Appletree Gardens First School Half Termly Plan 2023-2024

Year group: 4
Term: Autumn 1

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 The Barnabus Project <u>Narrative Unit:</u> Warning Tale <u>Non Fiction</u> Lenny's letter home- **Lion and the**	Why is it good to be you and no one else ? Can you write a story with clear character and setting descriptions? How does Lenny feel ?	<u>Speaking and listening /Reading</u> predict infer - inference intonation fluency tone rehearse performance free verse Tanka poem syllables stanza	<u>Speaking and listening /Reading</u> To read with fluency and understanding To understand what they read, in books they can read independently To develop positive attitudes to reading and understanding of what they read and participating in discussion about books.	<u>Speaking and listening/ Reading</u> To help to develop, agree on, and evaluate rules for effective discussion. To Read stories / non-fiction/ poems aloud, showing understanding through intonation, tone, volume and action To Discuss understanding, explaining the meaning of words, asking questions, drawing inferences, predicting what might happen,identifying main ideas and summarising. To read, re-reading, and rehearse for	<u>The Barnabus Project</u> Children read their free writing task to other classes. Display of work in front entrance. <u>Narrative Unit:</u> Hot Write Assessment Making into a class book for the classroom library.

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Unicorn		Writing	Writing –	presentation and performance.	Non Fiction

Unicorn

Poetry
Evacuee
performance
poetry

To write a
Tanka Poem

Writing
opening, build up,
dilemma, resolution,
ending
morphology
etymology
paragraph
noun
verb
adjective
adverb
homophone
ascender
descender
singular / plural

Writing –
Warning tale
Letter writing

To plan, draft, edit and evaluate their
writing.

To develop the conventions of
different narrative,letters, poetry

To extend their interest in the
meaning and origin of words.

To use and understand the
grammatical terminology appropriately
when discussing writing and reading.

presentation and performance.
To read books that are structured in
different ways and identify themes and
conventions. (using contents and index
pages)

Writing
To develop settings, plots and characters.
To build a varied and rich vocabulary.
Use a range of sentence structures
To write in paragraphs.
To write in the first and third person.
To evaluate and edit their work.
To understand and use the conventions of
a Japanese Tanka poem.
Spelling:
To develop an understanding of :
common exception word review
prefixes, homophones, augh,sion,
compound words
Handwriting:
To develop an understanding of -
ascenders, descenders, diagonal joins,
double letters, second and horizontal join
Grammar:
To develop an understanding of -
nouns, verbs, adjectives, adverbs,
singular and plural nouns,possessive

Non Fiction
Hot Write
Assessment

Children share
letters with
peers/parents

Poetry
Children perform
evacuee performance
poems in assembly.

Class poetry
anthology - Tanka
poems

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				apostrophes, conjunctions, fronted adverbials, punctuating speech.	
Numeracy **Place Value** **Addition and Subtraction**	Can you count beyond 1,000?	Place value Position Digit Tens (10s) Hundreds (100s) Thousands (1,000s) Rounding Counting Represent Compare Order More than (>) Less than (<) Partition Recombine Numerals Nearest Distance Negative Positive Ascending Descending Add Subtract Column method	**Place Value** To know that a 4-digit number is made up of 1000s, 100s, 10s and 1s. To understand number order to 1000 and count in thousands up to ten thousand. To represent 4-digit numbers in different ways, such as with base 10 equipment, place value grids and counters, part-whole models and number lines. To compare and order 4-digit numbers. To locate a 4-digit number on a number line. To round numbers to the nearest 10, 100 and 1000. To read and write roman numerals.	**Place Value** To have mastered this unit the children must recognise the place value of each digit in a 4-digit number. They will be able to use multiple concrete, pictorial and abstract representations of numbers such as place value grids and part whole models to support their reasoning and justification of their ideas. The children will have learnt about numbers up to and beyond 1000 including negative numbers and will be able to count in multiples of 6, 7, 9, 25 and 1,000. **Addition and Subtraction** To apply place value and addition and subtraction skills to estimate and solve problems. To be confident with a range of addition and subtraction strategies using 3 and 4	Pre-unit Assessment Post-unit Assessment

