

Year Group: 4	Term: Autumn 1	Classes: Attenborough and Mackintosh	Teachers: Miss Livermore and Mrs Fairbairn
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Knowing	Understanding/Comprehension	Applying	Analysing	Creating/Synthesis	Evaluating
Basic		Advancing		Deep	
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: 02.09.19 (three days) Week 1	Date: 09.09.19 Week 2	Date: 16.09.19 Week 3	Date: 23.09.19 Week 4	Date: 30.09.19 Week 5	Date: 07.10.19 Week 6	Date: 14.10.19 Week 7	Date: 21.10.19 Week 8
	INFLUENTIAL PERSON THEME				ANCIENT GREECE THEME			
Writing	Diary entry	Diary entry	Factfile Present using PowerPoint	Factfile Present using PowerPoint	Poem: Mythical monsters by Sara Fanelli Poetry genre: Concrete Responding to a poem Creating a spine poem Responding to a poem Writing a list poem Writing a list poem	Key text: Jason and the Golden Fleece Fiction focus: Myths and legends Imitation: Internalise the text, use a range of drama activities, read as a reader, read as a writer. Model text.	Key text: Jason and the Golden Fleece Fiction focus: Myths and legends Innovation: Class write but change object to a goblet to put out the fiery breath	Key text: Jason and the Golden Fleece Fiction focus: Myths and legends Invention: Children pick a piece of treasure guarded by a mythical creature
Cross Curricular writing						Science report on teeth and how to look after them.		History related writing?
Reading	Assess book bands	Knowledge organisers 1. Vocabulary 2. Literal retrieval 3. Inference	Knowledge organisers 1. Vocabulary 2. Summarising 3. Comparisons	Cats- Non-Fiction 1. Vocabulary 2. Literal retrieval 3. Inference	The Quest of Medusa's Head (Fiction-myth) 1. Vocabulary 2. Literal retrieval 3. Inference	It Couldn't Be Done- Poetry 1. Vocabulary 2. Literal retrieval 3. Inference	Snowball and Ebony-Fiction 1. Vocabulary 2. Literal retrieval 3. Summarising	Snowball and Ebony-Fiction 1. Vocabulary 2. Literal retrieval 3. Prediction
Spelling – red and green group		Spelling pattern: Use the prefix in-	Spelling pattern: Use the prefix im-	Spelling pattern: Use the prefix ir-	Spelling pattern: Use the prefix sub-	Spelling pattern: Use the prefix inter-	Spelling pattern: Use the prefix super-	Spelling pattern: Use the prefix anti-
Spelling- blue group		Spelling pattern: Words with the long /ei/ sound spelt with ei	Spelling pattern: Words with the long /ei/ sound spelt with 'ey'	Spelling pattern: Words with the long /ei/ sound spelt with 'ai'	Spelling pattern: Words with /ə:/ sound spelt with ear	Spelling pattern: Homophones and near homophones	Spelling pattern: Homophones and near homophones	Spelling pattern: Homophones and near homophones
Spelling- orange group		Spelling pattern: Words with the digraph 'qu'	Spelling pattern: Words with the digraph 'ch'	Spelling pattern: Words with the digraph 'sh'	Spelling pattern: Words with the digraph 'th'	Spelling pattern: Words with the digraph 'ng'	Spelling pattern: Words with the digraph 'ai'	Spelling pattern: Words with the digraph 'ee'
Maths- Maths No Problem- Attenborough Class Graphs	Chapter 5 – Graphs (Link to Attenborough - Show how the number of animals in the world are decreasing)	Chapter 5 – Graphs (Link to Attenborough - Show how the number of animals in the world are decreasing)	Numbers to 10,000 1. Counting in hundreds and twenty-fives	Numbers to 10,000 6. Comparing and ordering numbers	Numbers to 10,000 11. Rounding numbers 12. Rounding numbers	Addition and subtraction within 10,000 1. Finding sums	Addition and subtraction within 10,000 6. Adding Using	Addition and subtraction within 10,000 11. Subtracting without

	<ol style="list-style-type: none"> To be able to draw and read picture graphs and bar graphs. To be able to draw and read bar graphs. To be able to draw and read line graphs. 	<ol style="list-style-type: none"> To be able to draw and read line graphs. To be able to draw and read line graphs. Chapter consolidation <p>Cross curricular: Draw own graph linking to David Attenborough.</p>	<ol style="list-style-type: none"> Counting in thousands Counting in thousands, hundreds, tens and ones Using place value Using place value 	<ol style="list-style-type: none"> Comparing and ordering numbers Making number patterns Making number patterns Counting in sixes, sevens and nines. 	<ol style="list-style-type: none"> Rounding numbers to estimate Rounding numbers to estimate Chapter consolidation 	<ol style="list-style-type: none"> Adding without renaming Adding with renaming Adding with renaming Adding with renaming 	<ol style="list-style-type: none"> Mental Strategies Adding Using Mental Strategies Finding differences Subtracting without renaming Subtracting without renaming 	<ol style="list-style-type: none"> renaming Subtracting without renaming Subtracting without renaming Subtracting using mental strategies. Solving word problems.
