



Appletree Gardens First School Half Termly Plan 2023-2024

Year group: 4 Term: Spring 1		Ancient Egypt			
		Skills Builder (Listening)			
Subject	Question Driver	Vocabulary	Knowledge (Curriculum endpoints)	Skills (Curriculum endpoints)	Celebration week: How do we show what we know and remember? How do we make learning purposeful/ linked to real life?
Literacy <u>Narrative</u> Unit: Rags to Riches Tale <u>Non Fiction:</u> Non-chronological report	How do we develop detailed character and setting descriptions to engage the reader?	Cohesion Character Audience Purpose Direct speech Relative clause	To write narratives with a clear beginning, middle and ending with a coherent plot. To create more detailed characters and settings to engage the reader. To consistently organise writing into paragraphs around a theme. To build a picture using descriptive sentences. To re-read to decide if the poem flows, building the desired picture and feeling.	To maintain tense throughout a piece of work. To use a full range of punctuation taught. To use the necessary punctuation in direct speech. To use relative clauses to add detail to a person or thing. To use consistently neat, joined handwriting. To make ambitious word choices.	Cold Write Hot Write



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<p>Poetry Limericks</p> <p>Talk for Reading</p>	<p>Can we write our own Limericks?</p>	<p>Limerick Rhyming Features Syllable Nouns, verbs, adjectives</p>	<p>To edit to improve work.</p> <p>To develop key reading behaviours.</p> <p>To read strategically to gain the core purpose of the text.</p>	<p>To read poems with pitch, tone, fluency and prosody.</p> <p>Use imagination and share emotions.</p> <p>Develop a deep understanding of the story's through dialogic booktalk, strategic reading, reading as a writer, summarising and reading fluently.</p> <p>Identify and demonstrate the key focus of the story.</p>	
<p>Numeracy</p> <p><u>Multiplication and division</u></p> <p><u>Area</u></p>	<p>Can we instantly recall multiplication and division facts up to 12x12?</p> <p>How much material is required to cover a wooden table?</p> <p>How many tiles are required for tiling the floor?</p> <p>How much space is required for a parking lot?</p>	<p>multiply, divide, multiplication fact, lots of, groups of, times-table array</p> <p>length width area space area, square, rectilinear shape, unit, least, greatest, triangle, quadrilateral, reflection, rotation</p>	<p>Multiplying by multiples of 10 or 100 Dividing multiples of 10 and 100 Multiplying by 0 and 1 Dividing by 1 Multiplying and dividing by 6 Multiplying and dividing by 9 Multiplying and dividing by 7 11 and 12 times table</p> <p>What is area Counting squares Making shapes Comparing area</p>	<p>To understand the relationship between multiplication and division. Practically explore times-tables Practise times tables to secure instant recall up to 12 x 12 (Preparation for national times table check) To explain different methods used. To build confidence with more complex tasks. To apply multiplication and division skills to one and 2 step written problems.</p>	<p>Pre-unit Assessment Post-unit Assessment</p>



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	How much paint is required for the walls?				
Science Animals inc humans Digestive system Teeth	Why do Wolves have such big teeth? (Little red riding hood !)	Teeth Decay Molar Premolar Incisor Canine Wisdom Parts of the digestive system (eg stomach, intestine, oesophagus, pancreas)	To understand the main causes behind tooth decay. To be able to talk about oral health and what we can do to keep our teeth healthy. To identify and name types of teeth. To describe the functions of teeth. To know, identify and label the main parts of the human digestive system.	To set up a fair test and observe / record Make predictions and justify conclusions. Understand and explain the functions of teeth using appropriate terms. To use scientific language in order to explain The process of digestion. To make observations. To complete and use labelled diagrams.	
Computing <u>Digital Literacy and Online Safety</u>	Can you level up on Scratch?	Program Programming Debug Variable Backdrop Error Sprite Coordinates Character Movement Coding	To design a backdrop for a maze style game. To program the movement of their sprite. To understand and apply the use of coordinates when coding character movement. To debug any errors in coding.	To design a simple video game. To understand and use conditions in programming. To debug a program, explaining errors you find and how to fix them. To extend a video game by adding levels. To evaluate the Scratch maze game.	



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			<p>To add appropriate sounds to a coding project.</p> <p>To program more than one level on their video game.</p> <p>To understand and use variables for different functions in the game.</p>		
History	<p>Do the Egyptian Pyramids have secrets?</p>	<p>Egypt Egyptians Ancient Cairo River Nile Desert Pyramids Camel Sphinx Canopic Jar Hieroglyphics Tomb Gods Goddesses Pharaoh Tutankhamen Cleopatra Afterlife</p>	<p>To identify the difference between CE and BCE dates.</p> <p>To correctly order BCE dates.</p> <p>To locate Egypt on a map.</p> <p>To identify different ways that the River Nile helped the Egyptians.</p> <p>To explain what a pharaoh is and describe what their life was like.</p> <p>To identify some famous pharaohs.</p> <p>To name some ancient Egyptian gods and goddesses.</p> <p>To explain that the pyramids were the tombs of pharaohs.</p>	<p>To place key events from the Ancient Egyptian period on a timeline.</p> <p>To locate Egypt on a map and why The River Nile was so important.</p> <p>To find out who the pharaohs were and why they were important.</p> <p>To research ancient Egyptian gods and goddesses.</p> <p>To find out about the pyramids of ancient Egypt.</p> <p>To investigate the inventions and achievements of the ancient Egyptians.</p>	