		Estimate Calculate	**Addition and Subtraction** To add and subtract numbers with up to 4 digits using the formal written methods. To add or subtract two 4-digit numbers with up to more than one exchange. To estimate and use inverse operations to check answers to a calculation.	digit numbers. To be able to add or subtract any two 4-digit numbers using the formal written methods with no exchange, one exchange and more than one exchange. Continue to practise both mental methods and column addition and subtraction methods with large numbers to aid their fluency.	
Science **States of Matter**	Do solids, Liquids and gases stay the same all of the time ?	States of matter Solid, Liquid, Gas Investigate Observe Record Properties Degrees celsius Thermometer Water cycle Condensation Water vapour Evapouration Changing States Freeze, melt, thaw	As Scientists we will compare and group materials together, according to whether they are solids, liquids or gases. We will observe that some materials change state when they are heated or cooled and measure the temperature at which this happens. We will identify the part played in evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. To know the properties of solids, liquids and gases. To observe changes in solids, liquids and gases when heated or cooled. To understand and describe the water cycle. To identify which materials dissolve.	Compare and group materials according to their properties. (Hardness, solubility, transparency, conductivity) Use a thermometer and measure using degrees celsius. Observe and record what happens during evaporation and condensation. Predict the conditions needed for solids	Pre and Post Assessments - mind mapping.

			To develop knowledge on processes for separating materials. To know how to conduct a fair test. To understand the difference between reversible and irreversible changes. To develop a range of scientific questions.	to dissolve. Question what happens when materials are mixed, sieved and filtered. Set up and conduct experiments and record / evaluate results. Work with different equipment and resources to demonstrate these changes. Use questions and predictions to explore scientific ideas.	
Computing <u>Digital Literacy and Online Safety</u>	How can we use technology safely, respectfully and responsibly?	Advertising Alter Assumption Community Digital Citizen Empathy Identity Interpret Norm Password Persuade Phrase Pledge Responsibility Symbol Username	To describe in-person and online responsibilities. To understand why a strong password is important. To consider how posting images can lead to others making assumptions. To define what a community is, both in person and online. To identify ways to respond to mean words online. To recognise that photos and videos can be altered digitally.	Can children describe the 'Rings of Responsibility' and how their behaviour affects themselves and others? Can the children create a memorable and strong password? Can the children identify ways they can post online to best reflect who they are? Can the children create and pledge to adhere to shared norms for being in an online community? Can the children identify appropriate ways to respond to mean words online? Can the children identify different reasons why someone might alter a photo or video.	Pre and Post Assessments - mind mapping. Project Evolve - real life scenario surveys. <u>Focus strands:</u> Online Relationships. Privacy and Security.

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History _World War Two_	What was life like for children during WW2?	World War Two Declaration Evacuation Evacuated Evacuees billeting officers host families Warden Britain Germany Europe gas mask air raid siren air raid shelter Rationing Identity Spitfire	To organise information and events in chronological order. To understand how past events have helped shape the world we know today. To use different sources - artefacts, books, locations to understand what life was like in an air raid. To use evidence to reconstruct life in the time studied. To describe what evacuation and rationing were, explain how they worked and how different people were affected.	To know when World War Two happened and about the individuals and countries involved. To discover what it was like for children and people on the homefront and how they all contributed to the war effort. To find out which areas were affected and carry out research on what happened to our local area at this time. To learn about the effects of air raids, evacuation, rationing and will put together a timeline of events that happened during World War Two.	Pre and Post Assessments - mind mapping. Educational Visit: Victoria Tunnel, Ouseburn.
Religious Education _Islam_	What would it be like to visit the place where Islam started ?	Islam Muslim Allah Prophet Muhammad Shahadah Salah Zakat Sawm Hajj	To know where Islam was founded. To know that Muhammad was a prophet and understand his significance to Islam. To name the main features in a Mosque. To learn about the five pillars of	_(Understanding our local and global community)_ Use geography skills to locate Saudi Arabia and Mecca on a map. Understand the role of prophets within religions. _(Exploring identity and belonging)_ Discuss the main features of the Mosque. Compare and contrast places of worship. _(Developing respect and tolerance)_ Think about how religious practices	Pre and Post Assessments - mind mapping. _Experts afternoon._ In groups research and revisit things studied this half term and present to the

