

## Autumn 1 Medium Term Plan 2023 Year Group 4

Subject	Week 1 (4 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English Writing</b>	<p><b>Poetry</b> (link to Mexico landscapes)</p> <p><u>L.O. To use senses to describe a location</u></p> <p>Outcome: Add description to image of Mexican landscape</p> <p><u>L.O. To use adjectives, adverbs and noun phrases to describe</u></p> <p>Outcome: Write descriptive sentences</p> <p><u>L.O. To use descriptive language (to write a class poem)</u></p> <p>Outcome: Use adjectives, adverbs and noun phrases to contribute to a</p>	<p><b>Poetry</b> (link to Mexico landscapes)</p> <p><u>L.O. To write a descriptive poem</u></p> <p>Outcome: Use senses ideas sheet to write own descriptive poem</p> <p><u>L.O. To edit and improve my writing</u></p> <p>Outcome: Blue pen work</p> <p><u>L.O. To write out my poem using joined writing with parallel ascenders and descenders</u></p> <p>Outcome: Children will write up their poems for display</p> <p><b>BIG WRITE:</b></p>	<p><b>Biography</b> (link to Art – Frida Kahlo)</p> <p><u>L.O. To ask questions to find more information</u></p> <p>Outcome: P4C style enquiry: Children ask questions about Frida Kahlo Painting</p> <p><u>L.O. To record facts accurately</u></p> <p>Outcome: Use a variety of sources to find and record facts</p> <p><u>L.O. To organise information using subheadings</u></p> <p>Outcome: Children will organise previously recorded facts to plan a biography</p>	<p><b>Biography</b> (link to Art – Frida Kahlo)</p> <p><u>L.O. To write a biography (3 lessons)</u> -C1 to use pronouns to avoid repetition -S3 to use and but so because conjunctions -S2 to use time conjunctions</p> <p>Outcome: Children write biography paragraphs using their plan</p> <p><u>L.O. To edit and improve my writing</u></p> <p><u>L.O. To present my writing</u></p> <p>Outcome: Children will write up their biography neatly</p> <p><b>Curriculum links:</b></p>	<p><b>Narrative</b> (Link to Mexico – film stimulus: Coco)</p> <p><u>L.O. To identify main events and characters in a story (Coco film)</u></p> <p>Outcome: Children watch film and complete character and events sheet</p> <p><u>L.O. To order events in chronological order</u> <u>L.O. To retell a story section using past tense (verbally)</u></p> <p>Outcome: Children order images from film and use past tense verbs to retell a section of the story</p> <p><u>L.O. To use adjectives,</u></p>	<p><b>Narrative</b> (Link to Mexico – film stimulus: Coco)</p> <p><u>L.O. To plan a story using time conjunctions and expanded noun phrases (2 Lessons)</u></p> <p>Outcome: Children use planning sheet to plan a story section</p> <p><u>L.O. To write a story opening</u> -W4 past tense verbs</p> <p>Outcome: Children write story opening focusing on including past tense verbs</p> <p><u>L.O. To write a story dilemma</u> - W3 powerful vocabulary</p>	<p><b>Narrative</b> (Link to Mexico – film stimulus: Coco)</p> <p><u>L.O. To write a story conclusion</u> -W1 speech punctuation</p> <p>Outcome: Children write the story conclusion using speech punctuation</p> <p><u>L.O. To edit and improve my writing</u></p> <p><b>BIG WRITE:</b> <u>L.O. To use adjectives, similes and metaphors to describe a character</u></p> <p><b>Curriculum links:</b> W4 Use the correct irregular plurals of nouns W5 Use the correct forms of past</p>

	<p>descriptive poem</p> <p><b><u>Curriculum links:</u></b>  W3 Make good choices of vocabulary to make writing interesting  T9 Assess effectiveness and suggest improvements</p>	<p><b><u>L.O. To write a description of a location</u></b></p> <p>Outcome: to use skills learnt through Mexican poetry unit to describe a landscape</p> <p><b><u>Curriculum links:</u></b>  W3 Make good choices of vocabulary to make writing interesting  T9 Assess effectiveness and suggest improvements  SH9 Joined writing with parallel ascenders and descenders</p>	<p><b><u>Curriculum links:</u></b>  W1 plural and possessive s  W4 Use the correct irregular plurals of nouns  S3 Use When Where How Why 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  C1 Start to use pronouns to avoid repetition and aid cohesion</p>	<p>W1 plural and possessive s  W4 Use the correct irregular plurals of nouns  S3 Use When Where How Why 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  