



Appletree Gardens First School Half Termly Plan 2023-2024

Year group: 4 Term: Autumn 2 Topic: Our European Neighbours					
Subject	Question Driver	Vocabulary	Knowledge	Skills (Curriculum endpoints)	
			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. (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> <u>Unit:</u> Traditional Wishing Tale	How do we develop coherent plots 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 to engage the reader. To consistently organise writing into paragraphs around a theme.	To write commands using imperative verbs To use adjectives and adverbs to add relevant detail. Layout work in a logical manner that is easy for the reader to follow. Use diagrams and illustrations to support understanding.	To read their wishing tales to their parents (Seesaw) and ask parents to write a short review of their story.
<u>Non Fiction</u> How to make	What makes a	Explanation	To write a set of instructions using a		Children from Year 2-3



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<p>an electrical circuit.</p> <p>Poetry Spine Poetry Catalysts poems for writing p38</p> <p>Talk For Reading It's a no money day Kate Milner</p>	<p>good set of instructions?</p> <p>Can we write a spine poem to create an image of Santa.</p> <p>What is a 'no money day?'</p>	<p>Title Materials Order Logical sequence Adverb Adjectives</p> <p>Subject Brainstorm Descriptive sentence Nouns, verbs, adjectives</p> <p>Fluency Understanding Summarising</p>	<p>consistent and appropriate structure.</p> <p>To write a spine poem using the appropriate structures. To build a picture using descriptive sentences. To re-read to decide if the poem flows, building the desired picture and feeling. To edit to improve work.</p> <p>To develop key reading behaviours To read strategically to gain the core purpose of the text.</p>	<p>To make Ambitious word choices To read poems with pitch, tone, fluency and prosody. Use imagination and share emotions.</p> <p>Develop a deep understanding of the book 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>to follow the instructions. Evaluate how easy instructions were to follow.</p> <p>Perform poems in assembly.</p> <p>Children donate 1 item to the Whitley Bay Foodbank.</p>
<p>Numeracy</p> <p><u>Addition and Subtraction</u></p>	<p>Can you solve multiple step problems using addition and subtraction?</p>	<p>Addition Subtraction Multiplication Division More than</p>	<p><u>Addition and Subtraction</u></p> <p>To add and subtract numbers with up to 4 digits using the formal written methods.</p>	<p><u>Addition and Subtraction</u></p> <p>To apply place value and addition and subtraction skills to estimate and solve problems.</p>	<p>Pre-unit Assessment Post-unit Assessment</p> <p>Times Tables Baselines Times tables Post-</p>