Maths- Maths No Problem- Mackintosh Class	<p>Chapter 12- Geometry (link to Mackintosh use of geometry in art)</p> <ol style="list-style-type: none"> Knowing Types of angles Comparing Angles Classifying Triangles 	<p>Chapter 12- Geometry (link to Mackintosh use of geometry in art)</p> <ol style="list-style-type: none"> Classifying quadrilaterals Identifying symmetrical figures Drawing lines of symmetry Completing symmetrical figures 	<p>Chapter 12- Geometry (link to Mackintosh use of geometry in art)</p> <ol style="list-style-type: none"> Making symmetrical figures Completing symmetrical figures Sorting shapes Chapter consolidation <p>Chapter 13- Position and movement (link to Mackintosh art)</p> <ol style="list-style-type: none"> Describing position 	<p>Chapter 13- Position and movement (link to Mackintosh art)</p> <ol style="list-style-type: none"> Describing position Plotting points Describing position Describing movements Chapter consolidation 	<p>Numbers to 10,000</p> <ol style="list-style-type: none"> Counting in hundreds and twenty-fives Counting in thousands Counting in thousands, hundreds, tens and ones Using place value Using place value 	<p>Numbers to 10,000</p> <ol style="list-style-type: none"> Comparing and ordering numbers Comparing and ordering numbers Making number patterns Making number patterns Counting in sixes, sevens and nines 	<p>Numbers to 10,000</p> <ol style="list-style-type: none"> Rounding numbers Rounding numbers Rounding numbers to estimate Rounding numbers to estimate Chapter consolidation 	<p>Addition and subtraction within 10,000</p> <ol style="list-style-type: none"> Finding sums Adding without renaming Adding with renaming Adding with renaming Adding with renaming
Maths- Cross Curricular		<p>PE- Data Link to Rugby-throwing and catching</p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p>				<p>Science Data LO: Interpret and present discrete data for teeth using appropriate graphical method. – Bar chart</p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p>	<p>Measurement – Convert between different units of measure e.g. g to kg</p>	<p>Measurement – Convert between different units of measure e.g. g to kg</p>
Science					<p>Lesson 1: What do we know about food?</p> <p>LO: To share what we know about food and</p>	<p>Lesson 3: What sort of teeth do we have?</p> <p>LO: To identify the different teeth that</p>	<p>Lesson 5: How can we look after our teeth?</p> <p>LO: To recognise how to look after our teeth</p>	<p>Lesson 6: What do animals eat?</p> <p>LO: To construct food chains and webs for a</p>

					<p>nutrition and to ask questions about what happens to food after it has been eaten.</p> <p>Activity: Challenge 1: Answer questions and draw a diagram to show what happens to food Challenge 2: Sort food into groups. Draw and label a diagram to show what happens to food Challenge 3: Produce a report about food groups, draw and label a diagram to show what happens to food</p> <p>Lesson 2: Where does the food go inside your body?</p> <p>LO: To investigate where our food goes after it has been eaten.</p> <p>Activity: Challenge 1: Order the parts of the digestive system. Challenge 2: Label a diagram of the digestive system. Challenge 3: Research information about the digestive system.</p>	<p>humans have.</p> <p>Activity: Challenge 1: Children check and record which teeth they have. Challenge 2: Children check and record which teeth they have. Challenge 3: Draw the teeth of adults and children and explore the differences between them.</p> <p>Lesson 4: Why do we have different types of teeth?</p> <p>LO: To identify the different types of teeth and humans have and understand their functions</p> <p>Activity: Challenge 1: Explore what happens inside the mouth as they eat different types of food Challenge 2: Explore what happens inside the mouth as they eat different types of food, draw and label teeth and explore the function of different types of teeth. Challenge 3: Children explore the difference between the teeth of herbivores, carnivores and omnivores.</p>	<p>and explain its importance</p> <p>Activity: Challenge 1: Children create a slideshow to show the different ways we can protect our teeth. Challenge 2: Children create a slideshow to show what happens to teeth if they are not looked after properly. Challenge 3: Children create a slideshow to explain the importance of caring for milk teeth as well as adult teeth.</p>	<p>particular habitat.</p> <p>Activity: Challenge 1: Children classify animals into predators and prey and make a food chain. Challenge 2: Children complete a table and food web. Challenge 3: Children research the diet of animals and create a food web.</p>