C1 Start to use pronouns to avoid repetition and aid cohesion  SH9 Joined writing with parallel ascenders and descenders</p>	<p><b><u>similes and metaphors to describe a character (2 Lessons)</u></b></p> <p>Outcome:  Children use descriptive features to describe a character</p> <p><b><u>Curriculum links:</u></b>  W4 Use the correct irregular plurals of nouns  W5 Use the correct forms of past participles of irregular verbs  S1 Write noun phrases expanded by adjectives, nouns and prepositional phrases  C4 Know the difference between the 1st 2nd and 3rd person  T5 Story structure: Use speech, actions and description to show a character  P5 Use exclamation marks and question marks correctly</p>	<p>Outcome:  Children write story dilemma choosing interesting vocabulary</p> <p><b><u>Curriculum links:</u></b>  W4 Use the correct irregular plurals of nouns  W5 Use the correct forms of past participles of irregular verbs  S1 Write noun phrases expanded by adjectives, nouns and prepositional phrases  C4 Know the difference between the 1st 2nd and 3rd person  T5 Story structure: Use speech, actions and description to show a character  P5 Use exclamation marks and question marks correctly</p>	<p>participles of irregular verbs  <b>S1</b> Write noun phrases expanded by adjectives, nouns and prepositional phrases  <b>C4</b> Know the difference between the 1st 2nd and 3rd person  <b>T5</b> Story structure: Use speech, actions and description to show a character  <b>P5</b> Use exclamation marks and question marks correctly</p>
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<b>Spelling</b>	No spellings	Accident Believe Strange  <b>Ending –tion</b> invention injection action	Reign Interest Various  <b>Ending -ssion</b> discussion admission expression	Possible Grammar  <b>Ending -sion</b> extension comprehension tension	Woman Women  <b>Ending –cian</b> magician musician electrician	Promise Therefore Opposite  <b>Words with endings sounding like “zuh”</b> treasure measure enclosure	Ordinary Perhaps Pressure  <b>Words with endings sounding like “chuh”</b> picture creature nature
<b>Grammar and Punctuation</b>	<b>Revise accurate use of capital letters and full stops</b>	<b>Revise accurate use of question and exclamation marks</b>	<b>Revise accurate use of commas in a list</b>	<b>Revise word classes: noun, verb, adjective, adverb</b>	<b>Noun phrases</b>  Noun phrases and expanded noun phrases with picture stimuli	<b>Noun phrases</b>  Noun phrases and expanded noun phrases with picture stimuli	<b>Nouns and pronouns</b>  Using range of nouns and pronouns to avoid repetition
<b>Handwriting</b>	<b>Correct pencil grip</b>  <b>Correct letter formation</b>	<b>Correct pencil grip</b>  <b>Correct letter formation</b>	<b>Lowercase and Uppercase</b>	<b>Lowercase and Uppercase</b>	<b>Ascenders, descenders and small letters</b>	<b>Ascenders, descenders and small letters</b>	<b>Ascenders, descenders and small letters</b>
<b>Reading</b>	<b>Charlie and the Chocolate Factory</b>	<b>Charlie and the Chocolate Factory</b>	<b>Charlie and the Chocolate Factory</b>	<b>Charlie and the Chocolate Factory</b>	<b>Charlie and the Chocolate Factory</b>	<b>Charlie and the Chocolate Factory</b>	<b>Charlie and the Chocolate Factory</b>
	<b>Jo H cover: Peter Pockets:</b> Poetry analysis, comprehension, and fluency Chapter 1	<b>Jo H cover: Peter Pockets:</b> Poetry analysis, comprehension, and fluency Chapter 2	<b>Jo H cover: Peter Pockets:</b> Poetry analysis, comprehension, and fluency Chapter 3	<b>Jo H cover: Peter Pockets:</b> Poetry analysis, comprehension, and fluency Chapter 4	<b>Jo H cover: Peter Pockets:</b> Poetry analysis, comprehension, and fluency Chapter 5	<b>Jo H cover: Peter Pockets:</b> Poetry analysis, comprehension, and fluency Chapter 6	<b>Jo H cover: Peter Pockets:</b> Poetry analysis, comprehension, and fluency Chapter 7
	<b>Across all weeks:</b> RC3 use dictionaries to check the meaning of words that they have read RC9 check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context RC11 draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence RC12 predict what might happen from details stated and implied RC15 Retrieve and record information from non-fiction RC16 Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.						

