

**Science: Animals including humans**

**Lesson 1:** To share what we know about food and nutrition and to ask questions about what happens to food after it has been eaten.

**Lesson 2:** To investigate where our food goes after it has been eaten

**Lesson 3:** To describe how food is broken down in the digestive system.

**Lesson 4:** To use a model to demonstrate the digestive system

**Lesson 5:** To identify the different types teeth that humans have and understand their functions.

**Lesson 6:** To investigate the function of toothpaste and compare different types.

**Design and Technology**

**Lesson 1:** To investigate toys with moving cam mechanisms

**Lesson 2:** To investigate different types of cam mechanisms.

**Lesson 3:** To investigate ways of strengthening structures for a moving toy.

**Lesson 4:** To be able to design a moving toy with a cam mechanism.

**Lesson 5:** To be able to follow a design to create a moving toy with a cam mechanism.

**Lesson 6:** To be able to evaluate a finished moving toy.

**French: La Magasin**

**Lesson 1:** To identify how much objects cost in French.

**Lesson 2:** To tell somebody what is in my town.

**Lesson 3:** To ask for directions.

**Lesson 4:** To ask for items in a shop

**Lesson 5:** To apply all of my knowledge to read a story using all of my knowledge of the unit.

**Mathematics**

Week 1	Week 2	Week 3
<p><b>Arithmetic: Decimals, conversions, place value</b></p> <p><u>Place value</u></p> <ul style="list-style-type: none"> <li>- To count in multiples of 6, 7, 9, 25, 1000.</li> <li>- To identify, represent and estimate numbers using different representations.</li> <li>- To order and compare numbers beyond 1000.</li> </ul>	<p><b>Arithmetic: multiplication tables up to 12 x 12.</b></p> <p><u>Calculation</u></p> <p>To add and subtract numbers with up to four digits using the efficient written methods of columnar addition and subtraction where appropriate.</p> <p>To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>	<p><b>Arithmetic: fractions</b></p> <p><u>Statistics:</u></p> <ul style="list-style-type: none"> <li>- To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>- To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and simple line graphs.</li> </ul>
<p><b>Arithmetic: counting in multiples 25, 50</b></p> <p><u>Four operations:</u></p> <ul style="list-style-type: none"> <li>- To multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</li> <li>-To divide using short division with exact answers.</li> </ul> <p><a href="#">Maths link DT: measurement</a></p>	<p><b>Arithmetic: +/- 1000, 100, 10 bridging</b></p> <p><u>Four operations:</u></p> <ul style="list-style-type: none"> <li>- To solve two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul> <p><a href="#">Maths link Science: Statistics</a></p>	

**PE: Athletics**

**Lesson 1:** To test components of fitness.

**Lesson 2:** To improve my running style.

**Lesson 3:** To pass the baton in a relay.

**Lesson 4:** To perform the three stages of the triple jump.

**Lesson 5:** To sling the discus.

**Lesson 6 –** To compete in an athletics competition.

**PE Indoor: Swimming**

**Lesson 1:** To swim against an assessed standard in two strokes.

**Lesson 2 :** To develop my breathing technique when swimming front crawl.

**Lesson 3:** To develop the backstroke technique.

**Lesson 4:** To perform the breast stroke leg action.

**Lesson 5 :** To use the butterfly technique.

**Lesson 6:** To identify the rules for water polo.

**STEM:**

**How can I recreate the great inventions of the Victorian era?**

Children explore the range of inventions from the Victorian era and make their own to showcase in an emporium.

[Maths link: Function machines,](#)

**Computing: Green Screen**

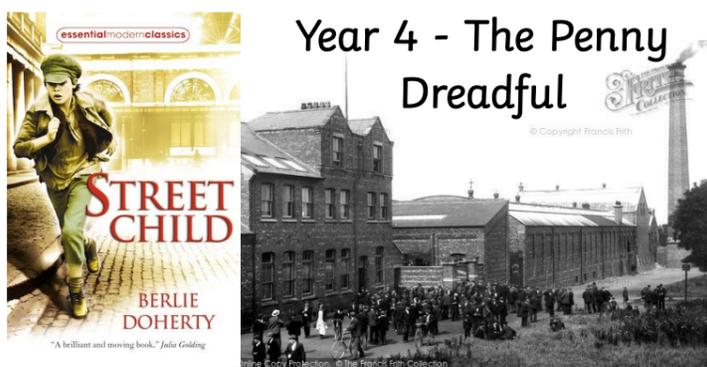
**Victorians**

LO: To create a video about the Victorians.

Supported by the Y6 STEM Leaders.

