</u> <u>Outcome:</u> Assessment 4F2 (DfE ready to progress assessment)</p> <p><u>L.O. To add and subtract fractions with the same denominator</u> (Y3 revision as needed based on assessment)</p> <p><u>Outcome:</u> Y3 Unit 10 Lesson 6 and 7. Page 21 only and page 24 only</p> <p><u>Curriculum Links:</u> Ma3/2.4c recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Ma3/2.4e add and subtract fractions with the same denominator within one whole Ma3/2.4f compare and order unit fractions, and fractions with the same denominators Ma3/2.4g solve problems that involve all of the above.</p>	<p>speed tests</p> <p><u>Curriculum Links:</u> Ma4/2.3a recall multiplication and division facts for multiplication tables up to 12 x 12 Ma4/2.3b use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers Ma4/2.3c recognise and use factor pairs and commutativity in mental calculations</p>	<p><u>Outcome:</u> Page 100</p> <p><u>Curriculum Links:</u> Ma4/2.4b count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10. Ma4/2.4c solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit 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 $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$</p>	<p>Use Y3 unit 9 lesson 9 page 146 as needed.</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>Curriculum Links:</u> Ma4/2.4c solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p>
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CATCH UP MATHS	1	2	3	4	5	6
Links:	Statistics – Unit 14 Lesson 1 book C Page 75 <u>L.O. To read charts and tables</u>	Statistics – Unit 14 Lesson 2 book C Page 78 <u>L.O. To read charts and tables</u>	Statistics – Unit 14 Lesson 3 book C Page 81 <u>L.O. To read line graphs</u>	Statistics – Unit 14 Lesson 4 book C Page 84 <u>L.O. To read line graphs</u>	Measurement: Time – Revision Ready for unit 13 next HT	Measurement: Time – Revision Ready for unit 13 next HT
CALCULATION	1	2	3	4	5	6
Links:	https://www.timeables.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 7 = 56 8 x 8 = 64	https://www.timeables.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.timeables.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.timeables.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.timeables.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.timeables.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
JH Calculation	Times tables: Triangles and clocks Division facts from X	Times tables: Games – last man standing Gladiator Bingo 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: Games – last man standing Gladiator Bingo Variation of the game 'douze

SCIENCE	1	2	3	4	5	6
<p>Links:</p>	<p>States of Matter</p> <p><u>Learning objectives</u> To understand that everything in the universe is made of matter</p> <p>To classify items as being solid, liquid or gas</p> <p><u>Outcome</u> To draw a table with headings of 'solids', 'liquids' and 'gases'. Copy each of three different diagrams to represent a gas, solid or liquid in the correct column of the table add images of solids, liquids and gases in the table</p> <p>Extension: Add their own examples (for gases, think of things that smell or that can be sprayed)</p> <p><u>Curriculum Links:</u> Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases</p>	<p>States of Matter</p> <p><u>Learning objectives</u> To understand that matter can change state</p> <p>To record changes in states of matter in different materials.</p> <p><u>Outcome</u> To identify the different states of materials and to look practically at the same material in different states.</p> <p><u>Curriculum Links:</u> Sc4/3.1b observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p>	<p>States of Matter</p> <p><u>Learning objectives</u> To observe melting point of different types of the same material.</p> <p>Which type of chocolate melts fastest?</p> <p><u>Outcome</u> To create a bar chart showing the different melting times and explain why they observed differences.</p> <p><u>Curriculum Links:</u> Sc4/3.1b observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p>	<p>States of Matter</p> <p><u>Learning objectives</u> To observe the different melting and freezing points of different materials and how this can be used.</p> <p>Find out how the differences in freezing & boiling points of different materials can be utilised.</p> <p><u>Outcome</u> To record the different melting and freezing points of materials and then explain how these can be used in different situations.</p> <p><u>Curriculum Links:</u> Sc4/3.1b observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p>	<p>States of Matter</p> <p><u>Learning objectives</u> To know the parts of the water cycle.</p> <p>Name and explain the different parts of the cycle, their jobs and how they work and how some of them can be affected by human actions.</p> <p><u>Outcome</u> Be able to explain how evaporation & condensation & other processes are involved in the water cycle. Identify different forms of water seen in weather conditions, including clouds. Remind children how important water is to both plants & animals & how to conserve it.</p> <p><u>Curriculum Links:</u> Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>States of Matter</p> <p><u>Learning objectives</u> To know the parts of the water cycle.</p> <p>Use the knowledge of the water cycle to create an interactive model.</p> <p><u>Outcome</u> Create an interactive model of the water cycle.</p> <p><u>Curriculum Links:</u> Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>