<p><b>Maths</b></p>	<p><b>Unit 1: Place Value – 4-Digit Numbers (1)</b></p> <p><u>L.O. To represent and partition numbers to 1,000</u> Lesson 1</p> <p><u>L.O. To accurately place numbers on a number line (to 1,000)</u> Lesson 2</p> <p><u>L.O. To count in 1,000's</u> Lesson 3</p> <p><u>L.O. To read and write 4-digit numbers</u> Lesson 4</p>	<p><b>Unit 1: Place Value – 4-Digit Numbers (1)</b></p> <p><u>L.O. To represent 4 digit numbers in diagrams, numerals and words</u> Lesson 5</p> <p><u>L.O. To use standard and non-standard partitioning</u> Lesson 6</p> <p><u>L.O. To find 1, 10, 100 or 1,000 more or less</u> Lesson 7</p> <p><u>L.O. To represent 4-digit numbers in different ways</u> Lesson 8</p>	<p><b>Unit 2: Place Value – 4-Digit Numbers (2)</b></p> <p><u>L.O. To order numbers on a number line</u> Lesson 1</p> <p><u>L.O. To order numbers on a number line</u> Lesson2</p> <p><u>L.O. To order numbers on a number line</u> Lesson3</p> <p><u>L.O. To compare 4-digit numbers</u> Lesson 4</p>	<p><b>Unit 2: Place Value – 4-Digit Numbers (2)</b></p> <p><u>L.O. To round to the nearest 1000</u> Lesson 5</p> <p><u>L.O. To round to the nearest 100</u> Lesson 6</p> <p><u>L.O. To round to the nearest 10</u> Lesson 7</p> <p><u>L.O. To round to the nearest 10, 100 and 1000</u> Lesson 8</p>	<p><b>Unit 3: Addition and Subtraction</b></p> <p><u>L.O. To add and subtract 1,10, 100 and 1000</u> Lesson 1</p> <p><u>L.O. To add two 4-digit numbers (no exchanges)</u> Lesson 2</p> <p><u>L.O. To add two 4-digit numbers (one exchange)</u> Lesson 3</p> <p><u>L.O. To add two 4-digit numbers (more than one exchange)</u> Lesson 4</p>	<p><b>Unit 3: Addition and Subtraction</b></p> <p><u>L.O. To subtract two 4-digit numbers (no exchange)</u> Lesson 5</p> <p><u>L.O. To subtract two 4-digit numbers (one exchange)</u> Lesson 6</p> <p><u>L.O. To subtract two 4-digit numbers (more than one exchange)</u> Lesson 7</p> <p><u>L.O. To subtract two 4-digit numbers (exchange across 2 columns)</u> Lesson 8</p>	<p><b>Unit 3: Addition and Subtraction</b></p> <p><u>L.O. To choose an efficient method for adding and subtracting</u> Lesson 9</p> <p><u>L.O. To use equivalent difference to add and subtract</u> Lesson 10</p> <p><u>L.O. To use rounding to estimate answers</u> Lesson 11</p> <p><u>L.O. To use the inverse operation to check my answers</u> Lesson 12</p>
<p><b>Catch Up Maths</b> Responds flexibly to information from the progress and attainment in main sessions</p>	<p><b>Compliments to 100</b> Subtraction strategy with formal method consolidated with 3 digit numbers Add to check.</p>	<p><b>Compliments to 100</b> Counting on strategy using number lines. Subtract to check.</p>	<p><b>Compliments to 100</b> Games: Complements bingo – children need to identify the complement of the called number on their boards. Puzzle cards to complete – then these are swapped and checked. Complements race.</p>	<p><b>Number Lines</b> Responds to information from the progress and attainment in main sessions Possibly: Consolidation of misconceptions. Reinforcement of number size and position relative to other numbers.</p>	<p><b>Number Lines</b> Responds to information from the progress and attainment in main sessions Possibly: Positioning numbers on a rope number line.</p>	<p><b>Number Lines</b> Responds to information from the progress and attainment in main sessions Possibly: Completing missing number grids with missing or misplaced numbers.</p>	<p><b>Number Lines</b> Responds to information from the progress and attainment in main sessions Possibly: Problem solving and reasoning based on number size and scenarios.</p>

