

Year Group: Year 4	Term: Spring 2	Classes: Attenborough & Mackintosh	Teachers: Miss Livermore & Miss Bradford
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Knowing	Understanding/Comprehension	Applying	Analysing	Creating/Synthesis	Evaluating
<b>Basic</b>		<b>Advancing</b>		<b>Deep</b>	
Teaching style: Modelling and Explaining		Reminding and guiding		Coaching and mentoring	
List, Describe, Locate, Write, Find, State, Name, Follow, Complete, Recall, Ask, Use, Match, Report, Measure, List, Illustrate, Label, Recognise, Tell, Repeat, Arrange, Define, Memorise.		Apply, Solve, Explain, Classify, Infer, Categorise, Identify, Organise, Modify, Predict, Interpret, Summarise, Observe, Estimate, Compare.		Select, Choose, Decide, Justify, Debate, Argue, Recommend, Assess, Discuss, Prioritise, Determine, Create, Invent, Compose, Plan, Construct, Design, Imagine, Propose, Devise, Formulate.	

	Date: WB 26/2/19 Week 1 PSHE Week	Date: WB 4/3/19 Week 2	Date: WB 11/3/19 Week 3	Date: WB 18/3/19 Week 4	Date: WB 25/3/19 Week 5	Date: WB 1/4/18 Week 6 Eco Week
English	Fiction Unit: Roman Diary: The Journal of Iliona Focus: Different perspectives Fiction genre: Journey story			Non-Fiction Unit: You Wouldn't want to be a roman gladiator Non-Fiction focus: Conjunctions, paragraphing, questions Non-Fiction genre: Explanation		
	<b>Imitation:</b> Internalise the text, use a range of drama activities, read as a reader, read as a writer. Modelled text from the key text the Journal of Iliona. Written from the perspective of Iliona.  <b>Describe</b> what can be taken from story <b>Interpret</b> the story using a range of activities <b>Create</b> a way of showing the story through drama	<b>Innovation</b> Written from the perspective the family.  <b>Tell</b> someone what an event is like from someone else's perspective. <b>Identify</b> that there are differences. <b>Plan</b> to tell the story from a different perspective.	<b>Invention</b> Written for the perspective of the Roman Army.  <b>Use</b> the features of the text in their own writing. <b>Modify</b> the original text and <b>create</b> their own.	<b>Imitation:</b> Internalise the text, use a range of drama activities, read as a reader, read as a writer. Modelled text – How to survive as a Roman slave.  <b>Describe</b> what can be taken from story <b>Interpret</b> the story using a range of activities <b>Create</b> a way of showing the story through drama	<b>Innovation</b> How to survive as a Roman soldier.  <b>Recognise</b> the tasks required to be a Roman soldier. <b>Explain</b> the difficulties you would face. <b>Plan</b> a day in the life of the roman soldier.	<b>Invention</b> How to survive as a Roman gladiator.  <b>Ask</b> questions to support the writing. <b>Apply</b> the skills of paragraphing, conjunctions and questioning to their work. <b>Create</b> an explanation text about being a Roman gladiator.