ART & DESIGN	1	2	3	4	5 Trip	6
<p>Links:</p>	<p><u>Drawing & Painting The Peak District</u></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>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><u>Drawing & Painting The Peak District</u></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>Begin to show awareness of representing texture through the choice of 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><u>Drawing & Painting The Peak District</u></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, 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</p>	<p><u>Drawing & Painting The Peak District</u></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>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>Drawing & Painting The Peak District</u></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>Trip</p> <p><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>Draw for a sustained period at an appropriate level. Have opportunities to develop further drawings featuring the</p>	<p><u>Drawing & Painting The Peak District</u></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>

			design techniques, including drawing, painting and sculpture with a range of materials.		third dimension and perspective. Begin to show awareness of representing texture through the choice of marks and lines made Curriculum Links: 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.	
COMPUTING	1	2	3	4	5	6
Links:	<p>1.4 How do I use a computer as an artist or photographer?</p> <p><u>Learning objective</u> To know how art can be made in different forms and how it can be shared.</p> <p>a) Why do we use computers to create art? Look at examples of digital and analogue art and discuss the differences. Discuss</p>	<p>1.4 How do I use a computer as an artist or photographer?</p> <p><u>Learning objective</u> To recreate famous art using the digital media.</p> <p>b) Investigate your chosen art package. What do the different tools do? How do you create different effects? Recreate a famous picture or style, using</p>	<p>1.4 How do I use a computer as an artist or photographer?</p> <p><u>Learning objective</u> To use the internet to create their own montage.</p> <p>c) Create a photo montage on a theme e.g. animals. Use crop, resize and layering tools, and revise ways of copying and pasting (using right-click,</p>	<p>1.4 How do I use a computer as an artist or photographer?</p> <p><u>Learning objective</u> To re-paste images and investigate file size.</p> <p>d) Discuss image files, e.g. most are in jpeg format. Image size affects quality – use the Size filter on Google or Bing images search to find different sizes of</p>	<p>1.4 How do I use a computer as an artist or photographer?</p> <p><u>Learning objective</u> To change images using filters to create different effects</p> <p>e) Take photos on a theme, transfer the best to the computer and edit in a simple editing package or website (e.g. www.ribbonet.com). Use different filters</p>	<p>1.4 How do I use a computer as an artist or photographer?</p> <p><u>Learning objective</u> To upload images to a secure site</p> <p>f) Use an internet service to share and display artwork, e.g. a blog, school Flickr account etc. with awareness of keeping safe online.*</p>

	<p>who owns a picture – is there a difference if it is online or hanging in an art gallery?*</p> <p>How do you make art on a computer? - BBC Bitesize</p> <p>Outcome Complete a sheet describing the different types of art.</p>	<p>techniques you have learnt. You could also use one of the websites in resources to investigate a particular artist.</p> <p>Mondrimat (stephen.com)</p> <p>http://www.jacksonpollock.org/by Miltos Manetas!</p> <p>Pop Art Poster: Become a pop icon! (bighugelabs.com)</p> <p>Outcome Have recreated images of famous artwork using a variety of technique sites.</p>	<p>edit menu or keyboard shortcuts). This can be done in a specific art package, or simply in PowerPoint. Discuss who owns a photograph or image, copyright and how to credit the owner.* This activity could be used to create wrapping paper for a specific audience or purpose using repeating patterns. Investigate lines of symmetry, scaling and transformation of shapes.</p> <p>Outcome To have their own photo montage to save to their folder</p>	<p>image, save and compare (e.g. paste thumbnails into Word and resize – what happens to the quality?) Large images take up a lot of memory on the computer but are better quality. We can save an image directly to our computer as a jpeg to use in another piece of software.</p> <p>Outcome To know how size of image can affect quality and how to create best image sizes.</p>	<p>and effects to create artwork. Save as an image file (jpeg). Discuss how images can be changed by other people, e.g. using Photoshop in magazines.</p> <p>Outcome To have their own photo montage to save to their folder</p>	<p>Outcome To upload their images to be shared safely online.</p>
DESIGN & TECHNOLOGY	1	2	3	4	5	6
Links:	None this half term					

