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| **Year Group: 4**  **Term: Spring 1 2024** | | **Value of the term:** | | **English Text:**    Pebble in my  pocket  By Meredith  Hooper | | **Themes:**  Materials, Mountains, Valleys and Volcanoes, Prehistory and Dinosaurs, Rivers, Seas and Oceans, Stone Age, Bronze Age, Iron Age | |
| **Subject** | **Week 1**  4th January | **Week 2**  8th January | **Week 3**  15th January | **Week 4**  22nd January | **Week 5**  29th January | **Week 6**  5th February | **Week 7**  12th February |
| **Important Dates to Note including Enrichment Opportunities** | 2 day week |  | Marvellous Middle:  One Day Creative 'Volcanoes and Earthquakes' Workshop (Geography – 17 (Fairlop and Gants Hill)-18th (Barkingside and Newbury Park) January 2024)  Friday 19th Jan  El Carnival | Friday 26th Jan World religion AFTERNOON  *Corridor display deadline* | Fantastic Finish:  Natural History Museum – ‘Earthquakes and Volcanoes’  (Geography- Friday 2nd February 2024)  All classes  Formal Observation Week |  | DT Week |
| English  (see weekly plan) | Poetry, respond to poetry and respond to illustration | Poetry, respond to poetry and respond to illustration | Visualisation, Poetry | Text Marking, Reader’s Theatre and Story-mapping | Explanatory writing | Persuasive writing, writing in role and book making | Book talk, narration and narrative |
| PSHRE | **Physical Health and Fitness**  Characteristics and mental and physical benefits of an active lifestyle  Risks associated with an inactive lifestyle (including obesity).  How and when to seek support including which adults to speak to in school if they are worried about their health. | **Healthy Eating**  What constitutes a healthy diet (including understanding calories and other nutritional content).  Principles of planning and preparing a range of healthy meals. | **Healthy Eating**  Why people may eat or avoid certain foods (religious, moral, cultural or health reasons)  explain why a person may avoid certain foods  ability to communicate their own personal food needs  understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons | **Health and Prevention**  Importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. | **Health and Prevention**  Facts and science relating to allergies, immunisation and vaccination.  Personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. | **Basic First Aid**  How to make a clear and efficient call to emergency services if necessary.  Concepts of basic first-aid, for example dealing with common injuries, including head injuries. | **Physical Health and Fitness**  Characteristics and mental and physical benefits of an active lifestyle  Risks associated with an inactive lifestyle (including obesity).  How and when to seek support including which adults to speak to in school if they are worried about their health. |
| History/Geography | **Stunning Start:**  To understand what the earth is made from and what each of the earths layers look like?  (Geography 4th January) | To understand how Volcanoes are formed and where in the world they are? | **Marvellous Middle:**  One Day Creative 'Volcanoes and Earthquakes' Workshop  (Geography - 17-18th January 2024) | To understand what happens when a Volcanoes erupts? | **Fantastic Finish:**  Natural History Museum – ‘Earthquakes and Volcanoes’ TRIP  (Geography- Friday 2nd February 2024) | Can I explain what an earthquake is and how they happen? | Can I explain what happened in Pompeii in 79AD? |
| Science |  | **Humans and Other Animals** What do we know about food? | **Humans and Other Animals**  Where does the food go? | **Humans and Other Animals**  How do the different parts in the digestive system function? | **Humans and Other Animals**  How do the different parts in the digestive system function?  Part 2 | **Humans and Other Animals**  What sort of teeth do we have? | **Humans and Other Animals**  What are the functions of each teeth type? |
| Computing | **Logo**  To input simple instructions on Logo. | **Logo**  To create Logo instructions to draw letters of increasing complexity. | **Logo**  To create shapes using the repeat function. | **Logo**  To use the build feature to create flowers. | **Animation**  To put together a simple animation on paper and using 2animate. | **Animation**  To learn about ‘Onion Skinning’ in animation and use backgrounds and sounds. | **Animation**  To create own animation using stop motion animation. |
| Maths  (see weekly plan for detailed breakdown) | **Multiplication and Division B**  Factor Pairs | **Multiplication and Division B**  Multiplying and Dividing by 10 and 100 | **Multiplication and Division B**  Written methods for Multiplication | **Multiplication and Division B**  Written methods for Division | **Measurement: Length and Perimeter**  Measuring in km and m. Equivalent lengths km and m | **Measurement: Length and Perimeter**  Perimeter of rectangles and polygons. | **Fractions**  Mixed numbers and improper fractions. |
| Design and Technology |  |  |  |  |  |  | **Textiles- Fabric Book Sleeves**  Designing, Measuring, Creating a template, marking and cutting fabric, incorporating a fastening, sewing neatly and evaluation. |
| MFL |  | **Sé**  **I know how**  To recognise and recall five different verbs in Spanish. | **Sé**  **I know how**  To recognise and recall a further five verbs in Spanish. | **Sé**  **I know how**  To use the verb ‘sé’ (I know how) with the ten infinitive verbs to start to form sentences. | **Sé**  **I know how**  To use the negative structure so they are able to say what they can do as well as what they cannot do in Spanish. | **Las formas (shapes)**  To recognise, recall and spell five different shapes with their indefinite article/determiner in Spanish. | **Las formas (shapes)**  To recognise, recall and spell a further five different shapes with their indefinite article/determiner in Spanish. |
| **PPA** |  |  |  |  |  |  |  |
| PE |  | **Dance**  **The Haka**  To create movement phases to express different actions in games. | **Dance**  **The Haka**  To create movement phases working in small groups. | **Dance**  **The Haka**  To perform group movement piece and evaluate. | **Net and Wall Games**  **Tennis**  Striking a moving ball towards a partner/target with accuracy | **Net and Wall Games**  **Tennis**  To hit over a net and hit the ball into specific spaces. | **Net and Wall Games**  **Tennis**  To develop a rally over a net working in a pair. |
| Music |  | **The Brass Band**  **Exploring Rhythmic Patterns**  The make-up of a Brass Band | **The Brass Band**  **Exploring Rhythmic Patterns**  Ostinato body routines to a piece of Khartal music. | **The Brass Band**  **Exploring Rhythmic Patterns**  Performing a piece of chiacona music using ostinato | **The Brass Band**  **Exploring Rhythmic Patterns**  Sight read a range of rhythmic patterns. | **The Brass Band**  **Exploring Rhythmic Patterns**  Compose a 4-bar rhythmic composition | **The Brass Band**  **Exploring Rhythmic Patterns**  Compose and perform a 4-bar rhythmic composition |
| Art |  | **Colour and Form**  **Sonia Boyce- East London artist**  To gain an understanding of Primary, Secondary and Tertiary colour | **Colour and Form**  **Sonia Boyce- East London artist**  To gain an understanding of Primary, Secondary and Tertiary colour | **Colour and Form**  **Sonia Boyce- East London artist**  To explore the 4 techniques of watercolours | **Colour and Form**  **Sonia Boyce- East London artist**  To explore colours- blending, smudging, smearing, layering, strokes, pointillism | **Colour and Form**  **Sonia Boyce- East London artist**  To create a landscape using colour theory. | **Colour and Form**  **Sonia Boyce- East London artist**  To create a landscape using colour theory. |
| RE |  | **Judaism**  To find out about some of the key features of worship in Judaism. | **Judaism**  To understand the significance of prayer in Judaism. | **Judaism**  To find out the meaning of Jewish rituals in relation to joining the Jewish community. | **Judaism**  To find out how belonging to a faith community affects your actions. | **Judaism**  To explore how faith is expressed through worship. | **Judaism**  To create a poster about Judaism (Worship and community). |