

## Y4 Spring Half Term 1 2020-21

Subject	Weekly Details					
WRITING: composition	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Links:</b> History Science Reading (VIPERS)	<p><b><u>The Maya &amp; Aztecs Story writing</u></b></p> <p><b><u>Immerse:</u></b></p> <p><b>L.O.</b> To recall key information</p> <p>Children listen to a range of traditional Mexican folk tales.</p> <p><b>Outcome:</b> Children can appreciate folk/traditional tales</p> <p>L.O. to analyse features of a folk/traditional tale</p> <p>Children annotate a traditional tale</p> <p><b>Outcome:</b> Children recognise common features of a tale.</p> <p>L.O. To identify the features of a folk/traditional tale</p>	<p><b><u>The Maya &amp; Aztecs Story writing</u></b></p> <p><b><u>Plan:</u></b></p> <p>L.O. To interpret a scene through drama</p> <p>Children work in small groups to re-enact key scenes, adding improvised dialogue.</p> <p><b>Outcome:</b> Recreate a section of a story using drama</p> <p>L.O. To recognise and explain the structure of a story</p> <p>Children work in pairs to identify and demarcate the story sections.</p> <p><b>Outcome:</b> Children identify the 5 parts</p>	<p><b><u>The Maya &amp; Aztecs Story writing</u></b></p> <p><b><u>Write:</u></b></p> <p>L.O. To use fronted adverbials.</p> <p>Write a story opening and build-up</p> <p><b>Outcome:</b> Engaging opening paragraph created.</p> <p>L.O. To use dramatic and suspenseful language</p> <p>Write a story dilemma/problem</p> <p><b>Outcome:</b> Middle section of story maintains reader interest.</p> <p>L.O. To sustain style and tone of writing.</p>	<p><b><u>Rain Player play-script</u></b></p> <p>L.O. To use inference, deduction and questioning skills</p> <p>Study front cover of a story and predict possible story lines. Create a list of unanswered questions</p> <p><b>Outcome:</b> Complete a mind map of questions raised by the illustration</p> <p>L.O. To recognise features of a play-script</p> <p>Study example script to locate features from provided check list</p>	<p><b><u>Rain Player play-script</u></b></p> <p>L.O. To appraise a theatrical performance</p> <p>Watch an online pantomime</p> <p><b>Outcome:</b> Produce a class list of features they have noted</p> <p>L.O. To use planning and organisational skills</p> <p>Children populate story mountain with ideas for their own Mayan based play script</p> <p><b>Outcome:</b> Children have a completed plan.</p>	<p><b><u>Explanation Text – Water Cycle</u></b></p> <p>L.O. To recognise features of an explanation text</p> <p>Study example explanation text to locate features from provided check list</p> <p><b>Outcome:</b> Analyse and annotate an explanation text</p> <p><b>Lesson 2 covered in science</b></p> <p>L.O. To gather and organise information</p> <p>Children, as a class, create a list of sub-headings and research information to include in each section.</p>