Reading	The song of Sky and Sand  Inference, deduction, retrieval, skimming/scanning	The song of Sky and Sand  Inference, deduction, retrieval, skimming/scanning	The song of Sky and Sand  Inference, deduction, retrieval, skimming/scanning	The song of Sky and Sand  Inference, deduction, retrieval, skimming/scanning	The song of Sky and Sand  Inference, deduction, retrieval, skimming/scanning	The song of Sky and Sand  Inference, deduction, retrieval, skimming/scanning
Maths- Maths No Problem	<b>Time</b> Telling Time on a 24-Hour Clock Changing Time in Minutes to Seconds Changing Time in Hours to	<b>Fractions</b> To be able to count in hundredths. To be able to write mixed numbers. To be able to show mixed	<b>Fractions</b> To be able to find equivalent fractions (further practise). To be able to simplify mixed numbers. To be able to simplify	<b>Fractions</b> To be able to add fractions with the same denominator and record the answers in the simplest form. To be able to subtract a	<b>Decimals</b> Writing Tenths Writing Tenths Writing Tenths Writing Hundredths Writing Hundredths	<b>Decimals</b> Writing Hundredths Writing Hundredths Writing Decimals Comparing and Ordering Decimals

	Minutes Solving Problems on Duration of Time Changing Years to Months and Weeks to Days Solving Word Problems	numbers on a number line. To find equivalent fractions.	improper fractions. To be able to add fractions with the same denominator. To be able to add fractions with the same denominator and record answers as mixed numbers.	fraction from a whole number. To be able to subtract a fraction from a mixed number. To be able to solve word problems involving fractions. To be able to use knowledge of fractions to solve problems.		Comparing and Ordering Decimals
History <b>Railways</b>	<b>Lesson:</b> The Earliest Railways and Locomotives  <b>LO:</b> Continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study by learning about the first trains and railways.  <b>Activity:</b> Describe how the first trains and railways were developed and compose a timeline of important events in the history of rail travel.	<b>Lesson:</b> The Wonder of Steam Locomotives  <b>LO:</b> Address and sometime devise historically valid questions about change, cause, similarity and difference and significance by learning about some of the most iconic steam trains of Britain.  <b>Activity:</b> Explain why some steam locomotives are historically significant, say how and why steam locomotives changed over time and describe the similarities and differences of different steam locomotives.	<b>Lesson:</b> The Growth of Britain's Railway Lines  <b>LO:</b> Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how the railway network in Britain grew and spread over time.  <b>Activity:</b> I can describe how and why the railway network in Britain grew and changed over time.	<b>Lesson:</b> Railway Art  <b>LO:</b> Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by studying examples of railway art and considering what the pictures tell us about the railways of the past and present.  <b>Activity:</b> I can identify different features within a piece of artwork and explain what the artist was trying to tell us about life on the railways in the past.	<b>Lesson:</b> The Impact of the Railways  <b>LO:</b> Construct informed responses that involved thoughtful selection and organisation of relevant historical data by investigating the impact of the first railways on existing industries, the environment and people in society.  <b>Activity:</b> I can find out about and debate the positive and negative impact of the first railways on different aspects of society.	<b>Lesson:</b> Locomotive Technology  <b>LO:</b> Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how and why locomotives have changed over time.  <b>Activity:</b> I can describe the technology of different locomotives and explain how and why they have changed over time.
Geography <b>Lesson:</b> Our Roads- traffic fieldwork study  LO: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural	<b>Lesson:</b> Our Roads- traffic fieldwork study  LO: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy,	<b>Lesson:</b> Our Roads- traffic fieldwork study  LO: : Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six 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. Use fieldwork to	<b>Lesson:</b> Recording data in the field  LO: Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs  Activity: Discuss what will be analysing. Children explore the local area to find popular types of vehicle they see: Car	<b>Lesson:</b> Recording data in the field  LO: Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs  Activity: Observe the local area and conduct an experiment to see the most common vehicle. Using the investigation	<b>Lesson:</b> Analysing data  LO: Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs  Activity: Analyse data – what was the most common vehicle? Were there any commercial vehicles? Where were the vehicles heading? Present findings in the form of bar charts and pie charts.	<b>Lesson:</b> Present findings  LO: Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs  Activity: Present findings to the rest of the year group, focussing on the criteria constructed during the week. Other children in the class to compare their findings.

