

<p>Focused Reading Texts/Guided Reading</p>	<p>Whole class guided reading activities based around Charlie and the Chocolate Factory by Roald Dahl.</p> <p>Activities to develop vocabulary, comprehension and inference skills. Focus on making predictions about what the children think may happen next in key parts of the story.</p>	<p>Whole class guided reading using Literacy Shed+ Stage 4: The Maya and Classroom Secrets' Chocolate: from bean to bar and The Mayan Cookbook. Activities to develop vocabulary, comprehension and inference skills. Focus on making predictions about what the children think may happen next in key parts of the story.</p> <p>Christmas Adverts- look at a range of video clips of Christmas adverts. Use VIPERS to analyse the adverts.</p>	<p>Whole class guided reading based around The Diary of Anne Frank. Continue to develop vocabulary, comprehension and inference skills.</p>	<p>Whole class guided reading based around Friend or Foe by Michael Morpurgo.</p> <p>Using VIPERS to develop reading skills as children read through the text.</p>	<p>Whole class guided reading using picture books; Ocean Meets Sky by Terry Fan, The Barnabus Project by the Fan Brothers, Town is by the Sea by Joanne Schwartz and Sydney Smith and A River by Marc Martin.</p> <p>Focus on picture books and discuss how we can infer meaning and comprehend the story by looking at images and illustration. Discuss the power of illustration to support telling a story. Use VIPERS to develop reading skills.</p>	<p>Whole class guided reading using; Literacy Shed+ Stage 3: Coasts</p> <p>Follow the scheme on Literacy Shed+</p>
<p>Writing Weeks</p>						
<p>Maths</p> <p>White Rose Scheme of Learning following the mixed age planning for Y3/4.</p> <p style="text-align: right;">Y3</p>	<p>Place Value Count in multiples of 4,8,50, 100 Find 10 or 100 more or less than a given number Compare and order numbers up to 1000 Identify, represent and estimate numbers using different representations Read & write numbers up to 1000 in numerals and words Solve number problems & practical problems involving these ideas. Addition & Subtraction Add and subtract numbers mentally, including: a three digit number and ones; a three-digit number and tens; a three digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Multiplication & Division Count from 0 in multiples of 4 and 8 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.</p>	<p>Multiplication & Division Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives. Length, perimeter and area measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes Fractions count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole (e.g. $5/7 + 1/7 = 6/7$)</p>	<p>Measure: Money add and subtract amounts of money to give change, using both £ and p in practical contexts. Statistics interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. Measurement: Time tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example to calculate the time taken by particular events or tasks]. Geometry: Properties of shapes draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape or a description of a turn identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</p>			

		<p>compare and order unit fractions, and fractions with the same denominator</p> <p>Measurement: Mass & Capacity measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)</p>	<p>identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>
<p style="text-align: center;">Y4</p>	<p>Place Value Count in multiples of 6,7,9,25,1000 Find 1000 more or less than a given number Count backwards through zero to include negative numbers Recognise the place value of each digit in a 4 digit number Order and compare numbers beyond 1000 Identify, represent and estimate numbers using different representations Round any number to the nearest 10, 100 or 1000 Solve number problems & practical problems that involve all of the above and with increasingly large positive numbers Read Roman numerals to 100 (I to C) and know that over time the numeral system changed to include the concept of zero and place value.</p> <p>Addition & Subtraction Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.</p> <p>Multiplication & Division Count in multiples of 6, 7 and 9 Recall and use multiplication and division facts for multiplication tables up to 12 × 12. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>	<p>Multiplication & Division Recall and use multiplication and division facts for multiplication tables up to 12 × 12. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Recognise and use factor pairs and commutativity in mental calculations. Multiply two digit and three digit numbers by a one digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> <p>Length, perimeter and area Convert between different units of measure [for example, kilometre to metre; hour to minute] measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares.</p> <p>Fractions recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten 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 add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>Measure: Money estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Statistics interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>Measurement: Time Convert between different units of measure [for example, kilometre to metre; hour to minute] read, write and convert time between analogue and digital 12- and 24-hour clocks solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p>Geometry: Properties of shapes compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify acute and obtuse angles and compare and order angles up to two right angles by size identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>Position & Direction describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon.</p>

The 4 operations of number:	The children will work on their use of the 4 operations of number each day for 10 minutes at the start of the Maths lesson throughout the year to ensure that they are constantly consolidating their learning of developing mental maths skills and developing their use of written methods. The questions will be differentiated to suit the needs of groups of children within the class and appropriate manipulatives can be used where needed.			
Science	<p style="text-align: center;">States of Matter</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases 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) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Scientist focus- Lord Kelvin, Antoine Lavoisier and Joseph Priestley.</p>	<p style="text-align: center;">Electricity</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors. <p>Scientist focus- Thomas Edison</p>	<p style="text-align: center;">Sound</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases. <p>Scientist focus- Alexander Graham Bell</p>	<p style="text-align: center;">Living Things & their Habitats</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things <p>Scientist focus- Gerald Durrell</p>
Working Scientifically:				

