

## Year 4 Spring 1 Plan 2024

### FOCUS: The Environment and The Normans

Literacy	Week 1	Week 2	Week3	Week 4	Week 5	Week 6
Class Novel: The Puffin Keeper	Poetry – The Sea, The Ocean’s Blanket  Reciprocal reading on the poems  Writing own poem using figurative language.	Narrative- The Puffin Keeper  Reciprocal reading based on chapters 1-3.  Plan and continue own story of the sea rescue		Reciprocal reading information texts on location identified in Geography Persuasive texts – identifying features/ organisation of information Persuasive writing – tourist pamphlet on visiting Normandy		Reciprocal reading – explanation texts Explanation text – linked to Science How the digestive system works
SPAG	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Revision of similes and introduce metaphors.	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas:		Indicating possession by using the possessive apostrophe with plural nouns	The grammatical difference between plural and possessive –s	Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]
Spelling	Homophones and near homophones	Homophones and near homophones	Nouns ending in the suffix -ation	Nouns ending in the suffix -ation	Adding the prefixes sub- and super-	Plural possessive apostrophes
Maths	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<b>Multiplication and Division</b> Factor pairs Written methods for TO X O HTO X O TO ÷ O inc remainders including word problems.		Decimals Decimal equivalents Rounding and comparing decimals Recognise tenths and hundredths Addition and subtraction of decimals	<b>Fractions</b> <b>Skills:</b> Equivalent fractions Fractions of quantities <b>Fractions</b> Addition and subtraction of fractions with the same denominator across 1 whole	<b>Time</b> Roman Numerals Read, write and convert 12 and 24 Convert hours to minutes, minutes to seconds, years to months, weeks to days Time problems	

CLIC	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<b>C</b> – I can partition a 2dp number <b>L</b> – 11x table <b>I</b> – I know half of 300, 500, 700, 900 <b>C</b> – I can combine 2 or more Tables Facts to solve division (with remainders) (2, 3, 4, 5x tables)	<b>C</b> – Count Along 1s / 2s / 5s / 25s <b>L</b> – 11x table. Revision of tables <b>I</b> – I can find the missing piece to 1000 <b>C</b> – I can subtract with 3 digit numbers	<b>C</b> – 10s / 20s / 50s / 250s <b>L</b> – Revision of tables <b>I</b> – I can complete a full Coin Card <b>C</b> – I can solve any 4d - 2d or 3d	<b>C</b> – 100s / 200s / 500s / 2500s <b>L</b> – Revision of tables <b>I</b> – I can add tenths <b>C</b> – I can solve any 4d + 2d / 3d	<b>C</b> – I can understand 1dp numbers <b>L</b> – Revision of tables <b>I</b> – I know half of 3, 5, 7, 9 as decimals <b>C</b> – I can solve any 2d x 1d	<b>C</b> – I can still count along for all of Count Fourways' challenges <b>L</b> – Revision of tables <b>I</b> – I can divide whole numbers by 10 or 100 giving decimal answers <b>C</b> – I can solve 2d ÷ 1d (using x2, 3, 4, 5) with no remainders in the answer

Science	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Animals including humans (Teeth)	Identify the different types of teeth in humans and their simple functions.	Does an egg shell change when it is left in different liquids? (Observation over time enquiry)  Asking relevant questions and using different types of scientific enquiries to answer them.  Setting up simple practical enquiries.		What are the names for all the organs involved in the digestive system?		Describe the simple functions of the basic parts of the digestive system in humans.
History	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Geography focus this half-term					
Geography	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Recap where Europe is.  <u>Skills:</u> Locate the world's countries, using maps to focus on Europe	Focus on France and where it is in Europe and locate France and Normandy. <u>Skills:</u> Locate the world's countries, using maps to focus on Europe	Over the next few weeks the chn will look at the similarities and differences of 3 different physical features that appear in both England and Normandy. -Mont Saint Michel and St Michael's Mount -d'Etretat and Durdle Door - River Tamar and River Orne  <u>Skills:</u> Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in a European Country. Use world maps, atlases, globes and digital mapping to locate countries.			

Art/DT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Art Textiles - the Bayeux Tapestry</b>	<p>Examine part of the Bayeux tapestry and sketch.</p> <p><u>Skills</u> - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>-Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>To choose a favourite part of the Bayeux tapestry and sketch. (One small part)</p> <p><u>Skills</u> - Annotate work in journal.</p> <p>-Question and make thoughtful observations about starting points and select ideas to use in their work.</p>	<p>Draw their favourite part of the Bayeux tapestry onto fabric.</p> <p>To learn different types of stitches for eg. running stitch, cross stitch etc.</p> <p><u>Skills</u> - Develop skills in stitching, cutting and joining.</p> <p>-Match the tool to the material.</p>	<p>The children are to sew their part of the Bayeux Tapestry.</p> <p><u>Skills</u> - Develop skills in stitching, cutting and joining.</p> <p>-Match the tool to the material.</p>		