<p>resources including energy, food, minerals and water. Identify and describe the main human and physical features of your local area.</p> <p>Activity: Discuss the definitions of physical and human features. Identify and label human and physical features of a photo of our local area.</p> <p><b>Our Roads- traffic fieldwork study</b></p> <p><b>Key geographical questions:</b> What is the name of this place? Where is this place and which other places are near it? Is it a village, town, suburb or part of a city? What types of buildings can we find and what are they used for? What different types of land-use can we find? Are there any green spaces and what are they used for? Who lives here and what do they do? How do people use this landscape in different ways? Are there any local 'landmarks'? What types of transport links can we find? What evidence is there of connections to other places? What was this place like in the past?</p>	<p>food, minerals and water. Identify and describe the main human and physical features of your local area.</p> <p>Activity: Discuss the definitions of physical and human features. Identify and label human and physical features of a photo of our local area.</p>	<p>observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Measure straight line distances using the appropriate scale. Draw accurate maps with more complex keys.</p> <p>Activity: Using a map, children identify where their local area is in relation to the rest of the UK and the world in general.</p> <p>Map the local area and plan the investigation.</p>	<p>Lorry Truck Taxi Commercial vehicle etc</p> <p>Create a list of criteria that they will be investigating next lesson.</p>	<p>criteria, children complete a tally chart.</p>		
<p>Science <b>Habitats and living things</b></p>	<p>Lesson: What is a habitat? LO: To identify what a habitat is and what animals</p>	<p>Lesson: Vertebrates and Invertebrates LO: To identify the different</p>	<p>Lesson: Classification (Pamishan) LO: To classify a range of</p>	<p>LO: To classify a range of plants into groups and understanding and using a</p>	<p>Lesson: Creating a habitat for a hybrid animal LO: Using your knowledge of habitats,</p>	

	<p>have to do to adapt to new environments Activity: <b>Label</b> different animals and their habitats. <b>Identify</b> why each animal is suited for their environment. <b>Justify</b> reasons why animals have adapted to certain environments.</p>	<p>features of an animal and classify animals and insects into their groups. Activity: <b>Identify</b> the characteristics of a vertebrate and invertebrate. <b>Classify</b> them into groups and <b>justify</b> why they belong in that group.</p>	<p>creatures into groups and understanding and using a dichotomous key. Activity: <b>Match</b> the key to the characteristic and follow the key to decide the creatures' name. <b>Classify</b> the creatures into groups using the different characteristics. <b>Debate</b> and <b>justify</b> your reasoning for placing them in their groups.</p>	<p>dichotomous key. Activity: <b>Match</b> the key to the characteristic and follow the key to decide the plant name. <b>Classify</b> the creatures into groups using the different characteristics. <b>Debate</b> and <b>justify</b> your reasoning for placing them in their groups.</p>	<p>create a habitat for a hybrid creature Activity: <b>Find</b> the hybrid animal and explain what habitat it could possibly live in. <b>Construct</b> a 3D habitat for a hybrid creature.</p>	
DT						
Art <b>Michelangelo</b>	<p><b>Lesson:</b> General works of Michelangelo <b>LO:</b> To understand the works and styles of the artist. <b>Activity:</b> <b>Recognise</b> and <b>describe</b> the work of Michelangelo. <b>Identify</b> characteristics of his art work. <b>Create</b> a piece of art using "Adam" as inspiration Hand drawing</p>		<p><b>Lesson:</b> Sculptures of Michelangelo <b>LO:</b> To understand the works and styles of the artist. <b>Activity:</b> <b>Activity:</b> <b>Recognise</b> and <b>describe</b> the work of Michelangelo and the Sistine chapel. <b>Identify</b> characteristics of his art work. <b>Create</b> a piece of art using the technique of drawing upside down as inspiration. Painting upside down underneath the desk.</p>		<p><b>Lesson:</b> Create a sculpture <b>LO:</b> To create a sculpture Activity: <b>Activity:</b> <b>Recognise</b> and <b>describe</b> the sculptures of Michelangelo and how he would have created these. <b>Identify</b> characteristics of his art work. <b>Create</b> a piece of art using "David" as inspiration Creating a soap carving</p>	
Computing	<p><b>Lesson:</b> E-Safety: The Power of words <b>LO:</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Activity: <b>Discuss</b> the ways they use technology for communication. <b>Understand</b> the perspective of those who are cyber-bullied. <b>Explore</b> similarities and</p>	<p><b>Lesson:</b> E-Safety: The Power of words <b>LO:</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Activity: <b>Discuss</b> the ways they use technology for communication. <b>Understand</b> the perspective of those who are cyber-bullied. <b>Explore</b> similarities and</p>	<p>Lesson: Using Technology LO: With support select and use a variety of software on a range of digital devices. Activity: <b>Identify</b> how we can use different technology. <b>Use</b> the laptops to explore a range of software and start to understand the ways of using it. <b>Assess</b> the effectiveness of the different devices for purpose.</p>	<p>Lesson: Using Technology LO: With support select, use and combine a variety of software on a range of digital devices to accomplish given goals. Activity: <b>Name</b> as many Roman buildings as they can without any help. <b>Use</b> iPads and laptops to reach a given goal. <b>Discuss</b> whether we should always go for the first option when searching.</p>	<p><b>Lesson:</b> Appy Hour <b>LO:</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Activity: Child-led</p>	<p><b>Lesson:</b> Appy Hour <b>LO:</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Activity: Child-led</p>

	differences between in person and cyber bullying.	differences between in person and cyber bullying.				