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<p>Religious Education</p> <p>Islam Qu'ran , Prayer, Festivals</p>	<p>What do we know about prayer and Religious festivals ?</p>	<p>Pilgrimage Fasting Ramadan Islam Muslim Festival Faith Eid-al Adha Eid-al fitr Prophet Muhammad Religion Scriptures Islam Prayer Symbol</p>	<p>To understand the importance of the Qu'ran and to know some of its features.</p> <p>To understand the importance of prayer.</p> <p>To know that a prophet is a messenger. To know some of the important prophets in Islam and how they were chosen by Allah.</p> <p>To understand why Muslims fast during Ramadan. To understand the importance of festivals within Islam.</p> <p>To recognise and name some of the symbols that are associated with religions. To discuss the star and crescent symbol and how this has become associated with Islam.</p>	<p>To be able to compare holy books identifying similarities and differences.</p> <p>To develop personal reflection skills.</p> <p>To observe similarities within religions in terms of messengers sent from God and their role in developing the Scriptures / Holy Books.</p> <p>To consider how Muslim festivals are celebrated and where they fall within the calendar.</p> <p>To understand how symbols can represent things both in everyday life and in religions.</p> <p>To remember the symbols of the major religions we have studied.</p>	
<p>Design Technology</p>	<p>Can we plan , make and evaluate a money container?</p>	<p>observe, design, make, evaluate</p> <p>purpose money container purse, wallet, belt-bag fabric, leather, textiles, fastenings, Velcro, joins, running stitch, backstitch, oversewing, accurate, measuring, decorations</p>	<p>To explore a range of money containers and examine their features.</p> <p>To learn how to sew using a range of stitches. (running stitch, backstitch overrunning stitch)</p> <p>To gather ideas for designing a money container.</p> <p>To design a money container.</p> <p>To make a money container using textiles.</p> <p>To evaluate a finished product.</p>	<p>To use research for design ideas To produce a plan and explain it to others To make a prototype To select suitable materials, tools and equipment To work through a plan in order. To measure, mark out, cut and shape materials/components with some accuracy. To assemble, join and combine materials and components with some accuracy To refer to design criteria while designing and making. To use criteria to evaluate the product. To begin to explain how I could improve original design. To evaluate existing products, considering: how well</p>	



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				<p>they've been made, materials, whether they work, how they have been made, fit for purpose</p> <p>To discuss by whom, when and where products were designed.</p>	
PSHE	<p>What are your hopes and dreams?</p>	<p>Hopes Dreams Goals Disappointed Positive Reflect Achievement</p>	<p>To know how it feels to have hopes and dreams.</p> <p>To know how disappointment feels and identify when I have felt that way.</p> <p>They know that reflecting on positive and happy experiences can help me to counteract disappointment.</p> <p>They know how to make a new plan and set new goals even if they have been disappointed.</p> <p>They know how to work out the steps to take to achieve a goal, and do this successfully as part of a group.</p> <p>They can identify the contributions made by myself and others to the group's achievement.</p>	<p>To talk about your hopes and dreams.</p> <p>To understand that sometimes hopes and dreams do not come true and that this can hurt.</p> <p>To know how to cope with disappointment and help others cope with theirs.</p> <p>To know what it means to be resilient and to have a positive attitude.</p> <p>To enjoy being part of a group challenge.</p> <p>To know how to share in the success of a group.</p>	
Music	<p>What is the language of music?</p>	<p>glockenspiel notation pulse pitch rhythm perform</p>	<p>To use the notes C, D,E and F.</p> <p>To find the pulse in a piece of music.</p> <p>To find the rhythm in a piece of music.</p> <p>To explore pitch.</p> <p>To listen to, practise and perform a variety of pieces of music.</p>	<p>To play and perform in solo and ensemble</p> <p>To use voices and play musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Record progress across the unit on the Ipad.</p>



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		practise notated music musical staff	To create compositions.	To use and understand staff and other musical notations.	
French	Quelle heure est-il Monsieur Loup?	Numbers 1-40 Il est, heure, quelle Couche, l'école, habille, douche brosse le dents maison, croissant, lève l'autobus, lave	Assess French conversation skills (greetings, name, age, pets, feelings, likes, dislikes) Say and write numbers to 40 Say 2 and 5 times table. Tell the time on the hour. Talk about daily routines. Read and understand a simple French book.	listen attentively to spoken language and show understanding by joining in and responding; • explore the patterns and sounds of language through songs and rhymes • engage in conversations; ask and answer questions; express opinions and respond to those of others • speak in sentences, using familiar vocabulary, phrases and basic language structures; • read carefully and show understanding of words, phrases and simple writing; • appreciate stories, songs, poems and rhymes in the language;	Assess French conversation skills (greetings, name, age, pets, feelings, likes, dislikes, time and routines)
PE Swimming C9	Hockey		To perform a push-pass with accuracy. To perform a straight dribble to maintain possession. To use reverse-stick technique to control a ball. To use a slap-pass to send the ball over longer distances. To turn to keep the ball under control and move into a space.	To develop new skills in competitive situations and look to improve. To pass and receive the ball. To develop flexibility, strength, technique and balance. To play competitive games and apply basic principles suitable for attacking and defending To evaluate their own performance, sometimes suggesting appropriate improvements.	To play hockey as part of a team. (inter-class or inter-year)
	Fitness				



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