



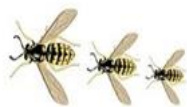
Outline Planning for Autumn Term 1 – 2021

Year 4

| | Week Beginning: 6th September SSS | Week Beginning: 13th September | Week Beginning: 20th September | Week Beginning: 27th September |
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| Handwriting and Spelling | | | | |
| Focus Text | | The Butterfly Lion By Michael Morpurgo - | The Butterfly Lion By Michael Morpurgo - | Little Wolf's Book of badness |
| Reading VIPERS and Comprehension | | The Butterfly Lion Vipers Questions | The Butterfly Lion Vipers Questions | Little Wolf's Book of Badness – Vipers Questions |
| Writing | | <p>Poetry</p> <p>LO: Introduce the book. Describe each of the characters- write words around the characters Talk about characters – what do we know about them so far? – adjectives, (mention similes, metaphors).</p> <p>LO: Identify main features of poetry (look at examples of performance poetry).</p> <p>LO: Use emotive language to describe how the boy is feeling</p> <p>Drama- imagine and act out how the boy feels being at boarding school.</p> <p>Hot-seating technique to find out how the main character feels about what he does by running away and meeting the old lady - Use similes, metaphors, onomatopoeia.</p> <p>WALT: Understand and use syllables. Clapping games to support syllable counts. Create a haiku.</p> <p>WALT: Innovate a poem and perform it (pairs?)- choose part of story so far (boy running away, meeting old lady etc.)</p> | <p>Poetry</p> <p>LO: Edit and review my poem (editing flap by teacher)</p> <p>LO: Choose language to create cohesion and flow in poetry. Look at personification, metaphors, alliteration, assonance. Sentence stacking using these techniques (describing different characters/places/events in story) WALT Understand how onomatopoeia is used WALT: Write your own poem using poetic features – about a white lion. Extn- use personification, assonance, alliteration etc.</p> | Letter |

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| Maths | Number: Place Value L.O. To understand numbers up to 1000 Children will use base 10 to become familiar with any number up to 1000 | Number: Place Value L.O. To be able to round to the nearest 100 Children will use their knowledge of 3-digit numbers of whether they round up or not. | Number: Place Value L.O. Recognising 4-digit numbers Children can identify numbers in their 1000s and that 1000 is made up of 10 100s | Number: Place Value L.O. To understand partitioning Children will explore how numbers can be partitioned in more than one way e.g., $5000 + 300 + 5$ is equal to $4000 + 1200 + 105$ |
| Science | Bones and Muscles L.O. To identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food. They get nutrition from what they eat. Pre-assessment | Bones and Muscles L.O. Understanding what a balanced diet is Explain food groups and nutrition using model meals | Bones and Muscles L.O. Recognising the job of skeletons and muscles Identify that humans and some other animals have skeletons and muscles for support, protection and movement. | Bones and Muscles L.O. to investigate the link between muscle strength and regular training and exercise. |
| History | The Mayan Civilization <i>Identify when Mayan civilisation happened on a timeline:</i> Use dates and historical terms when ordering events and objects in chronological order on timeline. Explore links and contrasts across different periods of time. | The Mayan Civilization Locate the Ancient Mayan Cities. Select and organise relevant historical information to present in a range of ways. | The Mayan Civilization <i>Find out what we know about the Maya from the drawings of Frederick Catherwood and from Mayan sources themselves.</i> Begin to evaluate the usefulness of different sources. | The Mayan Civilization <i>Consider similarities and differences between ancient religions and different religions today. To look at the characteristics of Maya gods.</i> Use evidence to describe what was important to people from the past. Recognise how sources of evidence are used to make historical claims. |
| Geography | | | | |
| PSHE | Becoming a Class 'Team' <u>L.O. I know that my attitudes and actions can make a difference to the class team.</u> Children carry out activities to demonstrate how it feels to be included in a group and excluded from a group. | Being a School Citizen <u>L.O. I understand who is in my school community, the roles they play and how they fit in.</u> Children carry out group work tasks and understand the importance of taking on a role within a group and how they contribute to the overall outcome. | Rights, Responsibilities and Democracy <u>L.O. I understand how democracy works through the school council/in this school.</u> Children make contributions to making a learning charter for the whole school. | Rewards and Consequences <u>L.O. I understand how my actions affect myself and others.</u> Children take part in drama tasks to learn how to empathise with others, how their actions have consequences and how rewards and consequences motivate people's behaviour. |
| RE | What does it mean to belong to a religion? (Christianity) consider activities that help their local community | What does it mean to belong to a religion? (Christianity) Consider the importance of hopes, dreams, fears and nightmares in people's lives | What does it mean to belong to a religion? (Christianity) think about belief;- reflect on what it might mean to 'grow up';- ask their own questions about human identity and behaviour; | What does it mean to belong to a religion? (Christianity) explore symbolic ideas for representing hopes & dreams, fears & nightmares;- recall important events and festivals for Christians;- recall key ideas and events of 'Holy Week'. |
| Art | | Printing: Creating simple stencils and begin to embellish | Printing: Creating simple stencils and begin to embellish L.O. To understand stencil technique and create their own • Pencil control | Printing: Creating simple stencils and begin to embellish |