<p><b>Calculation</b></p>	<p><b>x10, 2, 5, 3, 4</b> Fact of the day Starting from 10x2s</p> <p>Times table of the week 10x</p> <p>Mini speed books 10x</p> <p><b>Multiplication check practise</b></p>	<p><b>x10, 2, 5, 3, 4</b> Fact of the day</p> <p>Times table of the week 2x</p> <p>Mini speed books 2x</p> <p><b>Multiplication check practise</b></p> <p><b>4NPV-2</b> Recognise the <b>place value</b> of each digit in four-digit numbers, and compose and decompose four-digit numbers using <b>standard</b> and non-standard <b>partitioning</b>.</p>	<p><b>x10, 2, 5, 3, 4</b> Fact of the day</p> <p>Times table of the week 5x</p> <p>Mini speed books 5x</p> <p><b>Multiplication check practise</b></p> <p><b>4NPV-2</b> Recognise the <b>place value</b> of each digit in four-digit numbers, and compose and decompose four-digit numbers using <b>standard</b> and non-standard <b>partitioning</b>.</p>	<p><b>x10, 2, 5, 3, 4</b> Fact of the day</p> <p>Times table of the week 5x</p> <p>Mini speed books 5x</p> <p><b>Multiplication check practise</b></p> <p><b>4NPV-2</b> Recognise the <b>place value</b> of each digit in four-digit numbers, and compose and decompose four-digit numbers using <b>standard</b> and <b>non-standard</b> <b>partitioning</b>.</p>	<p><b>x10, 2, 5, 3, 4</b> Fact of the day</p> <p>Times table of the week 3x</p> <p>Mini speed books 3x</p> <p><b>Multiplication check practise</b></p> <p><b>4NPV-2</b> Recognise the <b>place value</b> of each digit in four-digit numbers, and compose and decompose four-digit numbers using <b>standard</b> and <b>non-standard</b> <b>partitioning</b>.</p>	<p><b>x10, 2, 5, 3, 4</b> Fact of the day</p> <p>Times table of the week 3x</p> <p>Mini speed books 3x</p> <p><b>Multiplication check practise</b></p> <p><b>4NPV-2</b> Recognise the <b>place value</b> of each digit in four-digit numbers, and compose and decompose four-digit numbers using <b>standard</b> and <b>non-standard</b> <b>partitioning</b>.</p>	<p><b>x10, 2, 5, 3, 4</b> Fact of the day</p> <p>Times table of the week 4x</p> <p>Mini speed books 4x</p> <p><b>Multiplication check practise</b></p> <p><b>4NPV-2</b> Recognise the <b>place value</b> of each digit in four-digit numbers, and compose and decompose four-digit numbers using <b>standard</b> and <b>non-standard</b> <b>partitioning</b>.</p>
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<p><b>Science: Electricity</b></p> <p><b>Working scientifically</b></p> <p>Ask relevant questions and conduct experiments to answer them.</p> <p>Use a variety of experiments to answer questions.</p> <p>Set up simple practical enquiries, comparative and fair tests</p> <p>Record results in a report using a variety of methods including: Charts. Graphs. Diagrams.</p> <p>Deliver an oral report on experiments.</p> <p>Use results to draw simple conclusions and make predictions for new values.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings</p> <p>Evaluate the experiment and suggest improvements.</p>	<p><b><u>L.O. To use explanatory scientific language</u></b></p> <p>Use a selection of odd one out activities to practise giving reasons for their ideas</p> <p><b><u>OUTCOME:</u></b> Oral explanations – including how to agree and disagree</p> <p><b>Assessment sheets and mind maps</b></p>	<p><b><u>L.O: To be able to identify when electricity is used in appliances</u></b></p> <p>Identify where the electricity to power different appliances comes from. To sort appliances based on whether they use mains or battery power. Know the dangers associated with electricity - Switched on Kids website</p> <p>To know what static electricity is. <b><u>OUTCOME:</u></b> Sort appliances into groups according to whether or not they are powered by electricity. Simple Venn diagrams</p>	<p><b><u>L.O: To understand the components necessary to make a complete electrical circuit.