



2023/24
Year 4
















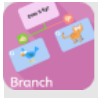


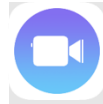

TARGET 12.5
SUBSTANTIALLY REDUCE WASTE GENERATION
By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse.




	Autumn Term		Spring Term		Summer Term	
	3 + 6wks	7wk + 3	+2 5wk	-1 6wk -1	6wk (BH in week 4)	7 wk
Reading	<p>The Queen's Nose (2 weeks)</p> <p>The Queen's Nose (2 weeks)</p> <p>Young Gifted and Black (2 weeks)</p>	<p>Young gifted and Black (2 weeks)</p> <p>Young gifted and Black & Caged Bird (2 weeks)</p> <p>The Girl who stole an Elephant (2 weeks)</p>	<p>The Girl who stole an Elephant (2 weeks)</p> <p>The Girl who stole an Elephant (2 weeks)</p> <p>The Boy at the back of the class (2 weeks)</p>	<p>The Boy at the back of the class (2 weeks)</p> <p>The Boy at the back of the class (2 weeks)</p> <p>Varjak Paw (2 weeks)</p>	<p>Varjak Paw (2 weeks)</p> <p>Varjak Paw (2 weeks)</p> <p>Wind in the Willows (2 weeks)</p>	<p>Wind in the Willows (2 weeks)</p> <p>Wind in the Willows (2 weeks)</p> <p>The Raven (2 weeks)</p>

<p>Writing</p>	<p>Flexible block Suggested use of CUSP Sentence composition suite</p> <p>Poems which explore form (1 week)</p> <p>Persuasive writing (adverts) (2 weeks)</p> <p>First person diary entries (2 weeks)</p> <p>Flexible block</p>	<p>Critical analysis of narrative poetry (2 weeks)</p> <p>Third person adventure stories (3 weeks)</p> <p>News reports (2 weeks)</p> <p>3 days flexible block</p>	<p>Stories from other cultures (3 weeks)</p> <p>Persuasive writing (adverts) (2 weeks)</p> <p>(2 day flexible block)</p>	<p>Explanatory texts (2 weeks)</p> <p>Third person adventure stories (3 weeks)</p> <p>Poems which explore form Enrichment (1 week)</p>	<p>Stories from other cultures (3 weeks)</p> <p>First person diary entries (2 weeks)</p> <p>Flexible block</p>	<p>Critical analysis of narrative poetry (2 weeks)</p> <p>News reports (2 weeks)</p> <p>Explanatory texts (2 weeks)</p> <p>Flexible block</p>
<p>Spelling</p>	<p>Block 1 (2 weeks) Block 2 (2 weeks) Block 3 (1 week) Spelling Bee (1 week)</p>	<p>Block 3 (1 week) Block 4 (2 weeks) Block 5 (2 weeks) Block 6 (2 weeks)</p>	<p>Block 7 (2 weeks) Block 8 (2 weeks) Spelling Bee (1 week)</p>	<p>Block 9 (2 weeks) Block 10 (2 weeks) Block 11 (2 weeks)</p>	<p>Block 12 (2 weeks) Block 13 (2 weeks) Spelling Bee (1 week)</p>	<p>Block 14 (2 weeks) Block 15 (2 weeks) Block 16 (2 weeks)</p>
<p>Maths</p>	<p>Place Value (4 weeks) Addition and subtraction (2 weeks)</p>	<p>Addition and subtraction (1 week) Area (1 week) Multiplication and Division A (3 weeks) Multiplication and Division B (2 weeks)</p>	<p>Multiplication and Division B (1 week) Length and perimeter (2 weeks) Fractions (2 weeks)</p>	<p>Fractions (2 weeks) Decimals (3 weeks)</p>	<p>Decimals B (2 weeks) Money (2 weeks) Time (1 week) Assessment (1 week)</p>	<p>Time (1 week) Shape (2 weeks) Statistics (1 week) Position and direction (2 weeks)</p>