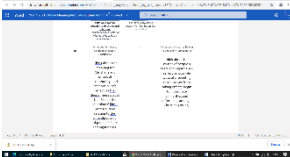
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| | | | <ul style="list-style-type: none"> • Fine motor skills • Hand to eye coordination | |
| Design and Technology | | <p>Cooking and nutrition</p> <p>L.O. To understand and apply the principles of a healthy and varied diet</p> <ul style="list-style-type: none"> • Naming food groups and some examples of foods in each group. • Explain what a balanced diet is. | Cooking and nutrition | <p>Cooking and nutrition</p> <p>L.O. To prepare a meal of savoury dishes using a range of cooking techniques</p> <ul style="list-style-type: none"> • Applying correct ingredients • Measuring amounts • Learning to use cutlery appropriately |
| Music | <p>Violin – Baroque</p> <p>L.O. I can hold the violin with correct posture.</p> <p>Listening and appraising Baroque music, singing and performing.</p> | <p>Violin – Baroque</p> <p>L.O. I can perform pizzicato on the D string.</p> <p>Singing, performing and composition.</p> | <p>Violin – Baroque</p> <p>L.O. I can perform a call and response phrase using crotchet beats.</p> <p>Listening and appraising Baroque music, singing and performing.</p> | <p>Violin – Baroque</p> <p>L.O. I can perform a piece using crotchet and minim beats.</p> <p>Singing and performing.</p> |
| PE | Team Games 2 (Attacking and Defending – Netball and Basketball) | Team Games 2 (Attacking and Defending – Netball and Basketball) | Team Games 2 (Attacking and Defending – Netball and Basketball) | Team Games 2 (Attacking and Defending – Netball and Basketball) |
| Computing | | <p>We are co-authors; producing a wiki.</p> <p>L.O. To plan content for a wiki page creation</p> <ul style="list-style-type: none"> • text creation • research using MediaWiki/ PBworks/ Googlesites • Geography, continents and oceans | <p>We are co-authors; producing a wiki.</p> <p>L.o</p> | <p>We are co-authors; producing a wiki.</p> |