	<p>Mixed ability pairs, children study a single story.</p> <p><b>Outcome:</b> Children complete table highlighting key elements of chosen story</p> <p>3 lessons this week to allow for first day back mini write activity.</p>	<p>of their allocated story</p> <p>L.O. To use direct speech</p> <p>Look for and highlight examples of indirect speech</p> <p><b>Outcome:</b> Children convert examples of indirect to direct speech.</p> <p>L.O. To plan an innovated story</p> <p>Children use planning proforma to collate ideas for own story</p> <p><b>Outcome:</b> Correctly completed 5 step story planner.</p>	<p>Write a story resolution/ending</p> <p><b>Outcome:</b> Produce a credible and quality ending to story</p> <p>L.O. To review, edit and improve my work</p> <p>Use checklist to ensure cohesive piece of writing which they have improved.</p> <p><b>Outcome:</b> Selected children read their story to class.</p>	<p><b>Outcome:</b> Analyse and annotate a play script</p> <p>L.O. To convert narrative paragraphs into play-script scenes</p> <p>Children study a short story and identify appropriate scene demarcations.</p> <p><b>Outcome:</b> Children annotate the story to reflect their scene choices</p> <p>L.O. To convert direct speech into play script dialogue</p> <p>Children study short story composed mostly of direct speech.</p> <p><b>Outcome:</b> Children write a play script containing dialogue and stage directions</p>	<p>L.O. To apply techniques learned.</p> <p>Children write a short 3 scene play-script using features taught</p> <p><b>Outcome:</b> Children produce a cohesive play-script</p> <p>L.O. To review, edit and improve my work</p> <p>Children undertake self and peer review activities.</p> <p><b>Outcome:</b> Children have a completed play-script ready for performance.</p> <p>Perform plays in small groups</p>	<p><b>Outcome:</b> Comprehensive list of water cycle related information.</p> <p>L.O. To use explanatory language.</p> <p>Children use information they have collated to produce an explanation text.</p> <p><b>Outcome:</b> Children create a 4 page booklet</p>
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WRITING:VGP	1	2	3	4	5	6
	Dictionary Work	Subordinate clause and position within sentences Determiners	Pronouns Possessive pronouns Tense – present perfect – was going	Expanded noun phrases Apostrophes for possession and omission	Fronted adverbial Adding suffix rules: -ment, -ness, -less, -ly	Plural or possessive 's' Prepositions
WRITING: Spelling	1	2	3	4	5	6
<b>Links:</b>	<b>Y3 spellings</b> though notice quarter length library famous describe mention history increase extreme height  <u>Spelling Patterns</u> <i>Ending –ssion</i> <ul style="list-style-type: none"> <li>• <i>discussion</i></li> <li>• <i>admission</i></li> <li>• <i>expression</i></li> </ul> Determiner Verb inflections	<i>straight</i> <i>favourite</i> <i>strength</i> <i>suppose</i>  <b>Y3 spellings</b> <u>The suffix –ation</u> information admiration separation  <u>Spelling Patterns</u> <i>Words ending with the /k/ sound spelt –que</i> <ul style="list-style-type: none"> <li>• <i>antique</i></li> <li>• <i>unique</i></li> <li>• <i>mosque</i></li> </ul>	<b>surprise</b> <b>bicycle</b> <b>disappear</b> <b>important</b>  <b>Y3 spellings</b> <u>The suffix –ly.</u> <u>Simple add ly</u> sadly quietly loudly  <u>Spelling Patterns</u> <i>Words with the /eɪ/ sound spelt ei, eigh, or ey</i> <ul style="list-style-type: none"> <li>• <i>weigh</i></li> <li>• <i>eight</i></li> <li>• <i>they</i></li> </ul> Verb inflections	<b>business</b> <b>medicine</b> <b>natural</b> <b>naughty</b> February  <b>Y3 spellings</b> <u>The suffix –ly.</u> <u>Change le to ly</u> Gently Simply humbly actually  <u>Spelling Patterns</u> <i>Possessive apostrophe with plural words</i> <ul style="list-style-type: none"> <li>• <i>children’s</i></li> <li>• <i>men’s</i></li> <li>• <i>babies’</i></li> <li>• <i>girls’</i></li> </ul>	<b>peculiar</b> <b>knowledge</b> <b>experience</b> <b>question</b> certain interest  <b>Y3 spellings</b> <u>The suffix –ally.</u> Basically Dramatically frantically  <u>Spelling Patterns</u> <i>Words with the “sh” sound spelt ch (mostly French origin)</i> <ul style="list-style-type: none"> <li>• <i>chef</i></li> <li>• <i>machine</i></li> <li>• <i>brochure</i></li> </ul> homophones:  Verb inflections	<b>occasion</b> <b>occasionally</b> <b>probably</b> <b>experiment</b> imagine important  <b>Y3 spellings</b> <u>Endings which sound like “shun” – sion.</u> division invasion television  <u>Spelling Patterns</u> <i>Homophones and near-homophones</i> <ul style="list-style-type: none"> <li>• <i>heel/heal/H e’ll</i></li> <li>• <i>meat/meet</i></li> <li>• <i>peace/piece</i></li> </ul>