</u></b></p> <p>Explore why a circuit needs a source of power &amp; a device that uses that power to make it work.</p> <p>Learn the symbols which represent components of an electrical circuit in diagrams. <b><u>OUTCOME:</u></b> Make simple circuits &amp; recognise when/why a circuit (series) works/ does not work <b>-practical</b></p>	<p><b><u>L.O: To understand the components necessary to make a complete electrical circuit.</u></b></p> <p>Be an electrician Use component symbols to draw a simple circuit in series. Predict if a bulb will light. <b><u>OUTCOME:</u></b> Scrutinise and test circuit diagrams for faults. <b>Diagrams analysis</b></p>	<p><b><u>L.O: To explain the reasons why circuits work with different outcomes</u></b></p> <p>Be a TV presenter for Children's Science TV Explore links between the number of batteries/bulbs and their impact on the performance of the circuit. Organise circuit diagram pictures explaining which are correct and why. Create a large diagrammatic poster to use in their oral explanation. <b><u>OUTCOME:</u></b> <b>2 groups</b> Give a presentation to <b>1)</b> Explain to young children why a circuit will/ won't work. <b>2)</b> Explain how a circuit could work in different ways.</p>	<p><b><u>L.O. To know how to use switches within different circuits to create specific pathways.</u></b></p> <p>Understand that switches are used to break an electrical circuit &amp; that switches are used to stop and start an electrical appliance or to change how it works.</p> <p>Think of examples of their use and necessity in everyday life. <b><u>OUTCOME:</u></b> Make and test different types of switch to complete certain tasks. Evaluate the experiment and suggest improvements</p>	<p><b><u>L.O To be able to discover and explain if a material is a conductor or an insulator</u></b></p> <p>Recognise some common conductors and insulators. Associate metals with being good conductors. Test different metals for effectiveness as conductors- Design and set up a test <b><u>OUTCOME:</u></b> Results table and conclusion.</p> <p><b>Assessment sheets and mind maps</b></p>
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<p><b>Art &amp; design</b></p>	<p><b>Drawing: Day of the Dead</b></p> <p><u>L.O. To understand key features of the Mexican “Day of the Dead” celebrations</u></p> <p>Outcome: Matching activity or find facts about Day of the Dead Marigolds, skulls, skeletons, candles etc.</p>	<p><b>Drawing: Day of the Dead</b></p> <p><u>L.O. To understand use of “sugar skulls” in day of the dead celebrations</u></p> <p>Outcome: research sugar skull designs copy an existing sugar skull design using pencil and add appropriate colour</p>	<p><b>Drawing: Day of the Dead</b></p> <p><u>L.O. To use pencil to develop intricate patterns (design sugar skull)</u></p> <p>Outcome: Children design their own sugar skull using traditional Mexican style patterns</p>	<p><b>Drawing: Day of the Dead</b></p> <p><u>L.O. To choose appropriate colours (complete sugar skull)</u></p> <p>Outcome: Children will add vibrant colours to their own design</p>	<p><b>Drawing: Day of the Dead</b></p> <p><u>L.O. To design and create papel picado (perforated paper) bunting</u></p> <p>Outcome: Copy traditional Mexcian designs to make bunting for their party</p>	<p><b>Drawing: Day of the Dead</b></p> <p><u>L.O. To plan a traditional Mexican face paint design</u></p> <p>Outcome: Children draw on paper face to plan face paint design for the party</p> <p><b>MUST send out letter to parents to inform / permission face painting</b></p>	<p><b>Drawing: Day of the Dead</b></p> <p><u>L.O. To use face paints safely to create sugar skull design</u></p> <p>Outcome: <b>Day of the Dead style party</b></p>