PE <b>Tennis</b>	Lesson: Ball games Activity: Play competitive games, modified where appropriate ( badminton, cricket, football, hockey, basketball, badminton, cricket, netball, rounder's and tennis) Apply basic principles suitable for attacking and defending.	Lesson: Ball games Activity: Play competitive games, modified where appropriate ( badminton, cricket, football, hockey, basketball, badminton, cricket, netball, rounder's and tennis) Apply basic principles suitable for attacking and defending.	Lesson: Ball games Activity: Play competitive games, modified where appropriate ( badminton, cricket, football, hockey, basketball, badminton, cricket, netball, rounder's and tennis) Apply basic principles suitable for attacking and defending.	Lesson: Ball games Activity: Play competitive games, modified where appropriate ( badminton, cricket, football, hockey, basketball, badminton, cricket, netball, rounder's and tennis) Apply basic principles suitable for attacking and defending.	Lesson: Ball games Activity: Play competitive games, modified where appropriate ( badminton, cricket, netball, rounder's and tennis) Apply basic principles suitable for attacking and defending.	Lesson: Ball games Activity: Play competitive games, modified where appropriate ( badminton, cricket, football, hockey, basketball, badminton, cricket, netball, rounder's and tennis) Apply basic principles suitable for attacking and defending.
PSHE <b>Living in the wider world</b>	Children to do a survey around the school to show who walks, rides a bike, scoots, comes by car, bus.				<b>Drama and seeing the capsule Traffic survey and create graphs Walking bus</b>	
RE <b>Christianity and Judaism What's right and what's wrong?</b>	<b>Lesson:</b> <b>LO:</b> Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.  Activity: <b>Discuss</b> the difference between right and wrong. <b>Understand</b> that something may fit in the grey area between right and wrong. <b>Argue</b> whether different scenarios are right or wrong.	<b>Lesson:</b> <b>LO:</b> Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.  Activity: <b>Discuss</b> the difference between right and wrong. <b>Understand</b> that something may fit in the grey area between right and wrong. <b>Argue</b> whether Mrs Franklin is right or wrong and <b>justify</b> your position.				
