

Termly Planning Overview: 2023-24 Spring Term 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<i>School events</i>			World Book Day	Dance Festival	RE Focus Day Y4 Performance	Parent Evenings
<i>Outdoor Learning</i>	Taking temperature outside using dataloggers and thermometers. PHSE warm up activities French games					
<i>Global learning</i>	How are our lives impacted by the lives of the past? How do inventions of the Ancient Civilisations affect our lives today? How can others' lives impact our own? How do different beliefs affect us? Can we learn tolerance, respect and values from other cultures and civilisations?					
<i>Growth Mindset</i>	Mindset Trumps: Characteristics of an effective learner; suggesting justification for awards; creating a simple game.					
ENGLISH	Text: The Time Travelling Cat and the Egyptian Goddess	Text: The Time Travelling Cat and the Egyptian Goddess	Text: The Time Travelling Cat and the Egyptian Goddess	Text: The Time Travelling Cat and the Egyptian Goddess	Text: The Time Travelling Cat and the Egyptian Goddess	Text: The Time Travelling Cat and the Egyptian Goddess
Phonics/Spelling	Strategies for learning words: words from statutory spelling list Year 3/4 Possessive apostrophe with plurals Y3 catch up: Spell words with endings which sound like 'zhun' e.g. division, decision	Strategies for learning words: words from statutory spelling list Year 3/4 Homophones: Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's	Strategies for learning words: words from statutory spelling list Year 3/4 Y3 catch up: Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo	Strategies for learning words: words from statutory spelling list Year 3/4 Proofreading: Model reading through an example of the pupils' writing and noticing spelling errors in elements taught so far in Year 4. Model correcting them using a range of strategies including the use of a dictionary (but only for particularly difficult words).	Strategies for learning words: words from statutory spelling list Year 3/4 Prefixes 'anti-' and 'inter-' Y3 catch up: Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine	Strategies for learning words: words from statutory spelling list Year 3/4 Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'

<p>Reading</p>	<p><i>Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.</i> Immersion and analysis of Newspaper reports.</p>	<p><i>Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these.</i> <i>Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.</i></p>	<p><i>Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry.</i> <i>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1)</i></p>	<p><i>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.</i> <i>Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</i></p>	<p><i>Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</i> <i>Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say</i></p>	<p><i>Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.</i></p>
<p>Composition & handwriting</p>		<p>Newspaper Reports: Writing to inform. <i>Draft and write by organising paragraphs around a theme.</i> <i>Draft and write non-narrative material, using simple organisational devices. Express time, place and cause using co-</i></p>		<p><i>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.</i> <i>Use the diagonal and horizontal strokes that are needed to join letters and understand</i></p>		<p><i>Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.</i> <i>Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech</i></p>

		<p><i>ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</i></p>		<p><i>which letters, when adjacent to one another, are best left unjoined.</i></p>		<p><i>punctuation and use of the comma for fronted adverbials. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials. Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</i></p>
<p>Vocabulary, Grammar & Punctuation</p>	<p>Features and structure of Newspaper Reports;</p>		<p><i>Understand the following terminology: preposition, conjunction; word</i></p>		<p><i>Understand the following terminology: determiner; pronoun,</i></p>	

	<i>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.</i>		<i>family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')</i>		<i>possessive pronoun; and adverbial. Use fronted adverbials e.g. Later that day, I heard the bad news. Use commas after fronted adverbials.</i>	
MATHS						
On the Boil learning	Count in multiples of 6, 7, 9, 25 and 1000	Recognise and show, using diagrams, families of common equivalent fractions	Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	Identify lines of symmetry in 2-D shapes presented in different orientations	Write the time using an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	Plot specified points and draw sides to complete a given polygon
Main Learning Focus	Fractions TP3 Partition a mixed number TP4 Number lines with mixed numbers TP5 Compare and order mixed numbers Fluency: Times Tables Rockstars x8	Fractions TP6 Understand improper fractions TP7 Convert mixed numbers to improper fractions TP8 Convert improper fractions to mixed numbers	Fractions TP9 Equivalent fractions on a number line TP10 Equivalent fraction families TP11 Add two or more fractions	Fractions TP12 Add fractions and mixed numbers TP13 Subtract two fractions TP14 Subtract from whole amounts TP15 Subtract from mixed numbers	Multiplication TP1 Factor Pairs TP2 Use factor pairs TP3 Multiply by 10 Fluency: Times Tables Rockstars x10	Multiplication TP4 Multiply by 100 TP5 Divide by 10 TP6 Divide by 100 Fluency: Times Tables Rockstars x8 x9 x10

		Fluency: Times Tables Rockstars x8	Fluency: Times Tables Rockstars x9	End of Unit Assessment Fluency: Times Tables Rockstars x9		
Computing:	Programming Algorithms and debugging: Code for Life: Using loops and debugging Journey inside a computer: Inputs and outputs					
Science:	States of Matter This project teaches children about solids, liquids and gases and their characteristic properties. They observe how materials change state as they are heated and cooled, and learn key terminology associated with these processes. Working scientifically Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 4 focus). Set up simple practical enquiries, comparative and fair tests (Year 4 focus). Electrical Circuits and Conductors This project teaches children about electrical appliances and safety. They construct simple series circuits and name their parts and functions, including switches, wires and cells. They investigate electrical conductors and insulators and identify common features of conductors. It also teaches children about programmable devices. They combine their learning to design and make a nightlight.					
History or Geography:	Ancient Civilisations This project teaches children about the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. Children will learn about the rise, life, achievements and eventual end of each civilisation.					
Art & Design or Design Technology:	Tomb Builders This project teaches children about simple machines, including wheels, axles, inclined planes, pulleys and levers, exploring how they helped ancient builders to lift and move heavy loads.					
Music:	Puss in Boots: To learn and perform songs to an audience.					
French	<ul style="list-style-type: none"> • <i>Listen for sounds, rhyme and rhythm (Listening)</i> • <i>Read some words and phrases aloud and pronounce them accurately (Reading and Speaking)</i> • <i>Write simple words and phrases using a model and some words from memory (writing)</i> • <i>Memorise a short, spoken text (Reading & Speaking)</i> 					

	<ul style="list-style-type: none"> • Follow a short familiar text, listening and reading at the same time (Reading & Listening) • Know about some aspects of everyday life and compare them to their own • Listen for specific words and phrases (Listening).
PHSE/RSE:	<p>Healthy Me: I recognise how different friendship groups are formed, how I fit into them and the friends I value the most. I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations. I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. I can recognise when people are putting me under pressure and can explain ways to resist this when I want. I know myself well enough to have a clear picture of what I believe is right and wrong.</p>
RE Focus Day:	<p>Theme: Easter Key Question: Is forgiveness always possible for Christians? Religion: Christianity Concept: Salvation</p>
PE:	<p>Yoga: Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows. To explore connecting breath and movement. To explore new yoga poses and begin to connect them. To explore gratitude when remembering and repeating a yoga flow. To develop flexibility and strength in a positive summer flow. To develop flexibility in an individual yoga flow. To develop confidence and strength in arm balances.</p> <p>Hockey: Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important. To develop sending the ball with a push pass. To develop receiving the ball. To develop dribbling using the reverse stick (Indian dribble). To develop moving into space after passing the ball. To use an open stick tackle to gain possession. To apply defending and attacking principles and skills in a hockey tournament.</p>