<p><b>Computing</b> What is a Computer? Key Skills – linked to electricity work in Science</p> <p><b>Keyboard Game</b> <a href="https://www.freetypinggame.net/play11.asp">https://www.freetypinggame.net/play11.asp</a></p> <p>In computing pairs of indiv -depending on access to Chromebooks.</p>	<p><b>Use Google docs on Chrome books</b> <b>Input passwords correctly.</b></p> <p>*Type with 10 digits – practice How to use a mouse correctly. left-click to select and move; right-click to find out more information/open a menu; double-click to open a file. Simulate with people and props.</p>	<p><b>Use Google docs on Chrome books</b></p> <p>*Type with 10 digits - practice Share key words to know. Create/access a new Google doc and name. Create a title using <i>drawing</i> tool – Change size, colour, text wrap, align etc.</p>	<p><b>Use Google docs on Chrome books</b></p> <p>*Type with 10 digits - practice Open doc and Google images. Search for Uses of Electricity. Copy and paste to their doc. Repeat for 4 images. Format images</p>	<p><b>Use Google docs on Chrome books</b></p> <p>*Type with 10 digits - practice Create and name a new folder. Move doc to that folder. Add captions to the images.</p>	<p><b>Use Google docs on Chrome books</b></p> <p>*Type with 10 digits - practice Add further chosen content linked to their science work. Text boxes, images.</p>	<p><b>Use Google docs on Chrome books</b></p> <p>*Type with 10 digits - practice Complete page embellishments, such as shout-outs, borders and backgrounds</p>	<p><b>Use Google docs on Chrome books</b></p> <p>*Type with 10 digits - practice Rename files. Move files to a new location. Share/ hand in</p>



<b>Design &amp; Technology</b>	None this half term						
<b>Geography</b>	<b>Transition focus</b>	<p><b>Mexico</b></p> <p><u>L.O. To identify Mexico on a world map and North &amp; South America Map</u></p> <p><u>L.O. To identify lines of latitude including the Tropic of Cancer</u></p> <p>Outcome: Label map</p> <p><b>Curriculum Links:</b>  <b>Ge2/1.1a</b> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  <b>Ge2/1.1c</b> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  <b>Ge2/1.4</b> Geographical Skills and Fieldwork  <b>Ge2/1.4a</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Mexico</b></p> <p><u>L.O. To identify geographical features of Mexico on a map</u></p> <p>Outcome: Add detail of rivers, mountains, deserts and surrounding seas to blank map</p> <p><b>Curriculum Links:</b>  <b>Ge2/1.1a</b> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  <b>Ge2/1.1c</b> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p><b>Mexico</b></p> <p><u>L.O. To identify physical features of Mexico</u></p> <p>Outcome: Find photographs to add to map</p> <p><b>Curriculum Links:</b>  <b>Ge2/1.2a</b> understand and geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America  <b>Ge2/1.3</b> Human and Physical Geography  <b>Ge2/1.3a</b> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p><b>Mexico</b></p> <p><u>L.O. To identify human features of Mexico City</u></p> <p>Human Geog: Mexico City - Population Housing Schools Roads Landmarks</p> <p>Picture discussion – Which belongs to Mexico? How do you know?