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<p><u>Perimeter</u></p> <p><u>Multiplication and Division</u></p>	<p>Can you use different strategies to check answers?</p> <p>What is perimeter?</p>	<p>Less than</p> <p>Column Method</p> <p>Estimate</p> <p>Inverse</p> <p>Strategies</p> <p>Total</p> <p>How many</p> <p>Exchange</p> <p>Accurate</p> <p>Fact</p> <p>Diagram</p> <p>Kilometres</p> <p>Metres</p> <p>Centimetres</p> <p>Convert</p> <p>equivalent to</p> <p>Perimeter</p> <p>Distance</p> <p>Around</p> <p>Length</p> <p>Width</p> <p>Square</p> <p>Rectangle</p> <p>Rectilinear</p> <p>Shape</p> <p>Number facts</p> <p>Number sentences</p> <p>Multiplication</p>	<p>To add or subtract two 4-digit numbers with up to more than one exchange.</p> <p>To estimate and use inverse operations to check answers to a calculation.</p> <p><u>Perimeter</u></p> <p>To build on the concept of 2D shapes, in particular children's understanding of the properties of squares and rectangles.</p> <p>To develop children's knowledge of units of measurement by introducing the kilometre and using its equivalence to express distances in kilometres and metres.</p> <p>To convert between measurements to include converting between km and m.</p> <p><u>Multiplication and Division</u></p> <p>To become more familiar with times</p>	<p>To be confident with a range of addition and subtraction strategies using 3 and 4 digit numbers.</p> <p>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.</p> <p>Continue to practise both mental methods and column addition and subtraction methods with large numbers to aid their fluency.</p> <p><u>Perimeter</u></p> <p>To understand the concept of a kilometre.</p> <p>To understand the concept of perimeter.</p> <p>To convert between measurements to include converting between km and m.</p> <p>To develop their understanding of the perimeter of rectangles and squares through problem solving.</p>	<p>Assessments</p>
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		<p>facts/sentences Division facts/sentences Fact Family Groups of Grouping Lots of Sets of Grouped Sharing Share Equally Method Calculation Sort Sum Recall</p>	<p>tables facts and improve recall skills.</p> <p>To reinforce the children's mental skills in more multiplication and division with a focus on written calculation methods with two and three digit numbers and multiplying and dividing them by one digit.</p> <p>To introduce more efficient ways to multiply when multiplying more than two numbers and be extended to two-step problem solving questions.</p>	<p>To develop their understanding of perimeter by considering the perimeter of rectilinear shapes where not all the side measurements are given.</p> <p><u>Multiplication and Division</u></p> <p>To revisit and practise all times tables up to 12x12.</p> <p>To multiply by multiples of 10 and 100 using known facts and place value knowledge.</p> <p>To divide multiples of 10 and 100 using known facts and place value knowledge.</p> <p>To multiply numbers by 0 and 1, finding out the rules and using visual representations to explain answers.</p> <p>To divide numbers by 1. They will also relate their divisions to the inverse (multiplications).</p> <p>To understand what it means to multiply and divide by 6, 7 and 9. They will use a</p>	
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				range of strategies to support their understanding.	
<p>Science</p> <p>Electricity (Including Revision of Forces and magnets)</p>	<p>Let it shine!</p> <p>How can you switch on a light and make it brighter?</p>	<p>Force, Attract, Repel, Pole Magnet, Electricity, Appliance, Battery, Circuit, Cell, Bulb, Buzzer, Wires, Crocodile clips, Series circuit, incomplete circuit, Switch, Motor Electrical conductor Electrical insulator Fair test, Variable, Predict, Identify,</p>	<p>To understand battery and mains powered appliances.</p> <p>To construct a series circuit and identify what is wrong if it does not work.</p> <p>To recognise which materials are good conductors of electricity and which are good insulators.</p> <p>To use a switch within a circuit and understand what happens when the circuit is broken.</p> <p>To make the bulb shine brighter, to include different variables in the circuit eg. a switch and a buzzer.</p>	<p>Identifying and classifying into groups</p> <p>Following instructions to build a circuit. Problem solving, recording and labelling.</p> <p>To predict which materials will make good conductors and set up a fair test to try this.</p> <p>To come to conclusions within science and to be able to explain their reasoning.</p> <p>To problem solve and ask questions.</p> <p>To fair test by only changing one variable at a time.</p>	<p>Post-unit Assessment</p> <p>Let it shine!</p> <p>Create a simple circuit with a switch that works. Apply this Knowledge when decorating the classroom with Fairy Lights.</p>
<p>Computing</p> <p>Searching the Web</p>	<p>Do you believe everything you read online?</p>	<p>Web Online Digital Citizen Internet Data Search Engine Copyright Digital Content Evaluate</p>	<p>To explain what a search engine is and how they are selected and ranked.</p> <p>To use a variety of tools when searching for images online and respect copyright.</p>	<p>To understand how search engines are selected and ranked.</p> <p>To use a variety of tools when searching for images and understand copyright.</p> <p>To make judgments of reliable and valid digital content.</p>	<p>Pre and Post Assessments - mind mapping.</p> <p>Project Evolve - real life scenario surveys.</p> <p>Focus strands: Managing Online Information</p>