<p>History</p> <p>Ancient Greece- a study of Greek life and achievements and their influence on the western world.</p>					<p>Ancient Greece</p> <p>Lesson 1- Chronology LO: To sequence events</p> <p>Activity: Sequence events including those that include BC and AD</p>	<p>Ancient Greece</p> <p>Lesson 3- Source work-text LO: To analyse sources of evidence</p> <p>Activity: Extract information from</p>	<p>Ancient Greece</p> <p>Lesson 5- Source work-Enquiry LO: To analyse sources of evidence and form conclusions</p> <p>Activity: Apply skills to</p>	<p>NC Links: L.O. Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills Activity:</p>

					<p>Lesson 2- Source work-maps LO: To analyse sources of evidence</p> <p>Activity: Extract information from visual sources and infer its impact</p>	<p>visual and written sources and begin to infer and deduce information from it.</p> <p>Lesson 4- Source work-archaeology LO: To critically analyse sources</p> <p>Activity: Extract information from archaeological sources. Learn about limitations of such sources.</p>	<p>answer a specific question under guidance from teacher</p> <p>Lesson 6- Source work, enquiry, significance LO: To pursue an enquiry</p> <p>Activity: Apply source skills independently and use information to create conclusions.</p>	<p>Plan a meal Find an existing recipe and list the ingredients and measurements (Cross curricular maths) Construct the feast</p> <p>Fabulous Finish/Fundraiser Cooking- create bread/pitta bread and have a Greek feast – Parents to be invited</p>
Geography		<p>Influential person</p> <p>LO: To locate places using a world map</p> <p>Explore influential person (CRM and DA) and find out which places around the world are significant to them. Locate these using a world map.</p>						
Computing	<p>Using Technology https://www.safesearchkids.com to search the web</p> <p>LO: Understand how results are selected and ranked by search engines.</p>	<p>Using Technology PowerPoint</p> <p>LO: With support select and use a variety of software on a range of digital devices. LO: With support select, use and combine a variety of software on a range of digital devices to accomplish given goals.</p> <p>To create slide templates and organise slides with hyperlinks To add theme, transition and animations to a presentation To insert audio and video</p>			<p>E-safety Lesson 1- Rings of responsibility</p> <p>To reflect upon their offline responsibilities To examine their online responsibilities To learn that good digital citizens are responsible and respectful in the digital world and beyond</p>			
DT								<p>NC Links: L.O. Research, plan and prepare and cook a</p>

							<p>savoury dish, applying his/her knowledge of ingredients and his/her technical skills</p> <p>Activity:</p> <p>Plan a meal</p> <p>Find an existing recipe and list the ingredients and measurements (Cross curricular maths)</p> <p>Construct the feast</p> <p>Fabulous Finish/Fundraiser</p> <p>Cooking- create bread/ pitta bread and have a Greek feast – Parents to be invited</p>	
PE		<p>Swimming</p> <p>LO: Swim approx 10m using a range of different strokes (back / breast / front crawl)</p> <p>Perform a sequence of changing shapes whilst floating on the surface</p> <p>Perform a sequence of changing shapes whilst floating on the surface</p>	<p>Swimming</p> <p>LO: Swim approx 10m using a range of different strokes (back / breast / front crawl)</p> <p>Perform a sequence of changing shapes whilst floating on the surface</p> <p>Perform a sequence of changing shapes whilst floating on the surface</p>	<p>Swimming</p> <p>LO: Swim approx 10m using a range of different strokes (back / breast / front crawl)</p> <p>Perform a sequence of changing shapes whilst floating on the surface</p> <p>Perform a sequence of changing shapes whilst floating on the surface</p>	<p>Swimming</p> <p>LO: Swim approx 10m using a range of different strokes (back / breast / front crawl)</p> <p>Perform a sequence of changing shapes whilst floating on the surface</p> <p>Perform a sequence of changing shapes whilst floating on the surface</p>	<p>Gymnastics</p> <p>Lesson 1: Jumps and Leaps</p> <p>LO: To perform a range of jumps and leaps</p> <p>To develop resilience in the context of sport</p>	<p>Gymnastics</p> <p>Lesson 2: Rolls</p> <p>LO: To perform a straddle forward roll and a backward roll to straddle correctly</p> <p>To develop resilience in the context of sport</p>	<p>Gymnastics</p> <p>Lesson 3: Vaulting</p> <p>LO: To perform a straddle on vault correctly</p> <p>To develop resilience in the context of sport</p>