<b>Writing Transcription</b>	Twice weekly sessions on letter formation and joining linked to letter patterns in spellings	Twice weekly sessions on letter formation and joining linked to letter patterns in spellings	Twice weekly sessions on letter formation and joining linked to letter patterns in spellings	Twice weekly sessions on letter formation and joining linked to letter patterns in spellings	Twice weekly sessions on letter formation and joining linked to letter patterns in spellings	Twice weekly sessions on letter formation and joining linked to letter patterns in spellings
<b>READING: Comprehension</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Links: Literacy History RE</b>	Mexican Fables (various)  Text focus on using VIPERS skills.  Vocabulary taken from text.	Mexican Fables (various)  Text focus on using VIPERS skills.  Vocabulary taken from text.	The Umbrella (play script)  Text focus on using VIPERS skills.  Vocabulary taken from text.	The Rain-Player (Mayan Legend)  Text focus on using VIPERS skills.  Vocabulary taken from text.	Mayan Creation Story (Hero Twins)  Text focus on using VIPERS skills.  Vocabulary taken from text.	Creation Stories from Around the World  Text focus on using VIPERS skills.  Vocabulary taken from text.
<b>MATHS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Links:</b>	<b><u>Unit 6: Multiplication and division (2)</u></b>  L.O.: to solve addition and multiplication problems  L.O.: solve multi-step multiplication and division problems  L.O.: using expanded methods to multiply a 2-digit number by a 1-digit number  L.O.: using the compressed, single-line (short) formal multiplication	<b><u>Unit 6: Multiplication and division (2)</u></b>  L.O.: solve a mixture of problems by using the formal written method  L.O.: to find more efficient ways to multiply  L.O.: to simplify multiplications by finding factor pairs  L.O.: solve more complex correspondence problems	<b><u>Unit 6: Multiplication and division (2)</u></b>  L.O.: recap the concept of remainders in division  L.O.: divide a 2-digit number by a 1-digit number using flexible partitioning  L.O.: flexible partitioning and mental approaches, including division problems that leave a remainder.	<b>End of unit 6 assessment</b>  <b><u>Unit 7: Measurement- Area</u></b>  L.O.: introduce the concept of the area of a 2D shape.  L.O.: to use squares as a standard unit of measuring the area of squares and rectangles  L.O.: find areas of more complex rectilinear shapes	<b><u>Unit 7: Measurement- Area</u></b>  L.O.: to compare shapes according to their areas.  <b>End of unit 7 assessment</b>  <b><u>Unit 8: Fractions 1</u></b>  L.O.: find hundredths as fractions  L.O.: see the link between tenths and hundredths	<b><u>Unit 8: Fractions 1</u></b>  L.O.: look at the relationship between the numerators and denominators of fractions  L.O.: simplify fractions  L.O.: identify and draw mixed numbers  L.O.: count up in fractions beyond 1 using a number line  <b>End of unit 8 assessment</b>