Outline Planning for Autumn Term 1 – 2021

Year 4

| | Week Beginning: 4th October | Week Beginning: 11th October | Week Beginning: 18th October |
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| Handwriting and Spelling | | | |
| Focus Text | Little Wolf's Book of badness | Hope Jones Saves the World. By Josh Lacey | Hope Jones Saves the World. By Josh Lacey |
| Reading VIPERS and Comprehension | Little Wolf's Book of Badness - Vipers Questions | Hope Jones Saves the World – Vipers Questions | Hope Jones Saves the World – Vipers Questions |
| Writing | Letter | persuasive writing | persuasive writing |
| Maths | <p>Number: Addition and Subtraction</p> <p>L.O. To be able to add and subtract in 1s, 10s and 100s</p> <p>Children build on prior learning of adding and subtracting hundreds, tens and ones. They are introduced to adding and subtracting thousands</p> | <p>Number: Addition and Subtraction</p> <p>L.O. To be able to add and subtract 2 4 -digit numbers</p> <p>Children use their understanding of addition and subtraction of 3-digit numbers to add two 4-digit numbers with no exchange. They use concrete equipment and a place value grid to support their understanding alongside column addition.</p> | <p>Number: Addition and Subtraction</p> <p>L.O. To be able estimate answers and check strategies</p> <p>In this step, children use their knowledge of rounding to estimate answers for calculations and word problems.</p> <p>Children explore ways of checking to see if an answer is correct by using inverse operations.</p> |
| Science | <p>Bones and Muscles</p> <p>L.O. To investigate exercise and the effects on the respiratory system</p> <p>How running or strenuous exercise makes you breathe heavily</p> | <p>Bones and Muscles</p> <p>L.O. Investigating muscles</p> <p>Look at how muscles work in pairs. Investigate the question – Do some people have stronger muscles because they use them more?</p> | <p>Bones and Muscles</p> <p>L.O. Assessment of topic</p> <p>Create a quiz on bones and muscles</p> |
| History | <p>The Mayan Civilization</p> <p><i>Find out what Maya people grew, ate.</i> Describe similarities and differences between people from time studied.</p> | <p>The Mayan Civilization</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><i>Discuss why the Mayan civilisation ended so suddenly.</i></p> </div> <p>Begin to describe the main changes in a period in history; Discuss significant aspects of and connections between different historical events.</p> | <p>The Mayan Civilization</p> |
| Geography | | | |

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| PSHE | <p>Our Learning Charter <u>L.O. I understand how groups can come together to make decisions and how I can take on a role to contribute to the overall outcome.</u> Children design a poster on what it takes to be an effective team.</p> | <p>Owning our Learning Charter <u>L.O. I understand how democracy and having a voice benefits out school community.</u> Discussion surrounding posters from last lesson and continuation.</p> | |
| RE | <p>What does it mean to belong to a religion? (Christianity) · think about the meaning for Christians and others of ‘community’ and ‘responsibility’;· reflect on the deeper messages of the ‘Rise of the Guardians’ film;· produce ideas relating to the possible causes of people’s fears and nightmares.</p> |  <p>What does it mean to belong to a religion? (Christianity) think about the causes of people’s fears and nightmares· reflect on possible ways of preventing those causes from taking effect;· begin to Investigate similarities and differences amongst Christian groups;</p> | |
| Art | <p>Printing: Creating simple stencils and begin to embellish L.O. To be able to embellish stencil art</p> | <p>Printing: Creating simple stencils and begin to embellish</p> | <p>Printing: Creating simple stencils and begin to embellish L.O. Create a stencil and apply to a poster</p> |
| Design and Technology | <p>Cooking and nutrition</p> | <p>Cooking and nutrition L.O. To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <ul style="list-style-type: none"> Learning new cultures <ul style="list-style-type: none"> Developing understanding of heritage </p> | <p>Cooking and nutrition</p> |
| Music | <p>Violin – Baroque L.O. I can compose a simple call and response rhythm using two notes. Singing, composing and performing.</p> | <p>Violin – Baroque L.O. I can refine a performance and perform to an audience. Performing and composing.</p> | |
| PE | <p>Team Games 2 (Attacking and Defending – Netball and Basketball)</p> | <p>Team Games 2 (Attacking and Defending – Netball and Basketball)</p> | <p>Team Games 2 (Attacking and Defending – Netball and Basketball)</p> |
| Computing | <p>We are co-authors; producing a wiki.</p> | <p>We are co-authors; producing a wiki.</p> | <p>We are co-authors; producing a wiki.</p> |