<p>Science</p>	<p><u>STATES OF MATTER</u></p>  <p>Lessons 1-6</p>	<p><u>STATES OF MATTER</u></p>  <p>Lessons 7-10</p> <p><u>SOUND</u></p>  <p>Lessons 1-2</p>	<p><u>SOUND</u></p>  <p>Lesson 3-6</p> <p><u>ELECTRICITY</u></p>  <p>Lesson 1</p>	<p><u>ELECTRICITY</u></p>  <p>Lessons 2 - 5</p>	<p><u>LIVING THINGS AND THEIR HABITATS</u></p>  <p>Lessons 1-6</p>	<p><u>ANIMALS INCLUDING HUMANS</u></p>  <p>Lessons 1-6</p>
<p>RE</p> 	<p>L2.3 Why is Jesus inspiring to some people? 11 lessons</p>	<p>L2.6 Why do some people think that life is like a journey and what significant experiences mark this? 6 lessons</p> <p>L2.9 What can we learn from religions about deciding what is right and wrong? (RE day)</p>	<p>L2.8 What does it mean to be a Hindu in Britain today? 4 lessons</p>			
 <p>History</p>		<p>Why was Rome an Empire and how did this impact Britain?</p>	<p>What did the Anglo Saxons do to shape Modern day Britain?</p>			
 <p>Geography</p>	<p>Environmental (Waste) - Argentina (3) +3 global linked to Global Goal</p>		<p>Human and Physical – Italy (6)</p>	<p>Human and Physical - World Biomes (6)</p>		
<p>Forest school</p>	<p>A forest school day</p>				<p>Forest school every other week</p>	

Computing	 Keynote	 The Internet	 Branching Databases	 Course D	 Stories Unit	 Clips & GarageBand 2
Music	<u>Intro to the Trumpet</u> <u>Mama Mia</u>		<u>Learning to Play the Trumpet Cont...</u> <u>SOUL/GOSPEL - Lean on Me</u>		<u>Blackbird – use trumpets</u> <u>Reflect, Rewind and Replay</u>	
DT		<u>Roman Catapults</u> Structures & Architecture		<u>Torches</u> Electrical systems & Programming	<u>La Pizza</u> Cookery and Nutrition	
Art	<u>Abstract Art</u> Wassily Kandinsky		<u>Myths and Legends</u> Peter Paul Rubens			<u>City Scope Art</u> Camille Pissarro
Languages	RIGOLO 1 UNIT 4 <u>Les Animaux</u> <ul style="list-style-type: none"> Identify animals and pets Recognise and use numbers 11-20 Give someone's name Describe someone RIGOLO 1 UNIT 5 <u>La Famille</u> <ul style="list-style-type: none"> Identify family members Recognise and spell with letters of the alphabet List household items Use basic prepositions <i>sur</i> and <i>dans</i> to describe position 		RIGOLO 1 UNIT 5 <u>La Famille</u> <ul style="list-style-type: none"> Use basic prepositions <i>sur</i> and <i>dans</i> to describe position Project – alphabet chart Unit 5 Assessment RIGOLO 1 UNIT 6 <u>Bon Anniversaire</u> <ul style="list-style-type: none"> Recognise and ask for snacks Give basic opinions about food Use numbers 21-31 		RIGOLO 1 UNIT 6 <u>Bon Anniversaire</u> <ul style="list-style-type: none"> Recognise and use the months Form dates Assessment Unit 5 and 6 RIGOLO 1 UNIT 7 <u>Encore</u> <ul style="list-style-type: none"> Revise ways of describing people Describe someone's nationality Describe people using various adjectives 	
PE	<u>Games</u> Benchball/Endbal 	<u>Games</u> Football	<u>Dance</u>	<u>Gymnastics</u>	<u>Athletics</u>	<u>Games</u> Batting & Bowling