600 = 1,400 and 1,400 - 600 = 800 and 3 x 4 = and 12 ÷ 4 = 3 so 300 x 4 = 1,200 and 1,200 ÷ 4 = 300	Fact families of addition / subtraction within 20	Fact families of addition / subtraction multiples of 10 and 100	Fact families of multiplication / division within known times tables	Fact families of multiplication / division within multiples of 10 or 100 of known times tables	Random fact families from previous weeks	Random fact families from previous weeks
<b>SCIENCE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
States of Matter  Links:	<p><b>L.O.: To sort and describe materials</b></p> <p><b>Pre assessment</b></p> <p><b>Scientific enquiry question:</b> What are the 3 states of matter? How can we categorise different materials?</p> <hr/> <p>Stick and complete concept maps in after this. Also assessment sheet.</p> <p>Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases</p> <p><b>Outcomes:</b> Understanding about states of matter, according to whether they are solids, liquids or gases</p>	<p><b>L.O.: To explain the properties of gases.</b></p> <p>Talk about commonly occurring gases &amp; their uses. We are surrounded by air, but what is it made of &amp; how can we prove that it's there? Children watch demonstrations &amp; carry out enquiries to find out the volume of gas in a fizzy drink.</p> <p>Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases</p> <p><b>Outcomes:</b> Name the uses of common gases and that liquids can contain dissolved gases.</p>	<p><b>L.O.: To observe and describe changes of state.</b></p> <p>Heating and Cooling experiment with butter and chocolate (can be virtual)</p> <p>Sc4/3.1b observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p><b>Outcomes:</b> Create table detailing results of temperature experiment.</p>	<p><b>L.O.: To investigate the three states of water.</b></p> <p>Melting ice cubes and condensing water vapour</p> <p>Sc4/3.1b observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p><b>Outcomes:</b> Design and set up an experiment to show melting and condensation of water.</p>	<p><b>L.O.: To understand the process of evaporation</b></p> <p>Place containers of water in different locations to highlight effect of temperature on evaporation.</p> <p>Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><b>Outcomes:</b> Design and set up an experiment to show evaporation</p>	<p><b>L.O.: To identify and name the stages of the water cycle.</b></p> <p>Children learn about the importance of the water cycle and the finite amount of water available.</p> <p>Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><b>Outcomes:</b> To produce a labelled water cycle diagram with explanations of processes.</p> <p><b>Post assessment</b></p>

	Sc4/1.1 Asking relevant questions and using different types of scientific enquiries to answer them Sc4/1.2 Setting up simple practical enquiries, comparative and fair tests Sc4/1.3 Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Sc4/1.4 Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Sc4/1.5 Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Sc4/1.6 Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Sc4/1.7 Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Sc4/1.8 Identifying differences, similarities or changes related to simple scientific ideas and processes Sc4/1.9 Using straightforward scientific evidence to answer questions or to support their findings.					
<b>ART &amp; DESIGN</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Links:</b>						
<b>COMPUTING</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Links:</b>						
<b>DESIGN &amp; TECHNOLOGY</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Links: science (water cycle)</b>	<b>L.O.: To research and design a wheeled vehicle</b>  Explore a range of examples and sketch ideas.  <b>Outcome:</b> Children have a chosen design to construct.	<b>L.O.: To make a wheeled vehicle</b>  Children use a range of materials to construct vehicle in small groups (3s).  <b>Outcome:</b> Children produce a vehicle.	<b>L.O.: To evaluate model</b>  Children test vehicles against design brief.  <b>Outcome:</b> Vehicle successfully carries water over a required distance.	<b>L.O.: To research and design a water filtration system</b>  Explore a range of examples and sketch a prototype.  <b>Outcome:</b> Children have a chosen design to construct.	<b>L.O.: To make a water filtration system</b>  Children use a range of materials to construct water filtration system in small groups (3s).  <b>Outcome:</b> Children produce a water filtration system.	<b>L.O.: To evaluate model</b>  Children test effectiveness of their design  <b>Outcome:</b> Dirty water is 'purified'
<b>GEOGRAPHY</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Links:</b>						
<b>HISTORY</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>The Maya</b>	<b>L.O. To research and present facts about the Maya</b>	<b>L.O. Create a map of the ancient Maya world</b>	<b>L.O. To identify historical evidence sources</b>	<b>L.O. To explain the link between food and society</b>	<b>L.O. To investigate and understand Mayan religion</b>	<b>L.O. To study the Mayan number system</b>