	Human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water					
Computing NCE Y4	Computing systems and networks- The internet Project Evolve Y4	Creating media- Audio editing	Creating media- Photo editing	Data and information- Data logging	Programming A- Repetition in shapes	Programming B- Repetition in games
Art or Design & Technology	Art & Design Print - Mayan/Aztec prints - explore layers of colour, replicate patterns, coiled string on card/block.	Design Technology Construct/ Materials - Create box packaging for chocolate Follow design process Research existing chocolate packaging Set design brief Design Make Evaluate	Art & Design Collage - overlapping and montage, mosaic Create a blitz scene picture	Design Technology Electronics - Technical Knowledge- understand and use electrical systems. (Links to Science Electricity) Create a night light/reading light. Follow design process	Art & Design Painting Artist focus- David Hockney. Landscape painting. Explore the life and work of the artist. Focus on his use of colour and techniques in his landscape painting. Produce own landscape painting in the style of David Hockney. Use sketchbooks to record observations - visit local area for inspiration.	Design Technology Mechanics Pulley systems- create a pulley system to lower food into an enclosure.
RE Following the ERYC SACRE agreed syllabus	Unit 4.1- Belief in the community. What does it mean to belong to a faith?	Activities linked to the Christmas story and how it is celebrated around the world.	Unit 4.2- Saints and heroes. What makes a hero?	Activities linked to Easter and how it is celebrated around the world.	Unit 4.3 Our World. What do religions teach about caring for our world?	

Music	Exploring duration, texture and structure through South American inspired music. Adding sound effects and musical accompaniments to performance poetry using a range of percussion and voice.		WW2 and the Blitz Looking at texture and timbre by looking at music from the WW2 era. Reflect on how music was important for people in this (and other) difficult situations. Exploring war time music.		BBC Ten Pieces Project - Benjamin Britten - 'Storm' Interlude from 'Peter Grimes' Garage band on Ipads to compose pieces of music.	
	Harvest Considering our musical techniques and performance skills through the practice of songs and actions.	Christmas Carol Concert Considering our musical techniques and performance skills through the practice of carols.	Easter Considering our musical techniques and performance skills through the practice of songs and actions.			
MFL- French La Jolie Ronde	Lessons 1,2,3 Numbers 0-10 Oui, non Greetings, asking and saying how are you. Classroom instructions	Revision of half term 1. Lessons 4 and 5. Ask for and give name Revision of numbers 0-10 Christmas lessons Nativity play characters in the nativity play and simple dialogue Letter to Father Christmas	Revision of last Autumn term. Lessons 6 and 7 Colours More colours. Verb (is)est Connective (and)et	Revision of last half term. Lesson 8. Names of fruit Food items Easter lessons. Making a pancake Easter celebrations Making an Easter card	Lesson 9, 10 Days of the week Letter strings-eu,oi Listen and respond to a nursery rhyme and an extended text Join in reading a story Match sound to written word Copy correctly	Revision of lessons so far. Lesson 11 Months of the year Nagawicka (song)
PE & Games Get Set 4 PE- Y4 Cycle	Y4 Fitness unit	Ball skills Y3/4	Gymnastics (Y4)	Dance (Y4)	Rounders (Y3/4)	Athletics (Y4)
	Fit4Fun Tag Rugby	Hockey	Fit4Fun Dodgeball	Golf	Fit4Fun OAA	Tennis Preparation for Sports Day

<p>Teachers will work alongside Fit4Fun coach to deliver lessons with the aim that the teacher will deliver lessons with the support of coach by the end of the unit.</p>						
<p>PSHE Jigsaw programme: Units to be covered from Y3/4 units:</p>	<p>Being Me In My World Setting personal goals. Self-identity and worth. Positivity in challenges. Rules, rights and responsibilities. Rewards and consequences. Responsible choices. Seeing things from others' perspectives. UK-7-8-1 BM Puzzle outcome: Class Learning Charter</p>	<p>Celebrating Differences Families and their differences. Family conflict and how to manage it (child-centred). Witnessing bullying and how to solve it. Recognising how words can be hurtful. Giving and receiving compliments. UK-7-8-2 CD Puzzle outcome: Compliment Kites</p>	<p>Dreams and Goals Difficult challenges and achieving success. Dreams and ambitions. New challenges. Motivation and enthusiasm. Recognising and trying to overcome obstacles. Evaluating learning processes. Managing feelings. Simple budgeting. UK-7-8-3 DG Puzzle outcome: Garden decorations</p>	<p>Healthy Me Exercise. Fitness challenges. Food labelling and healthy swaps. Attitudes towards drugs. Keeping safe and why it is important online and off line scenarios. Respect for myself and others. Healthy and safe choices. UK-7-8-4 HM Puzzle outcome: Keeping safe</p>	<p>Relationships Family roles and responsibilities. Friendship and negotiation. Keeping safe online and who to go to for help. Being a global citizen. Being aware of how my choices affect others. Awareness of how other children have different lives. Expressing appreciation for family and friends. UK-7-8-5 RL Puzzle outcome: Appreciation streamers</p>	<p>Changing Me How babies grow. Understanding a baby's needs. Outside body changes. Inside body changes. Family stereotypes. Challenging my ideas. Preparing for transition. UK-7-8-6 CM Puzzle outcome: Ribbon of change mobiles</p>