	<p>Regulation Zones (2) Lesson from Ch 3 Time for refuelling p 48 Lesson 9</p> <p>Setting Ground Rules (1)</p> <p>Family and Relationship (1-3)</p>	<p>Regulation Zones (1)</p> <p>Family and Relationship (4-8)</p> <p>Antibullying week (1)</p>	<p>Health and Wellbeing (1-3)</p> <p>LGBTQ Assembly (1)</p> <p>First aid (1)</p>	<p>Regulation Zones (2) Lessons 10 and 11</p> <p>Health and Wellbeing (4-7)</p>	<p>Regulation Zones (2) Lessons 12 and 13</p> <p>Safety and changing Body (1-5 not lesson 3 first aid)</p>	<p>Safety and changing Body (6-8)</p> <p>Economic wellbeing (2-4)</p> <p>Transition (1)</p>
<p>Trips and Visitors</p>			<p>Science museum including the wonder lab – science (electricity and sound)</p>		<p>DT Pizza express</p>	<p>RSHE Bushcraft camping</p>
<p>Power of Me</p>	<p>Digital Me - Ipad: children to make presentations on waste, using keynote</p> <p>Responsible me - -Class Jobs -Weekly newsround</p>	<p>Caring me - Anti-bullying week</p> <p>Performer me - Christmas performance</p> <p>Inspired me - -Guest speaker on sustainable businesses</p> <p>-Children make their individual catapults, inspired by the Romans</p>	<p>Safer me - First Aid Training Session</p> <p>...</p> <p>Adventurous me - Children will challenge themselves by building and testing out a variety of electrical circuits.</p> <p>Responsible me - -Class Jobs -Weekly newsround</p>	<p>Responsible me & Giving back me - Litter picking in the local community</p> <p>Inspired me - Children will become engineers and will build their own torches (and make simple circuits in the process!)</p> <p>Performer me - Fairfield Hall Trumpet Performance</p> <p>Responsible me - -RSHE Health and wellbeing unit -Class Jobs -Weekly newsround</p>	<p>Safer me - -Prior to making their own pizzas, children will learn about different food groups, a healthy diet and various dietary needs.</p> <p>They will also learn about different food allergies/intolerances.</p> <p>Caring me - Geography unit 'Biomes'(different biomes, deforestation and the impact this is having on the world and different species.)</p> <p>Responsible me -</p>	<p>Performer me - Junk percussion workshop</p> <p>Money me - RSHE Economic wellbeing Unit</p> <p>Responsible me - -Class Jobs -Weekly newsround</p>

		Responsible me - -Class Jobs -Weekly newsround			-Class Jobs -Weekly newsround	
Power of We	<u>I do</u>		<u>We do</u>		<u>You do</u>	
was	<p><u>Hook:</u> Rubbish Dump</p> <p><u>Outcome:</u> Children to create a presentation on waste and the different aspects of waste management, on Keynote</p> <p>School wormery and composting area created in Forest School.</p> <p>SWAC links – Rubbish raps</p>		<p><u>Outcome:</u> Regular - Litter picking in the community and sorting litter into general waste, reyclable etc</p> <p>(Possibly link with RE Day? Unit: “What can we learn from religions about deciding what is right and wrong?” For example, both humanists and theists understand that it is the right, good thing to look after the environment.)</p>		<p><u>Possible outcomes:</u> Reduce, Reuse and Recycle at home For example:</p> <ul style="list-style-type: none"> - Get recyclable items in the supermarket - Lable bins at home - check it before you chuck it to make sure it matches the bin you are putting it in (sort waste into the correct bins) - flatten boxes before recycling them. <p>Encourage people to reduce, resuse and recyle. For example:</p> <ul style="list-style-type: none"> – write a letter to your neighbours, encouraging them to do this. <p>Make bin labels for your neighbours and community.</p> <p>Recycling clothes to the charity shop</p> <p>Parent/Carer sustainable café For parents/carers/children to enjoy free food and textile activities together.</p>	