</p> <p><b>Curriculum Links:</b>  <b>Ge2/1.3b</b> describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p><b>Mexico</b></p> <p><u>L.O. To understand cultural features of Mexico</u></p> <p>Mexican Culture: To use cultural knowledge to plan a Day of the Dead style party  Decorations  Plan menu  Learn key vocab – Spanish  Clothing</p> <p>Outcome: Children write a party invite</p> <p><b>Curriculum Links:</b>  <b>Ge2/1.3b</b> describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p><b>Mexico</b></p> <p><u>L.O. To understand cultural features of Mexico</u></p> <p>Mexican Culture To use cultural knowledge to host a Day of the Dead style party</p> <p>Outcome: Children to enjoy Mexican music and dancing and taste a range of Mexican dishes</p> <p><b>Curriculum Links:</b>  <b>Ge2/1.3b</b> describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>



<b>History</b>	None this half term						
<b>MFL</b>	<b>Year 3</b> <b>26: Numbers 1-15</b> Revise numbers 1-10 Learn numbers 11-15. Learn how to pronounce the nasal phoneme on.	<b>26: Numbers 1-15</b> Learn numbers 11-15.	<b>Year 3</b> <b>27: Days of the week</b> Revise <i>j'adore/et toi?</i> Learn days of the week. Learn how to pronounce the <i>r</i> phoneme correctly.	<b>Year 4</b> <b>1: Animals and classroom instructions</b> Revise animals learnt in Y3. Revise classroom instructions.	<b>1: Animals and classroom instructions</b> Revise animals learnt in Y3. Learn words for four new animals in French.	<b>2: Animals and a poem</b> Start to learn how to use a bilingual French-English dictionary.	<b>2: Animals and a poem</b> <b>Consolidate learning so far</b>
<b>PE</b>  <u>Curriculum links: (across all weeks)</u> PE2/1.1a use running, jumping, throwing and catching in isolation and in combination PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	<b>Games: Football</b> Ball skills: dribbling <u>L.O. To use feet to move ball carefully</u> <b>Outcome:</b> Chn rehearse dribbling then have competitive races using dribbling	<b>Games: Football</b> Ball skills: Passing and dribbling <u>L.O. To pass accurately</u> <u>L.O. To link passing and dribbling skills</u> <b>Outcome:</b> - Complete passing and dribbling exercises – focus on use of two feet -Chn complete competitive races using skills	<b>Games: Football</b> Ball skills: Shooting on target <u>L.O. To shoot accurately at a target</u> <b>Outcome:</b> Carousel activity. -Passing in pairs -Dribbling skills -Shooting target using hoops tied against fence -Shooting against goalie (using Smooga goals)	<b>Games: Football</b> Defending techniques <u>L.O. To mark a player by staying close to them</u> <u>L.O. To use body and feet to defend</u> <b>Outcome:</b> -Pairs activity – can you pass your partner to get to other side? -Focus on fast feet and being ready to change direction Piggy in the middle in 4s (2v2 game) can you get in the way/ can you get the ball? No tackling!	<b>Games: Football</b> Safe tackling skills <u>L.O. To tackle the ball safely</u> -Focus of importance of only getting the ball. -Model quick feet and slowing opponent down. <b>Outcome:</b> -Play 2 v 2 games as last week. Add in tackling -Bring in 3 v 3 games. Make a number of passes in a row to score or before shooting.	<b>Games: Football</b> Class match <u>L.O. To apply football skills to a match situation</u> <b>Outcome:</b> Split into three teams. Two playing one supporting and one switch.	<b>Games: Football</b> Class match <u>L.O. To apply football skills to a match situation</u> <b>Outcome:</b> Split into three teams. Two playing one supporting and switch.