GEOGRAPHY	1	2	3	4	5 Trip	6
<p>Links:</p>	<p>The Peak District</p> <p><u>L.O. To identify the 8 compass points (Use main 4)</u></p> <p><u>Outcome:</u> Children will work in groups to use compasses to identify the 4 main compass points and orientate maps.</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>The Peak District</p> <p><u>L.O. To locate Sheffield and the Peak District on a variety of maps</u></p> <p>Where is Sheffield/PD in world, Britain, England, Yorkshire? Etc.</p> <p><u>Outcome:</u> 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>The Peak District</p> <p><u>L.O. To name topographical features</u></p> <p><u>L.O. To identify the topographical features of the Peak District</u></p> <p><u>Outcome:</u> Children look at pictures of topographical 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</p>	<p>The Peak District</p> <p><u>L.O. To use digital mapping software to plan a route</u></p> <p><u>Outcome:</u> Children will use Google Maps to plan a route into the Peak District (Catsleton?) from school.</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>The Peak District</p> <p><u>L.O. To compare the human and physical geographical features of a location in the Peak District and Sheffield</u></p> <p><u>Outcome:</u> Children will discuss difference between villages, towns and cities etc. They will make observations about the differences between Sheffield and the Peak District based on their recent trip.</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 Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a</p>	<p>The Peak District</p> <p><u>L.O. To locate the 5 main rivers in Sheffield (Start in the Peaks)</u></p> <p><u>Outcome:</u> Children will be able to identify the 5 main rivers in Sheffield and label them on a map.</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 Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

			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 countries and describe features studied		region of the United Kingdom, a region in a European country, and a region in North or South America 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	
HISTORY	1	2	3	4	5	6
Links:	None this half term					
MFL	1 Y3 Last lesson	2 Y4 French begins	3	4	5	6
Links: Maths English	27: Days of the week Revise <i>j'adore/et toi?</i> Learn days of the week. Learn how to pronounce the <i>r</i> phoneme correctly. (Plus numbers recap)	1: Animals and classroom instructions Revise animals learnt in Y3. Revise classroom instructions.	2: Animals and a poem Revise animals learnt in Y3. Learn words for four new animals in French. Start to learn how to use a bilingual French-English dictionary. Read and practise reciting an authentic French poem.	3: Monsieur Gentil's day out Revise words for animals. Listen to and respond to a French story. Present an authentic French poem.	4: Talk4Writing: learning a story Listen to and respond to a French story. Learn part of a story using actions to support memorisation. Present an authentic French poem.	5: Parts of the body Learn parts of the body, being able to say and 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.

PE	1	2	3	4	5	6
Links: Geography (Map skills/Peak District)	<p>Orienteering</p> <p><u>L.O. To recognise symbols on an OS map</u></p> <p><u>Outcome:</u> Children explore different OS maps and complete quiz to identify common symbols</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 Orienteering PE2/1.1e Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>Orienteering</p> <p><u>L.O. To orientate a map</u></p> <p><u>Outcome:</u> Children use simple “plan” to rehearse orientating a map.</p> <p>Ch create own plan to give to peer for peer to orientate.</p> <p><u>Curriculum Links:</u> Orienteering PE2/1.1e Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>Orienteering</p> <p><u>L.O. To follow directions on a map</u></p> <p><u>Outcome:</u> Children use map of school grounds to find numbered clues.</p> <p><u>Curriculum Links:</u> Orienteering PE2/1.1e Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>Orienteering</p> <p><u>L.O. To complete a photo orienteering course</u></p> <p><u>Outcome:</u> Children use pictures of different locations in school to complete a set of clues.</p> <p><u>Curriculum Links:</u> Orienteering PE2/1.1e Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>No P.E. - Trip</p>	<p>Orienteering</p> <p><u>L.O. To complete an orienteering challenge</u></p> <p><u>Outcome:</u> Children use a map of school to find orienteering flags and answer hidden questions.</p> <p><u>Curriculum Links:</u> Orienteering PE2/1.1e Take part in outdoor and adventurous activity challenges both individually and within a team.</p>
	<p>Swimming and water safety</p> <p><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.</p>	<p>Swimming and water safety</p> <p><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</p>	<p>Swimming and water safety</p> <p><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</p>	<p>Swimming and water safety</p> <p><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</p>	<p>Swimming and water safety</p> <p><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</p>	<p>Swimming and water safety</p> <p><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</p>