		Mecca Qur'an Fast Mosque Ramadan Pilgrimage	Islam. (Including prayer) To understand pilgrimage and the importance of visiting Mecca for Muslims.	affect everyday life. *(Developing critical thinking and questioning)* Think about other important places that people travel to.	rest of the class. This could be a model, acting out or a short video or powerpoint.
Design Technology <u>Mechanisms</u> <u>Plan Bee</u>	Can we design a storybook with moving mechanisms?	plan, do, review Investigate, Mechanism Combine	To understand how to **design** a book with moving mechanisms To understand how to **make** a book with moving mechanisms To understand how to **evaluate** a book with moving mechanisms **Technical Knowledge** To understand mechanical systems in products - cams, levers and linkages.	To investigate and evaluate products with lever and linkage systems. To experiment with a range of techniques to create moving mechanisms. To explore and experiment with a range of different fonts and graphic techniques. To communicate their ideas through discussion, annotated sketches and diagrams. To select from and use a range of materials, components, tools and equipment to perform practical tasks for example, marking, measuring, cutting, shaping, joining and finishing. To investigate and analyse a range of books with moving parts.	Pre and Post Assessments - mind mapping. Showing books to reception pupils and receiving their feedback. Video presentation showing the plan, do, review process of making a book with moving mechanisms.

				To evaluate their ideas and moving books against their own design criteria and consider the views of others to improve their work. To understand and use mechanical systems in their products - cams, levers and linkages.	
PSHE <u>Being Me</u>	How can we make everyone feel valued? How can we become a class 'team'?	Included Excluded Welcome Valued Team Charter Role Job description School Community Responsibility Responsibilities Rights Democracy Reward Consequence Democratic Decisions Choices	To know how attitudes and actions make a difference to the class team. To understand who is in the school community, the roles they play and how they fit in. To understand how democracy works through the School Council. To understand that actions affect themselves and others: to care about other people's feelings and try to empathise with them. To understand how groups come together to make decisions.	To know how good it feels to be included in a group and understand how it feels to be excluded and understanding how to make people feel welcome and valued. To can take on a role in a group and contribute to the overall outcome. To recognise their contribution to making a Learning Charter for the whole school and can encourage others to follow it. To understand how rewards and consequences can motivate people's behaviour.	Assessments made through whole class discussions.

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		Voting Contribution UN Convention on Rights of Child	To understand how democracy and having a voice benefits the school community.		
Music <u>Mamma Mia</u>	What do you think of the music of Abba and has it influenced other music ?	Pop Texture Dynamics Tempo Rhythm Pitch Pulse Verse Chorus	To understand the style and features of pop music. To place the music of ABBA on a timeline. (1970's and early 1980's) To learn to sing and perform Mamma Mia (and also to have experience of other ABBA songs eg.Dancing Queen, Winner takes it all, Super Trouper, Thank you for the Music) To listen to short musical phrases and repeat them (either singing or on a tuned instrument). To play some phrases from notation on a tuned instrument. To understand what pulse means.	Appreciate and appraise a range of musical styles. Develop an understanding of the history of music (chronology / musical timelines). Learn and perform songs from memory. Listen with attention to detail and with increasing aural memory. Understand how basic musical notation indicates pitch and rhythm. Move to a steady pulse within the music.	Video performance of Mamma Mia.
French	As tu un	un chat	To revise greetings and numbers from	Being able to greet someone in French	Pre and Post Oral

Les Animaux	animal? (Do you have an animal?) Qu'est-ce que c'est? (What is this?)	un chien un lapin une tortue un cheval une souris un rat un poisson un serpent numbers 1-40	1 to 40. To learn the names of animals (common pets) 'Les animaux'.	confidently. Using the names of different animals in context. Develop a wider range of vocabulary. Listen and repeat developing correct pronunciation.	Assessments - whole class discussion.
PE Swimming C9 Dance /Tag rugby	Can you work as a team in rugby?	receive accurate attackers defenders technique possession sidestep swerve evade competitive accelerate	To use accurate passes to create an attack as a team. To pick the ball up from the floor and run with it to start an attack. To keep possession of the ball and build an attack. To evade being tagged To change speed to create gaps to run into. To create attacking opportunities in competitive games.	Basic passing Picking up and running with the ball Keeping possession Evading defenders Running into space Pacing runs throughout the game	Tag rugby competition- Round-robin format where each team plays every other team once.
	Can you create a sequence of movements around the	freeze frame transition unison formation cannon line	To develop dance freeze frames based on visual stimulus. To develop freeze frame positions to include transitions.	Freeze frames Slide and roll Formations Cannons	Create a 5 action Dance routine - posted on Seesaw for parents to see.

	theme of action heroes?	collaborative	To develop a short dance using unison and formations. To perform in cannon routines and cannon lines. To sequence movements in logical order and work collaboratively to refine movements. To create a 5 action routine following the theme.	Sequencing movements Position/poses	