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		<p>Evaluation Internet Service Provider (ISP) Page Rank Search Services Web Browser World Wide Web URL</p>	<p>To be able to research and validate information on websites.</p> <p>To stay safe when going online and know what to do if they have a problem.</p> <p>To confidently explore the uses of mapping software to find and explore places.</p>	<p>To stay safe online when searching the web and managing online information.</p> <p>To use a variety of tools in digital maps to find and explore places.</p>	
<p>Geography Our European Neighbours</p>	<p>Who are our European neighbours?</p>	<p>United Kingdom Europe capital cities continents region settlement location similarities differences Northern hemisphere Southern hemisphere seas oceans Identity - flags, currency physical and human</p>	<p>To locate Europe on a world map and find out about its features.</p> <p>To identify and locate countries in Europe.</p> <p>To identify European countries according to their features.</p> <p>To identify the major capital cities of Europe.</p> <p>To compare 2 European capital cities.</p> <p>To understand the human and physical features of a European country.</p>	<p>Use maps and atlases to locate countries of the world with a focus upon Europe.</p> <p>To understand the difference between human and physical geography.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of 2 European capital cities.</p> <p>To compare and contrast capital cities.</p> <p>To use a variety of sources to find out about the geographical features of European capital cities.</p>	<p>Post Unit Assessment</p> <p>Floor Book</p> <p>Children to present their work about a chosen European country.</p>



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		geography population Mediterranean		To present information they have found out appropriately.	
Religious Education	Where did Christianity begin and do our European Neighbours follow Christianity ?	Christian Jesus Prophet Church Altar, Pulpit, Font Lent, Easter Harvest, Christmas Bible Old Testament New Testament Parable Teachings Ichthus Dove Cross, Crucifix Pilgrimage Israel, Bethlehem, Nazareth, Jerusalem.	To know where Christianity was founded and by whom. To understand the main beliefs within Christianity To name and explain Christian festivals and to understand how these have shaped our calendar. To understand how the Bible is set out with the Old Testament and New Testament. To understand the main symbols within Christianity . To understand the importance of light and how it is used in acts of worship and religious festivals.	<i>(Understanding our local and global community)</i> Use geography skills to locate Israel on a map. Look at how Christianity has spread all over the world. Understand the role of prophets within religions. <i>(Exploring identity and belonging)</i> Discuss the main features of the Church. Look at how symbolism shows belonging. <i>(Developing respect and tolerance)</i> Think about how the Bible contains rules / guidance that are present within everyday life. Consider how these apply in school. <i>(Developing critical thinking and questioning)</i> Think about how light is important in lots of different religious Festivals and what this might mean.	Make a Christingle. Photograph it and describe what each part means to Christians.
Art and Design	Can you create tone, proportion and	Contrast Gradient Observational	To experiment with shading to create different tones and make a drawing look 3D.	To draw using tone to create a 3D effect.	Children present their work in their own individual sketchbooks.



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	<p>pattern?</p>	<p>drawing Shading Shadow Three dimensional (3D) Tone Blend Charcoal Mark Making Proportion</p>	<p>To explore charcoal as a drawing material with light and dark areas and show proportion.</p> <p>To create contrast by combining different shapes, sizes and textures in a composition.</p> <p>To use a range of scratched marks and hatching to recreate a part of their composition.</p> <p>To experiment with printing techniques and include contrast and pattern in a print.</p> <p>To analyse and evaluate a piece of artwork.</p>	<p>To explore proportion and tone when drawing.</p> <p>To plan a composition for a mixed-media drawing.</p> <p>To use shading techniques to create pattern and contrast.</p> <p>To work collaboratively to develop drawing into prints.</p>	
<p>PSHE</p>	<p>Do we all celebrate differences?</p>	<p>Assumption Influence Appearance Opinion Attitude Judgement Respect</p>	<p>To accept people for who they are and to celebrate differences.</p> <p>To know how to make a noise about bullying in a positive way. To always be kind.</p>	<p>To accept that everyone is different.</p> <p>To understand influences and to always include others.</p> <p>To understand bullying and explore how you would feel to witness it.</p>	<p>Assessments made through whole class discussions.</p>



