



Year 4 Term Two Planning

2022-2023

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 Assessment Week | Week 6 | Week 7 Christmas Activities |
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| Topic: Raiders, Traders and Settlers Key Text: Beowulf | | | | | | | |
| English: Spelling | Spelling Frame | Spelling Frame | Spelling Frame | Spelling Frame | Spelling Frame | Spelling Frame | |
| English: Reading | To be able to infer from a picture book | Vipers | Vipers | Vipers | Vipers | Vipers | Vipers |
| English: Writing | Beowulf Chapter 1 To be able to predict and understand vocabulary To be able to plan a setting description To be able to write a setting description | Beowulf Chapter 2 To be able to investigate a character To be able to plan a character description. To be able to use a thesaurus To be able to write a character description | Beowulf Chapter 3 and 4 To edit and improve character description To be able to analyse a poem To be able to write a kennings poem | Beowulf Chapter 5 and 6 To be able to identify the features of a chronological report (diary entry) To be able to plan a diary entry To be able to write a diary entry | Beowulf Chapter 6 and 7 2 pages To be able to edit and improve Revision – GPAS Assessment – Reading Assessment GPAS | Beowulf Chapter 7 To be able to use speech marks To be able to plan an action scene To write an action scene (x2) | Beowulf Chapter 7 – end, Chapter 8 and 9 To be able to edit and improve (To be able to review a book and make recommendations) To be able to write a Christmas Poem |

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| English: GPaS | To be able to use fronted adverbials | To be able to use subordinating conjunctions | To be able to identify word classes nouns and verbs | To be able to use subordinating conjunctions | To be able to know how to use inverted commas | To be able to use inverted commas accurately | |
| English: Handwriting | | | | | | | |
| Maths | <p>Multiplication</p> <p>TBAT multiply 2 digit by 1 digit numbers TBAT multiply 3 digit by 1 digit numbers TBAT reason and problem solve with multiplication TBAT learn the 7 times tables</p> <p>Autumn Test 1b</p> | <p>Division</p> <p>TBAT divide by sharing into equal groups TBAT divide using tens and ones TBAT divide using short division (2 digit numbers) TBAT learn the 9 times tables</p> <p>Autumn Test 2b</p> | <p>Division</p> <p>TBAT divide using short division (3 digit numbers) TBAT divide using short division (2 and 3 digit numbers) TBAT reason and problem solve TBAT learn the 11 times tables</p> <p>Autumn Test 3b</p> | <p>Fractions</p> <p>TBAT understand what fractions are TBAT understand equivalent fractions (1) TBAT understand equivalent fractions (2) TBAT learn the 12 times tables</p> <p>Autumn Test 4b</p> | <p>Assessment Week</p> <p>1 x revision lesson 3 x maths tests 1 x times table lesson</p> | <p>Fractions</p> <p>TBAT count in fractions TBAT add and subtract fractions with the same denominator TBAT find fractions on an amount TBAT recap all times tables</p> <p>Autumn Test 5b</p> | <p>Christmas Problem Solving</p> <p>TBAT problem solve x4 TBAT recap all times tables</p> <p>Autumn Test 6b</p> |
| Science Sound | <p>Pre assessment</p> <p>identify how sounds are made, associating some of them with something vibrating</p> | <p>recognise that vibrations from sounds travel through a medium to the ear</p> | <p>find patterns between the pitch of a sound and features of the object that produced it</p> | <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> | <p>recognise that sounds get fainter as the distance from the sound source increases</p> | <p>Post assessment</p> | |
| Geography Settlements | <p>To find out about the needs of early settlers and the origins of place names.</p> | <p>To be able to identify settlements and reasons for their original siting.</p> | <p>To be able to identify a range of mapping symbols and know their meanings.</p> | <p>To understand and describe how settlements are connected.</p> | <p>To be able to design a village settlement influenced by physical features and personal choice.</p> | <p>To be able to design a village settlement influenced by physical features and personal choice.</p> | |

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| <p>Physical Education</p> | <p>Fundamentals To develop balancing and understand the importance of this skill</p> <p>Tag Rugby To develop throwing, catching and running with the ball</p> | <p>Fundamentals To understand how to change speed and be able to demonstrate good technique when running at different speeds</p> <p>Tag Rugby To develop an understanding of tagging rules</p> | <p>Fundamentals To demonstrate a change of speed and direction to outwit others</p> <p>Tag Rugby To begin to use the 'forward pass' and 'off-side rule'</p> | <p>Fundamentals To develop technique and control when jumping, hopping and landing</p> <p>Tag Rugby To dodge a defender and move into space when running towards the goal</p> | <p>Fundamentals To develop skipping in a rope</p> <p>Tag Rugby To develop defending skills and use them in a game situation</p> | <p>Fundamentals To apply fundamental skills to a variety of challenges</p> <p>Tag Rugby To be able to apply the rules and tactics learnt and play in a tag tournament</p> | |
| <p>PSHE Living in the Wider World – One World</p> | <p>To discuss ways in which people's lives are similar and different and give reasons for these differences.</p> | <p>To explore differences of opinion and identify if I feel these are fair</p> | <p>Anti bullying week To discuss and consider ways to be kind</p> | <p>To be able to think about the lives of people living in other places, make considered decisions and give reasons for my opinions.</p> | <p>To consider the lives of people living in other places, and people with different values and customs.</p> | <p>To explain what climate change is and how it affects people's lives and identify what I can do to help</p> | <p>To be able to identify different organisations which help people in different countries who are in challenging situations and explain how they do this</p> |
| <p>Religious Education</p> | <p>To know how Hindu's celebrate Divali</p> | <p>Remembrance</p> | <p>To describe some example of what Hindus do to show their faith</p> | <p>To identify and name examples of what Hindus have and do I their families to show their faith</p> | <p>To make connections with Hindu beliefs and teachings about aims and duties in life</p> | <p>To suggest reasons why being a Hindu is a good thing in Britain today and why it might be hard sometimes</p> | |