PE		<p>Tag Rugby</p> <p>Lesson 1: Throwing and catching</p> <p>LO: To throw and catch a rugby ball</p> <p>To develop resilience in the context of sport</p>	<p>Tag Rugby</p> <p>Lesson 2: Moving and dodging</p> <p>LO: To execute a successful pass of a rugby ball while on the move</p> <p>To move with the ball into space</p> <p>To develop resilience in the context of sport</p>	<p>Tag Rugby</p> <p>Lesson 3: Tagging</p> <p>LO: To know, understand and apply the rules of tagging in tag rugby</p> <p>To develop resilience in the context of sport</p>	<p>Tag Rugby</p> <p>Lesson 4: Intercepting</p> <p>LO: To gain possession by intercepting a pass</p> <p>To develop resilience in the context of sport</p>	<p>Tag Rugby</p> <p>Lesson 5: Attacking and defending tactics</p> <p>LO: To use attacking and defending skills and knowledge to make tactical decisions</p> <p>To develop resilience in the context of sport</p>	<p>Tag Rugby</p> <p>Lesson 6: Gameplay</p> <p>LO: To apply attacking and defending skills in a game of tag rugby</p> <p>To watch and evaluate the performance of others</p> <p>To develop resilience in the context of sport</p>	<p>Tag Rugby</p> <p>Lesson 7: Gameplay</p> <p>LO: To apply attacking and defending skills in a game of tag rugby</p> <p>To watch and evaluate the performance of others</p> <p>To develop resilience in the context of sport</p>
PSHE	<p>Strings</p> <p>LO: To write about a dream for the future</p> <p>To measure heights and record using string.</p>	<p>Living in the wider world</p> <p>Taking care of the environment (Plastic pollution)</p> <p>LO: To learn about the sustainability of the environment across the world</p>	<p>Living in the wider world</p> <p>Taking care of the environment (Plastic pollution)</p> <p>LO: To learn about the sustainability of the environment across the world</p>	<p>Rights and responsibilities</p> <p>LO: To learn about their responsibilities, rights and duties (home, school and the environment)</p>	<p>Living in the wider world</p> <p>Rights and responsibilities</p> <p>LO: To learn about being part of a community and about who works with the local community</p>			<p>Living in the wider world</p> <p>Rights and responsibilities</p> <p>LO: To learn about resolving differences – agreeing and disagreeing</p>
British Values								<p>Democracy lesson 1:</p> <p>Campaign to support the crayons</p>
Art	Stained glass window	Stained glass window	Stained glass window	Stained glass window				

<p>Charles Rennie Mackintosh class</p>	<p>print</p> <p>Lesson 1</p> <p>LO: To label and describe a piece of art.</p>	<p>print</p> <p>Lesson 2</p> <p>LO: To sketch ideas inspired by artwork</p>	<p>print</p> <p>Lesson 3</p> <p>LO: To design a stained glass window</p> <p>Lesson 4</p> <p>LO: To use block printing to create a repeated pattern</p>	<p>print</p> <p>Lesson 5</p> <p>LO: To create a stained glass window print.</p>				
<p>Art David Attenborough class</p>	<p>James Brunt</p> <p>Lesson 1</p> <p>LO: To learn about the artist James Brunt.</p> <p>To describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied</p> <p>To label and describe a piece of art.</p>	<p>James Brunt</p> <p>Lesson 2</p> <p>LO: Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork</p>	<p>James Brunt</p> <p>Lesson 3</p> <p>LO: Plan a sculpture through drawing and other preparatory work</p>	<p>James Brunt</p> <p>Lesson 4</p> <p>LO: To create a natural piece of art inspired by James Brunt.</p>				
<p>RE</p>		<p>Why is Jesus inspiring to some people?</p> <p>Lesson 1</p> <p>LO: To explore what makes a person inspirational to others, identifying characteristics of a good role model.</p>	<p>Why is Jesus inspiring to some people?</p> <p>Lesson 2</p> <p>LO: To explore creatively some words and actions of Jesus which continue to inspire Christians today.</p>	<p>Why is Jesus inspiring to some people?</p> <p>Lesson 3</p> <p>LO: To collect pupils' questions and then find out how Christians interpret these by asking some- LINK TO RE VISITOR</p>	<p>Why is Jesus inspiring to some people?</p> <p>Lesson 4</p> <p>LO: To act out stories and create artworks related to these.</p>	<p>Why is Jesus inspiring to some people?</p> <p>Lesson 5</p> <p>LO: To find out about the impact that believing in Jesus can have on a Christian's life.</p>	<p>Why is Jesus inspiring to some people?</p> <p>Lesson 6:</p> <p>LO: To find out how Jesus has inspired some examples of contemporary inspirational Christians, focusing on how Christians show gratitude to Jesus for saving them and dealing with sin and death.</p>	<p>Why is Jesus inspiring to some people?</p> <p>Lesson 7:</p> <p>LO: To find out how Jesus has inspired some examples of contemporary inspirational Christians, focusing on how Christians bring forgiveness, e.g. through prayer, worship, giving generously, telling other people about Jesus, caring for others.</p>