<p>Hi2/2.5 Non-European Study - Pupils should be taught about a non-European society that provides contrasts with British history: Mayan civilization c. AD 900</p> <p><b>Links:</b> <b>Literacy</b></p>	<p>Brief introduction to the Mayans (timeline / maps / key facts)</p> <p><b>Outcome:</b> Produce a question bank for reference throughout unit. Use notes to write a brief paragraph on the Mayan people (place in time &amp; achievements)</p>	<p>Discover facts about the Maya civilisation and explain where in the world they lived.</p> <p><b>Outcome:</b> Create a labelled map showing the Mayan Empire</p>	<p>I can identify and use a range of evidence sources. Use inference and deduction to understand more about the Maya civilisation.</p> <p><b>Outcome:</b> Children answer a range of questions linked to a historical drawing.</p>	<p>Learn about a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.</p> <p><b>Outcome:</b> Write an explanation of the significance of corn and chocolate</p>	<p>Investigate the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people.</p> <p><b>Outcome:</b> Create a Mayan god fact-file</p>	<p>Understand how the Maya number system works.</p> <p><b>Outcome:</b> Complete a number grid and perform simple calculations.</p>
<b>MFL</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Links:</b>						
<b>PE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Links:</b>	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
<b>RE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<p>Inspirational people in today's world</p> <p><b>Links: PHSE</b></p>	<p><b>L.O.: To have an awareness of religious intolerance.</b></p> <p>Watch video about life of Malala Yousafzai.</p> <p><b>Outcome:</b> Create a story map of Malala life.</p>	<p><b>L.O.: To understand the core beliefs of Buddhism.</b></p> <p>Take part in quiz on the Dalai Lama life.</p> <p><b>Outcome:</b> Sort quotes into agree and disagree piles.</p>	<p><b>L.O.: To understand the concept of religious harmony.</b></p> <p>Reflect and answer questions about respecting religious differences.(Rabbi Sacks)</p> <p><b>Outcome:</b> Write own statement relating to religious tolerance.</p>	<p><b>L.O.: To appreciate how beliefs influence everyday life.</b></p> <p>Watch video about Fauja Singh</p> <p><b>Outcome:</b> Produce comic strip featuring key moments.</p>	<p><b>L.O.: To understand how faith inspires people.</b></p> <p>Children complete personal inspiration sheet.</p> <p><b>Outcome:</b> Share examples of people who inspire them.</p>	<p><b>L.O.: To understand the importance of beliefs in modern society.</b></p> <p>Complete a 'My Beliefs' activity sheet</p> <p><b>Outcome:</b> Children write about personal challenges they have overcome</p>

RSHE PSHE	1	2	3	4	5	6
<b>Links: RE</b>	<b>L.O.: To review achievements of term 1</b>  Circle time activities designed to spotlight progress and key successes  <b>Outcome:</b> I can list 3 reasons to be proud of my first term in Y4	<b>L.O.: To reflect on learning styles</b>  Circle game activities designed to spotlight ways of working.  <b>Outcome:</b> I can explain my strengths and weaknesses as a learner.	<b>L.O.: To understand barriers to learning</b>  Sorting activity – helps me to learn / stops me from learning  <b>Outcome:</b> Explain how feelings and emotions affect learning	<b>L.O.: To reflect on achievements</b>  Discussion of role models  <b>Outcome:</b> Identifying ways to achieve	<b>L.O.: To develop resilience strategies</b>  Study a poem (The Race)  <b>Outcome:</b> To list methods to overcome barriers and adapt own behaviour.	<b>L.O.: To recognise a goal as a journey</b>  Make class book of records or personal targets.  <b>Outcome:</b> Break down goal into a series of small steps with milestones
<b>MUSIC</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Links:</b>						

#### Changes to yearly overview

PE – No dance due to hall being unavailable. Not possible to be done outside or within classroom.

RE – Starting RE coverage from term 1 of the overview so we will cover complete syllabus by end of year.

PSHE - Road Safety incorporated into weekly walk to swimming.