



# Year 4 Term One Planning

2022-2023

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English: Spelling</b>	test PKS on HFW test on year 3 / 4 words	test PKS on HFW test on year 3 / 4 words	test PKS on HFW test on year 3 / 4 words	Sets to cover: Phonics Year 2 spelling rules Year 3 recap Year 4 spellings	Sets to cover: Phonics Year 2 spelling rules Year 3 recap Year 4 spellings	Sets to cover: Phonics Year 2 spelling rules Year 3 recap Year 4 spellings
<b>English: Reading</b>	TBAT infer from a picture book  TBAT infer from a picture book  TBAT infer from a simple poem  <b>Texts:</b> Belonging by Jeanie Baker  Two poems	TBAT understand vocabulary  TBAT retrieve  TBAT retrieve  <b>Texts:</b> PiXL text  Non chronological report	TBAT understand vocabulary  TBAT retrieve  TBAT retrieve  <b>Texts:</b> STitch head from Chapter 5  Non Chronological report	TBAT understand vocabulary  TBAT read fluently  TBAT infer  <b>Texts</b> STitch head  Persuasive letter?	TBAT understand vocabulary  TBAT read fluently  TBAT infer  <b>Texts</b> STitch head max 2 lessons a week  Black History Month	TBAT understand vocabulary  TBAT answer VIPERS  TBAT answer VIPERS  <b>Texts</b> STitch head max 2 lessons a week  Black History Month

<p><b>English: Writing</b></p>	<p>4 lessons</p> <p>TBAT predict</p> <p>TBAT summarise a text</p> <p><b>GPAS</b> TBAT understand expanded noun phrases</p> <p>TBAT use role play to stimulate ideas for writing (hot seating)</p>	<p>TBAT use expanded noun phrases (shared write)</p> <p>TBAT: plan a success criteria for narrative piece using a thesaurus</p> <p>TBAT write a descriptive piece using a picture as a stimulus Page 45 (4<sup>th</sup> Chapter)</p> <p>Continuing the story Audience: peers Purpose: entertain</p> <p>TBAT: edit and improve</p>	<p>TBAT recognise features of a non-chronological report</p> <p>TBAT identify GPAS structures in a non-chronological report <b>GPAS</b> – causal conjunctions</p> <p>TBAT plan a success criteria for a non-chronological report</p> <p>TBAT write a non-chronological report Audience: Year 3 peers Purpose: inform and explain</p>	<p>TBAT write a non – chronological report</p> <p>TBAT edit and improve</p> <p><b>GPAS</b> - Rhetorical questions and recap causal connectives</p> <p>TBAT identify persuasive language</p>	<p>TBAT Use persuasive language (group activity)</p> <p>TBAT plan a persuasive letter</p> <p>TBAT write a persuasive letter</p> <p>Audience: Venelope Purpose: to persuade and inform</p> <p>TBAT edit and improve</p>	<p><b>GPAS</b> - TBAT identify and use fronted adverbials for place and time</p> <p>TBAT identify features of a narrative</p> <p>TBAT plan the digestive system</p> <p>TBAT write a descriptive narrative Audience: Year 4 Purpose: to entertain</p> <p>TBAT edit and improve</p> <p>TBAT publish a piece of work (if time)</p>
<p><b>English: Handwriting</b></p>	<p>TBAT join from the letter e,-ea,</p>	<p>TBAT join to and from the letter s</p>	<p>TBAT write the letters the correct size and height</p>	<p>TBAT form double letters - tt, ll, rr, ee</p>	<p>TBAT practise consistency in spacing</p>	<p>TBAT practise the diagonal join</p>
<p><b>Maths</b></p>	<p>TBAT read numbers up to 1000.</p> <p>TBAT write numbers up to 1000</p> <p>TBAT partition numbers up to 1000.</p>	<p>TBAT identify different ways of partitioning</p> <p>TBAT place numbers to 1000 on a number line</p> <p>TBAT compare numbers</p> <p>TBAT learn times tables 10x</p>	<p>TBAT order numbers.</p> <p>TBAT round to the nearest 10</p> <p>TBAT round to the nearest 100</p> <p>TBAT learn times tables 5x</p>	<p>TBAT solve place value problems</p> <p>TBAT recognise Roman Numerals</p> <p>TBAT add and subtract 1, 10, 100 and 1000</p>	<p>TBAT add three-digit numbers</p> <p>TBAT add 3 to 4 digit numbers with exchange</p> <p>TBAT add 3 to 4 digit numbers with exchange</p>	<p>TBAT subtract three-digit numbers</p> <p>TBAT subtract 3 to 4 digit numbers with exchange numbers</p> <p>TBAT subtract 3 to 4 digit numbers with exchange numbers</p>