<p>Music</p> <p>Mamma Mia</p>		<p>Mamma Mia</p> <p>Lesson 1: Step 1</p> <p>LO: To listen and</p>	<p>Mamma Mia</p> <p>Lesson 2: Step 2</p> <p>LO: To play</p>	<p>Mamma Mia</p> <p>Lesson 3: Step 3</p> <p>LO: To improvise</p>	<p>Mamma Mia</p> <p>Lesson 4: Step 4</p> <p>LO: To compose music</p>	<p>Mamma Mia</p> <p>Lesson 5: Step 5</p> <p>LO: To choose a piece</p>	<p>Mamma Mia</p> <p>Lesson 6: Step 6</p> <p>LO: To perform a piece</p>	

		<p>appraise a piece of music</p> <p>Activity: Listen and appraise Mamma Mia by Abba. Warm-up games, flexible games, start to learn the song. Sing the song.</p>	<p>instrumental parts for a piece of music</p> <p>Activity: Listen and appraise Dancing Queen by Abba. Warm-up games, flexible games, start to learn the song. Sing the song. Play instrumental parts.</p>	<p>voices or instruments for a piece of music.</p> <p>Activity: Listen and appraise The Winner Takes it All by Abba. Warm-up games, flexible games, start to learn the song. Sing the song. Play instrumental parts. Improvise music.</p>	<p>for a piece of music</p> <p>Activity: Listen and appraise Waterloo by Abba. Warm-up games, flexible games, start to learn the song. Sing the song. Play instrumental parts. Improvise music. Perform compositions within the song.</p>	<p>of music to perform</p> <p>Activity: Listen and appraise Super Trouper by Abba. Warm-up games, flexible games, start to learn the song. Sing the song. Play instrumental parts. Improvise music. Perform compositions within the song. Choose a piece of music to perform.</p>	<p>of music</p> <p>Activity: Listen and appraise Thank you for the Music by Abba. Warm-up games, flexible games, start to learn the song. Sing the song. Play instrumental parts. Improvise music. Perform compositions within the song. Choose a piece of music to perform. Perform a piece of music.</p>	
<p>Languages</p> <p>Unit 7: Encore</p>					<p>Lesson: Revision of ways to describe people LO: Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Activity: Recall key words and phrases. Identify the character being described. Compose a sentence to describe the character.</p>	<p>Lesson: Revision of ways to describe people LO: Speak in sentences, using familiar vocabulary, phrases and basic language structure.</p> <p>Explore the pattern and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Activity: Describe others in the classroom. Identify relevant words for description. Create sentences/flashcards.</p>	<p>Lesson: Revision of ways to describe people LO: Listen attentively to spoken language and show understanding by joining in and responding Read carefully and show understanding of words, phrases and simple writing</p> <p>Activity: Find the location of the countries on the map. Identify the correct punctuation and pronunciation. Create new names and places using the countries chosen.</p>	<p>Lesson: Revision of ways to describe people LO: Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Activity: Describe the characters' personalities. Identify the spelling patterns and similarities. Construct sentences using the given vocabulary.</p>
<p>Outdoor Learning</p>		<p>Lesson: Eggstastic</p> <p>LO: To work cooperatively to problem solve. They need to: To communicate ideas clearly To listen to others ideas To complete a task as a group To name a different</p>						

		<p>birds</p> <p>Activity: AM session: Protecting the egg <i>In small groups they get given a fake egg but need to find a way to keep them protected whilst throwing it around the group.</i> Images of birds and their eggs – in groups children match the egg to the bird Children to make clay egg – decorating with elements of nature, carving in images <i>Talk about keeping eggs safe? What factors do you need to consider? Height, strong, solid, weather?</i> Share images of different nests Children to make birds nest</p> <p>PM session: Bird wings and mud hut Watch Primitive Technology: Tiled Roof Hut (youtube) <i>Encourage children to work in pairs, child to make own their own birds out of pegs or sticks</i> Mud brick making or digging/ construction of mud hut</p>						
Visits/ Visitors				Visitor from church				Parents to be invited to the Greek Feast