**Experiences and Educational Visits:**

- Hadley Victorian Walk
- Science Fayre
- Jubilee



**Year 4 - The Penny Dreadful**

**Class Novel: Street Child**  
**Berlie Doherty**

**Reading**

Week 1	Week 2	Week 3
P/V	I	R
<p><b>Class texts:</b> Street Child</p> <p>R4W: Vocabulary in texts for setting description</p> <p>LO: To discuss words and phrases that capture the reader's interest and imagination.</p> <p>Read Chapter 4/5</p>	<p><b>Class texts:</b> Street Child</p> <p>R4W: Examples of character descriptions—nasty characters</p> <p>LO: To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>	<p><b>Class texts:</b> Street Child</p> <p>R4W: Exploration of class text</p> <p>LO: To retrieve and record information from a fiction text.</p> <p>Read Chapter 18/19</p>
Week 4	Week 5	
S/I	E	
<p><b>Class texts:</b> Street Child</p> <p>R4W: Extended writing sequence, additional reading lesson</p> <p>LO: To identify main ideas drawn from more than one paragraph and summarising these</p>	<p><b>Class texts:</b> Street Child</p> <p>R4W: Features of horror stories—plots, characters</p> <p>LO: To identify themes and conventions in a wide range of books</p>	

**PSHE: Enquiry Question - What ways do people show love and appreciation to the people and animals who are special to them?**

- Lesson 1:** To recognise situations which can cause jealousy in relationships
- Lesson 2:** To identify someone I love and can express why they are special to me
- Lesson 3:** To tell you about someone I know that I no longer see
- Lesson 4:** To recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends
- Lesson 5:** To understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older
- Lesson 6:** To know how to show love and appreciation to the people and animals who are special to me.

**Writing**

Week 1	Week 2	Week 3	Week 4	Week 5
<p><b>Writing Focus: Setting description</b></p> <p>To write a setting description of the workhouse.</p>	<p><b>Writing Focus: Character description</b></p> <p>To write a character description of Grimy Nick</p>	<p><b>Writing Focus: Narrative</b></p> <p>To continue the story from where Jim escapes from Grimy Nick.</p>	<p><b>Writing Focus: Narrative</b></p> <p>To continue the story from where Jim escapes from Grimy Nick.</p>	<p><b>Writing Focus: Newspaper/magazine</b></p> <p>To create my own comic strip in the style of the Penny Dreadful.</p>
<p><b>SPAG Focus:</b></p> <p>To use fronted adverbials with adverbs and prepositions to express time and cause</p>	<p><b>SPAG Focus:</b></p> <p>To indicate possession by using the possessive apostrophe with singular nouns</p>	<p><b>SPAG Focus:</b></p> <p>To use and punctuate direct speech</p>	<p><b>SPAG Focus:</b></p> <p>To understand determiners</p>	<p><b>SPAG Focus:</b></p> <p>To understand pronouns, possessive pronoun</p>
Words with the / e / sound spelt ei, eigh, or ey	Possessive apostrophe with plurals	Homophones and near homophones	Homophones and near homophones	Homophones and near homophones

**The Arts- Art—Painting**

**Lesson 1:** To create texture using a variety of brushstrokes, paints and paintbrushes.

**Lesson 2:** To look at the work of an artist (Williams Morris)

**Lesson 3:** To paint a variety of flowers from observation.

**Lesson 4:** To draw the line drawing needed for my final flower painting.

**Lesson 5:** To paint a detailed floral design in the style of William Morris

**Lesson 6:** To create a class gallery to share and critique our work.

**Year 4 Topic: Beliefs in Practice (Buddhism)**

Enquiry Question: What is the best way for a Buddhist to lead a good life?

LO: We are learning how Buddha's teachings make a difference to how Buddhists choose to live.

**Lesson 1:** To evaluate choices and how they make us a feel.

**Lesson 2:** To understand the Eightfold path

**Lesson 3:** To show our understanding of the Eightfold path by creating a concertina book.

**Lesson 4:** To consider the best jobs for Buddhists to choose to help them lead good lives.

**Lesson 5:** To suggest guidelines for people to live by to make the world a better place.

**History Focus**

A local history focus- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality- Victorian Hadley 1837-1901

**Lesson 1:** To plot the Victorian era on a timeline and discuss Queen Victoria's reign

**Lesson 2:** To identify Victorian historical areas of Hadley and understand the industries which were present in this period

**Lesson 3:** To understand the importance of the canal and the railways in both Hadley and Britain

**Lesson 4:** To use census and parish records to find people who lived in Victorian Hadley and their jobs

**Lesson 5:** To explore and investigate artefacts from the Victorian era and discuss their uses.

**Lesson 6:** Enquiry question: How has Hadley changed from Victoria times to the modern day?