	TBAT learn times tables 2x  TBAT recap arithmetic – style calculations	TBAT recap arithmetic – style calculations	TBAT recap arithmetic – style calculations	TBAT learn times tables 3x  TBAT recap arithmetic – style calculations	TBAT learn times tables 4x  TBAT recap arithmetic – style calculations	TBAT learn times tables 8x  TBAT recap arithmetic – style calculations
<b>Science</b>	LO: TBAT identify what I already know. (The digestive system) (Pre Assessment)  LO: TBAT identify the different types of teeth	LO: TBAT set up a fair test (egg shell coke)  LO: TBAT conclude how to look after our teeth (don't eat sugar)?  LO: TBAT brush teeth efficiently.	TBAT recognise tooth- friendly alternatives – how much sugar is in your food  TBAT compare the teeth of carnivores and herbivores.  TBAT to know what the digestive system is.	TBAT label and understand the different parts.  TBAT understand the oesophagus and stomach's role  TBAT understand the two intestines role	TBAT Model the digestive system – make a poo (2 lessons worth)  POO WORKSHOP	(Post Assessment)
<b>Geography</b> <i>none this term</i>						
<b>History</b> <i>none this term</i>						
<b>Art</b>					TBAT research an artist (Tim Burton)  TBAT design a character influenced by Tim Burton's style	
<b>D&amp;T</b>						TBAT use sewing skills to create a 'stitch' head

						TBAT evaluate
<b>Computing</b>	TBAT identify how a message can hurt someone's feelings and say how I should respond to a hurtful message online.	TBAT use a search engine accurately	TBAT understand the term 'plagiarism' and how to avoid it	TBAT create a safe online profile	TBAT explain how to be a responsible digital citizen	TBAT create an online safety superhero character
<b>Music</b>	TBAT: Recap on the notes learned on a recorder in Year 3 BAG by playing through a number of simple pieces.	TBAT: Introduce C as a note. Children to learn to play a simple popular song using CAG as notes. Consolidate BAG through familiar pieces	TBAT: Extend children's ability to improvise by getting them to compose a 4 note composition and performing it on the recorder. Composition to be in 4/4 time and to include all rhythmic values learned to date	TBAT: Introduce concept of playing with a moving accompaniment at the same time as maintaining a regular rhythmic ostinato.	TBAT: Children to learn to play simple duets using the notes they already know. Duet to include rests, quavers and crotchets.	TBAT: play low E on a recorder - and use this note to expand their repertoire.
<b>Physical Education</b>	<p><b>Fitness</b> TBAT measure my fitness</p> <p><b>Fundamentals</b> To develop balancing and understand the importance of this skill</p>	<p><b>Fitness</b> TBAT aware of how warming up affects my muscles</p> <p><b>Fundamentals:</b> To understand how to change speed and be able to demonstrate good technique when running at different speeds</p>	<p><b>Fitness</b> TBAT aware of how to improve my fitness</p> <p><b>Fundamentals:</b> To develop a change of speed and direction to outwit others</p>	<p><b>Fitness</b> TBAT make decisions to about improving my fitness</p> <p><b>Fundamentals</b> To develop technique and control when jumping, hopping and landing</p>	<p><b>Fitness</b> TBAT measure my fitness</p> <p><b>Fundamentals</b> To develop skipping in a rope</p>	<p><b>Fitness</b> TBAT evaluate my fitness</p> <p><b>Fundamentals</b> To apply fundamental skills to a variety of challenges</p>
<b>PHSE</b> <b>Friendships</b>	TBAT recognise there are different types of relationships -family and friends	TBAT recognise qualities of a good friend.	TBAT recognise there are different types of relationship.	TBAT identify some strategies to resolve conflict.	TBAT understand what bullying is	TBAT identify strategies to deal with bullying

<p><b>Religious Education</b></p> <p><i>Why do some people think that life is a journey?</i></p>	<p>TBAT create rules to follow in the classroom</p>	<p>TBAT recognise what a journey means to us.</p>	<p>TBAT recognise the significance of baptism to Christians. 1</p>	<p>TBAT recognise the significance of baptism to Christians. 2</p>	<p>TBAT recognise the significance of Bar/Bat mitzvah to Jews</p>	<p>TBAT recognise significant ceremonies to Hindus. 1</p>
<p><b>French</b></p>	<p>TBAT recall numbers 1-20 TBAT learn and practice numbers 21-31</p>	<p>TBAT recognise classroom objects</p>	<p>TBAT recall colours and classroom objects TBAT understand that colours follow the noun in French</p>	<p>TBAT recall classroom objects TBAT make words in French plural Changes to stationary</p>	<p>TBAT be able to understand what day it is Days of the Week</p>	<p>TBAT practice saying what day it is in French Months of the Year</p>
<p><b>Forest Schools</b></p>	<p>TBAT explore the forest school area and discover bugs etc</p>	<p>TBAT build a den</p>	<p>TBAT make an animal out of natural materials</p>	<p>TBAT make a fairy house</p>	<p>TBAT create art from nature</p>	<p>TBAT to make a caveman tool</p>