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		<p>Celebrate Differences</p> <p>Opinions</p> <p>Choices</p> <p>Accept Character</p> <p>Bullying Situation</p> <p>Witness</p> <p>Value</p> <p>Compliments</p> <p>Features</p>	<p>To question why you think what you do about other people.</p> <p>To know what to do if they were to witness bullying.</p> <p>To problem solve a bullying situation with others.</p> <p>To identify what is special about yourself and value the ways in which you are unique.</p> <p>To explain why it is good to accept people for who they are.</p>	<p>To problem-solve a bullying situation with others.</p> <p>To like and respect your own unique features and appearance.</p> <p>To know how to give and receive compliments.</p>	
<p>Music</p> <p>Glockenspiel 2</p> <p>Charanga</p>	<p>How can notation help us to play music?</p>	<p>Dynamics</p> <p>Tempo</p> <p>Rhythm</p> <p>Pitch</p> <p>Pulse</p> <p>Timbre</p> <p>Texture</p> <p>Structure</p> <p>Notation</p> <p>Call and response</p> <p>Verse</p> <p>Chorus</p>	<p>To play tuned percussion.</p> <p>To follow basic note names and begin to understand musical notation.</p> <p>To be able to follow a structure within a piece of music.</p> <p>To compose a short piece of music following a set structure using 4/ 5 notes on the chime bar.</p>	<p>Handle instruments with care and respect.</p> <p>Learn how to use a beater and where to strike the chime bar for the best sound.</p> <p>Start to understand that music can be represented as notation rather than note names.</p> <p>Develop ideas to create a short composition with a 3 or 4 part repeated structure. (E.g Verse/ Chorus/ Verse)</p>	<p>Christmas Performance in the hall.</p>



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			To learn a range of songs for the Christmas show.	Practise and perform to an audience.	
French <u>Les Animaux</u>	Parlez vous français?	Je parle francais? Est-ce que tu as un animal? J'aime Je n'aime pas salut/ bonjour Au revoir Merci S'il vous plait Et vous? Comment allez-vous? Ca-va? Comment t'appelle tu? Je m'appelle French Numbers to 40	To count to 40 in French To understand simple French greetings To say name and age in French. To know the names of pets in French To express likes / dislike To conduct a survey and respond to it in French. To read and understand a simple french animal story.	Listen attentively and speak in sentences, using familiar vocabulary, phrases and basic language structures To express ideas clearly orally and in writing Engage in conversations; ask and answer questions; express opinions and respond to those of others Explore the patterns and sounds of language through songs and rhymes	Pre-unit Assessment Post-unit Assessment
PE Basketball Swimming C10	How do we get past our opponents in basketball and	Turnover Double dribble Crossover ball Tip off Intercept	To apply pressure on an attacker. To change direction when dribbling. To use man to man marking. To perform a bounce pass.	Understanding rules of attack and defence. Increase confidence in dribbling. Develop defending skills. Improve passing and footwork skills.	Small sided game Competitive within the class teams.



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	work as a team ?	Bounce pass Jump shot Opposed Violation	To attempt a jump shot. To pass and move with a teammate.	Develop shooting and scoring skills. Team skills, supporting and assisting each other.	
PE Gymnastics	How can we confidently and competently perform with a partner or group using compositional ideas and sequences?	control, group, similar, different, direction, speed , partner, actions, compositional, stamina, leap, refine, progression	To use the STEP model to build a sequence SPACE, TASK, EQUIPMENT, PEOPLE To use basic gymnastics shapes:tuck, straddle, pike, star,dish, arch, L sit, back support, front support, V-sit, bridge, straight, arabesque	Perform a 6 element sequence that uses changes in speed and direction. Cooperate with a partner and as a group. Compare and judge sequences.	To perform and evaluate gymnastic sequences.