<b>Swimming</b> <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><b>RE</b></p>	<p><u>L.O. To understand the concept of a pilgrimage</u>  *Explore what a pilgrimage is and how it is different to other special journeys. Recall a special journey  Where?  Why?  How did you get there?  What was special about the destination?  <b>Outcome:</b>  Individual post it notes detailing the above – stuck in journal on a winding path.</p>	<p><u>L.O. To explain the role of pilgrimage in Christianity</u>  * What Christians believe about pilgrimages.  *Give reasons why Christians visit certain pilgrimage sites across the world.  <b>Outcome:</b>  Matching places of worship with their significance and present one per group.</p>	<p><u>L.O. To understand the significance of a place of pilgrimage (Lourdes)</u>  Watch clips and hear recounts of the experience.  <b>Outcome:</b>  Pose and answer comprehension questions linked to Lourdes pilgrimage</p>	<p><u>L.O. To know why some places are used for pilgrimage destination (UK)</u>  *Includes reference to History and past settlers linked to pilgrimage.  <b>Outcome:</b>  Research and explain the significance of places of pilgrimage in the UK</p>	<p><u>L.O. To explain the role of pilgrimage in Islam</u>  * 5 pillars recap – consolidate as necessary.  *Present the main events of the Hajj.  *Make connections between Muslim and Christian pilgrimages - motives and spiritual ideas  <b>Outcome:</b>  Note taking. Produce a flowchart of events on Hajj</p>	<p><u>L.O. To define Hajj events with music.</u>  Listen to music styles appropriate for Islam.  Learn the basics of composing music for 4 percussion instruments. Understand beats in a bar.  <b>Outcome:</b>  On whiteboards, record responses to the online lesson.</p>	<p><u>L.O. To define Hajj events with music.</u>  Create bursts of composition to signpost a next event of Hajj.  <b>Outcome:</b>  Recall the Hajj events with the musical accompaniment.</p>
<p><b>RSHE</b></p>	<p><b>Welcome to Y4</b>   Transition   Class Rules – ready respectful Safe   All about me activity   Class orienteering</p>	<p><b>Fa3) Are boys and girls the same?</b>   <u>L.O: To discuss opinions about whether boys and girls are the same.</u>  <b>Outcome:</b>  Pre-Assessment activity: boys and girls toys?</p>	<p><b>Fa3) Are boys and girls the same?</b>   <u>L.O. To share opinions about gender roles and professions</u>  <b>Outcome:</b>  Class discussion using video – Men or women job?</p>	<p><b>Fa3) Are boys and girls the same?</b>   <u>L.O. To challenge a stereotype</u>  <b>Outcome:</b>  Draw someone doing job which challenges stereotype</p>	<p><b>Os4) Personal Information [C2]</b>   <u>L.O. To explore which information should be kept private</u>  <b>Outcome:</b>  Hectors World Video</p>	<p><b>Os4) Personal Information [C2]</b>   <u>L.O. To identify which information should not be shared online</u>  <b>Outcome:</b>  Superhero jigsaw – have they kept their details safe?</p>	<p><b>Os4) Personal Information [C2]</b>   <u>L.O. To understand how an image is sent online</u>  <b>Outcome:</b>  Sending information activity</p>
<p><b>Music</b></p>	<p><b>One Voice</b></p>	<p><b>One Voice</b></p>	<p><b>One Voice</b></p>	<p><b>One Voice</b></p>	<p><b>One Voice</b></p>	<p><b>One Voice</b></p>	<p><b>One Voice</b></p>