Music <b>Stop!</b>	<b>Lesson: 1</b> <b>LO:</b> Stop!  Activity: Games and vocal warm ups Start to learn Stop! - the sung and rapped chorus, A and B	<b>Lesson: 2</b> <b>LO:</b> Gotta Be Me by Secret Agent 23 Skidoo  Activity: Games and vocal warm ups Learn Stop! - option to learn the rapped examples Option to compose own raps	<b>Lesson: 3</b> <b>LO:</b> Radetzky March by Strauss  Activity: Games and vocal warm ups Learn Stop! - option to learn the rapped examples Option to compose own raps	<b>Lesson: 4</b> <b>LO:</b> Ho Gaya Sharabi by Panjabi MC  Activity: Games and vocal warm ups Learn Stop! - option to learn the rapped examples Option to compose own raps	<b>Lesson: 5</b> <b>LO:</b> Libertango by Astor Piazzolla  Activity: Games and vocal warm ups Learn Stop! - option to learn the rapped examples Option to compose own raps	<b>Lesson: 6</b> <b>LO:</b> Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas  Activity: Games and vocal warm ups Learn Stop! - option to learn the rapped examples Option to compose own raps
Languages	<b>Lesson:</b> Going to French cities	<b>Lesson:</b> Giving and understanding basic		<b>Lesson:</b> Talking about the weather		<b>Lesson:</b> Weather and places in France

<p><b>Rigolo 1 Unit 10: Ou vas tu?</b> Children will be taught how to answer the question 'Ou vas-tu?' and explain where they are going.</p>	<p><b>LO:</b> Children will be taught how to answer the question 'Ou vas-tu?' and explain where they are going.</p> <p>Activity: <b>Listen</b> attentively to spoken language and show understanding by <b>joining in</b> and <b>responding</b> <b>Explore</b> the pattern and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <b>Engage</b> in conversations; ask and answer questions; express opinions and <b>respond</b> to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structure. <b>Develop</b> accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p>directions</p> <p><b>LO:</b> Children will be taught how to answer the question 'Ou vas-tu?' and explain where they are going.</p> <p>Activity: <b>Listen</b> attentively to spoken language and show understanding by <b>joining in</b> and <b>responding</b> <b>Explore</b> the pattern and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <b>Engage</b> in conversations; ask and answer questions; express opinions and <b>respond</b> to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structure. <b>Develop</b> accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>		<p><b>LO:</b> Children will be taught how to answer the question 'Ou vas-tu?' and explain where they are going.</p> <p>Activity: <b>Listen</b> attentively to spoken language and show understanding by <b>joining in</b> and <b>responding</b> <b>Explore</b> the pattern and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <b>Engage</b> in conversations; ask and answer questions; express opinions and <b>respond</b> to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structure. <b>Develop</b> accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>		<p><b>LO:</b> Children will be taught how to answer the question 'Ou vas-tu?' and explain where they are going.</p> <p>Activity: <b>Listen</b> attentively to spoken language and show understanding by <b>joining in</b> and <b>responding</b> <b>Explore</b> the pattern and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <b>Engage</b> in conversations; ask and answer questions; express opinions and <b>respond</b> to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structure. <b>Develop</b> accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>
<p>British Values Continuously modelling British Values throughout our teaching/communication.</p>	<p><b>Lesson:</b> Free to be me</p> <p><b>LO:</b> I can explore ways I am free to be me I understand ways to help others to be free to be themselves</p> <p>Activity: <b>List</b> similarities and differences between themselves and another. <b>Question</b> whether those matter. <b>Design</b> a mini book.</p>		<p><b>Lesson:</b> Free to be me</p> <p><b>LO:</b> I can value and respect everyone's individual name Art objective- to learn the skills of painting with acrylic paint</p> <p>Activity: <b>Discuss</b> what they have found out about their name. <b>Explain</b> that a name can mean something or nothing. <b>Choose</b> a format for their book.</p>		<p><b>Lesson:</b> Free to be me</p> <p><b>LO:</b> I can choose words to describe my individual personality</p> <p>Activity: <b>Discuss</b> how we are all different and unique – fingerprints. <b>Research</b> what makes them special. <b>Give reasons</b> for why this is important.</p>	<p><b>Lesson:</b> Free to be me</p> <p><b>LO:</b> I can consider the hopes and dreams we all have Art objective: To use pointillism</p> <p>Activity: <b>Share</b> their work with others. <b>Plan</b> the rest of their mini book. <b>Create</b> their final piece of work.</p>
<p>Outdoor Learning</p>					<p>Lesson: Mr Moore LO: To make structures</p>	

					Activity: Great outdoor structures – design and make Roman structures (DT and ART)	
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