RE	1	2	3	4	5	6
<p>Links: RSHE English Reading & Writing</p> <p>Inspirational people from long ago: What can we learn from inspiring leaders who started religions? Jesus and Prophet Muhammad (PBUH) this term.</p> <p>Lessons carried over from HT3 and 4, due to alternating with re-introduced music lessons for one term.</p>	<p><u>L.O. To be able to link Muslim practices today with teaching from the past. (Ramadan and Eid)</u></p> <p>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><u>Outcome:</u> Create a 'where, when, what, how' poster about Ramadan in groups</p> <p>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.</u></p> <p>Look at and discuss activities linked to Eid</p> <p><u>Outcome:</u> 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.</u></p> <p>Hear short stories from the book: '40 Hadiths for children' plus 2 clips.</p> <p>https://www.youtube.com/watch?v=IRSxlnBL8eY Hadith 3 men</p> <p>https://www.youtube.com/watch?v=h0zhVfgMptY The lie</p> <p>Imagine if these stories were real events today. How would a newspaper report it?</p> <p><u>Outcome:</u> Write headlines to summarise the stories. Add the religious/moral message below</p>	<p><u>L.O. To understand the meaning and significance of the 10 commandments.</u></p> <p>Understand the term 'commandment'. Consider why God gave these to Moses. What do they mean? Compare to rules they know. Identify the civil and religious ones.</p> <p><u>Outcome:</u> Discussion Sorting table for types of rules, with more civil (ordinary citizens) rules added in.</p>	<p><u>L.O. To know why Jesus became known as a teacher</u></p> <p>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? (Refer and link to newspaper report work for Islam)</p> <p><u>Outcome:</u> Write headlines to summarise the stories. Add the religious/moral message below.</p>	<p>No Lesson</p>

RSHE	1	2	3	4	5	6
Links:	No Lesson	<p>C2) Where do you feel like you belong?</p> <p><u>L.O. to discuss how to help others feel like they belong to our community</u></p> <p><u>Outcome:</u> Read (You Tube) The Name Jar</p> <p>Answer discussion questions (from slide 40)</p> <p>Discuss issues arising as needed</p> <p><u>PSHE Curriculum Links:</u> R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, online relationships) R19. about the impact of bullying, including offline and online, and the</p>	<p>Os6) Verifying content</p> <p><u>L.O. to understand the meaning of the phrase “fake news”</u></p> <p>Introduction to fake news</p> <p><u>Outcome:</u> Watch clips and look at adverts https://www.bbc.co.uk/newsround/42243459</p> <p>Show two advert images; can the children tell if they are fake, true, or a mixture of the two.</p> <p>Watch Newsround link https://www.bbc.co.uk/newsround/42185484</p> <p>Discuss why it is difficult to identify fake news</p> <p><u>PSHE Curriculum Links:</u> L11. recognise ways in which the internet and social media can be</p>	<p>Os6) Verifying content</p> <p><u>L.O. To recognise fake news</u></p> <p><u>Outcome:</u> Children use iPads or laptops to go to online resource: <i>Newsround - Tips on avoiding fake news</i> https://www.bbc.co.uk/newsround/38906931</p> <p>Children write down 5key pieces of information and then share with the rest of their groups and then with the whole class.</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</p>	No RSHE - Trip	<p>Os6) Verifying content</p> <p><u>L.O. To recognise fake news</u></p> <p><u>Outcome:</u> <i>Quiz</i> 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 cross-reference using the internet Children create their own news article for peers to guess whether its 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</p>

		consequences of hurtful behaviour R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	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	the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation		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
MUSIC	1	2	3	4	5	6
Links:	None this half term					