Computing	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Digital Citizenship	<p>To understand how children protect themselves from online identity theft. (Links to PSHE)</p> <p>Use Spam purple mash</p> <p><u>Skills:</u></p> <p>-I can use technology safely and respectfully and responsibly</p> <p>-I can describe how others can find out information about me by looking online.</p> <p>- can explain ways that some of the information about me online could have been created, copied or shared by others.</p> <p>-I can give examples of how to be respectful to others online.</p>		<p>2 investigate</p> <p>Children are to look at gathering data and then inputting personal data into a data base. Looking at what could be seen as too personal and not safe. (Links to PSHE)</p> <p><u>Skills:</u></p> <p>-I can describe how others can find out information about me by looking online.</p> <p>-I can describe strategies for safe and fun experiences in a range of online social environments.</p>		<p>Screen-Time 2Investigate Database.</p> <p>Screen Time Study writing frame.</p> <p>The children are to understand the importance of balancing game and screen time with other parts of their lives.</p> <p><u>Skills:</u></p> <p>-I can explain how using technology can distract me from other things I might do or should be doing.</p> <p>-I can identify times or situations when I might need to limit the amount of time I use technology.</p> <p>-I can suggest strategies to help me limit this time.</p>	

PSHE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Dreams and Goals	<b>Puzzle 3 ~ Dreams &amp; Goals</b>  <u>Skills</u> To tell you about some of my hopes and dreams	Broken dreams  <u>Skills</u> To understand that sometimes hopes and dreams do not come true and that this can hurt	Overcoming disappointment  <u>Skills</u> How to cope with disappointment and help others cope with theirs.	Creating New Dreams  <u>Skills</u> To know how to make a new plan and set new goals. Resilience and positive attitudes.	Achieving Goals  <u>Skills</u> To know how to work out the steps to achieve a goal.	We did it!  <u>Skills</u> To identify the contributions made by myself and others in a group achievement.
RE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
How do festivals and family life show what matters to Jews?	<u>Judaism</u> What is worth celebrating? What do Jewish families celebrate every week? Shabbat <a href="http://reonline.org.uk">Jewish Way of Life (reonline.org.uk)</a> <a href="https://www.bbc.co.uk/programmes/p0114f7y">https://www.bbc.co.uk/programmes/p0114f7y</a> To understand Shabbat	<u>Judaism</u> Why do Jewish people celebrate Rosh Hashanah and Yom Kippur?  <a href="#">BBC Two - My Life, My Religion, Judaism, Rosh Hashanah</a> What happens during Rosh Hashanah and Yom Kippur.		<u>Judaism</u> Why do Jewish people celebrate Rosh Hashanah and Yom Kippur?  <a href="#">BBC Two - My Life, My Religion, Judaism, Rosh Hashanah</a>  The story of Jonah. Tashlich	<u>Judaism</u> Why is Pesach important for Jews?  <a href="#">BBC Two - My Life, My Religion, Judaism, Passover</a>  The story of Exodus (Plagues). Slavery	<u>Judaism</u> Why is Pesach important for Jews?  How is Exodus remembered at Pesach? The Sedar plate.
Music	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Mama Mia -Listen and Appraise the song Mamma Mia and other Abba songs - Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song -Use instruments during this unit. -Perform the Song - perform and share your learning as you progress through the Unit of Work.					

PE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p>Orienteering– 4F/H outdoor</p> <div> <ul style="list-style-type: none"> <li>• <u>Skills</u> – <ul style="list-style-type: none"> <li>• Work as part of a team</li> <li>• Show enthusiasm, determination and resilience</li> </ul> </li> <li>• I have to communicate well and negotiate to solve problems in a group <ul style="list-style-type: none"> <li>• Plan a route map</li> <li>• Know my compass points</li> </ul> </li> <li>• How to navigate around an area following directions</li> <li>• Work together in a small group to solve problems</li> <li>• Identify areas of the school grounds using a map <ul style="list-style-type: none"> <li>• How to orientate a map and find clues</li> </ul> </li> <li>• Identify where a number of controls are situated around the school grounds via photographic clues</li> </ul> </div> <p>Dance –4F/H indoor</p> <p><u>Skills</u> –</p> <div> <ul style="list-style-type: none"> <li>• How to contribute key words to a theme related mind map</li> <li>• How to translate words/ideas into actions and combine together <ul style="list-style-type: none"> <li>• Demonstrate agility, balance, coordination and precision.</li> </ul> </li> <li>• To use the actions from the motif creatively using different body parts and movements <ul style="list-style-type: none"> <li>• Show changes in level and pathway when travelling</li> <li>• Show good timing and control</li> </ul> </li> <li>• To work in Pairs and use pictures as s stimulus to develop a 16 count pairs section to add to our performance piece. <ul style="list-style-type: none"> <li>• To show use of mirror image and changes in level</li> <li>• To work well in groups showing good cooperation skills.</li> </ul> </li> <li>• To use the poem as a stimulus for creative and imaginative actions <ul style="list-style-type: none"> <li>• Show use of Canon and changes in formation</li> <li>• To understand what makes a good performance <ul style="list-style-type: none"> <li>• To give useful feedback to our partner</li> </ul> </li> <li>• To improve our own performance based on feedback</li> </ul> </li> </ul> </div>					