

**Science: Animals: - States of Matter**

**Can objects change shape?**

**Lesson 1:** To classify materials as solids or liquids by observing their properties

**Lesson 2:** To explain observations of an example gas using scientific knowledge about materials

**Lesson 3a:** To plan a fair test investigation to test ideas about melting ice

**Lesson 3b:** To observe, record data and present about the rate and temperature at which ice will melt.

**Lesson 3c:** To interpret data about melting ice and make scientific evaluations based on this.

**Lesson 4:** To investigate the different melting points of chocolate.

**Lesson 5:** To understand, observe and describe the process of evaporation and condensation

**Lesson 6:** To understand and describe the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

**PE: Outdoor orienteering**

Lesson 1: To work well in a team to solve problems

Lesson 2: To develop working with others to solve problems

Lesson 3: To communicate more effectively with peers

Lesson 4: To solve problems as a team

Lesson 5: To find more challenging clues

Lesson 6: To compete in a virtual intraschool cross country

**PE Indoor: Badminton**

Lesson 1: Ball and racket familiarisation

I am learning to develop hand eye coordination using a tennis racket.

Lesson 2 – Forehand

I am learning to return the ball using a forehand shot

Lesson 3 – Backhand

I am learning to return the ball using the backhand

Lesson 4 – serving

I am learning to start the game legally.

Lesson 5 – volley

I am learning to volley when close to the net

Lesson 6 – gameplay

I am learning to play competitively against an opponent

**The Arts- Music: Singing unit**

Lesson 1: to understand how to pitch my voice accurately

Lesson 2: to understand the genre of rap

Lesson 3: to understand how to add a beat to a rap song

Lesson 4: to compose the lyrics to a rap song

Lesson 5: to compose the lyrics to a rap song

Lesson 6: To rehearse, perform and share a piece of music

**Religious Education: (Christianity)**

**Enquiry Question:**

**Enquiry Question: Is forgiveness always possible for Christians?**

LO: We are learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness.

Lesson 1: We are learning to understand that forgiveness can be difficult.

Lesson 2: We are learning to recall a Christian story about forgiveness.

Lesson 3: We are learning to discuss situations when forgiveness is necessary.

Lesson 4: We are learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness.

Lesson 5: We are learning to express our understanding of forgiveness through art.

**VISIT TO CHURCH**

**STEM:** How can I make a machine to quickly make a potion with the ingredients I need?

Measures (capacity) – To estimate, compare and calculate different measures

**Computing: E-Safety**

Lesson 1: To identify some risks of sharing photos, videos and comments publicly.

Lesson 2: To explore the consequences of sharing pictures and videos online.

Lesson 3: To discuss positive and negative use of technology.

Lesson 4: To guide a character through online decisions.

Lesson 5: To learn about different types of attention online.

Lesson 6: To identify signs of negative attention online.

**Experiences and Educational Visits:**

- Kingswood residential
- Science Week
- Potion making class
- Performance
- Church visit

**PSHE: Jigsaw scheme (Healthy Me)**

**Lesson 1:** I recognise how different friendship can groups are formed, how I fit into them and the friends I value the most

**Lesson 2:** 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

**Lesson 3:** I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke

**Lesson 4:** I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol

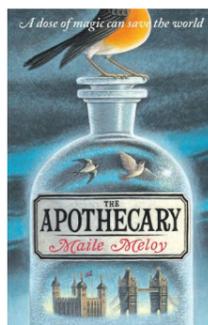
**Lesson 5:** I can recognise when people are putting me under pressure and can explain ways to resist this when I want

**Lesson 6:** I know myself well enough to have a clear picture of what I believe is right and wrong

**Year 4 Spring Performance**

Professor Puffendorf's secret potions

**Year 4 - Advanced Potion Making**



**Class Novel: The Apothecary Maile Meloy**

**Mathematics**

Week 1	Week 2	Week 3
<p><b>Arithmetic:</b> 12 times table</p> <p><b>Multiplication:</b></p> <ul style="list-style-type: none"> <li>- To recall the facts for multiplication tables up to 12 × 12.</li> <li>• To recognise and use factor pairs and commutativity in mental calculations.</li> <li>• To solve problems involving multiplying and adding, including using the distributive law and harder multiplication problems such as which n objects are connected to m objects.</li> <li>• - To use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li> </ul>	<p><b>Arithmetic:</b> fractions to decimals equivalents</p> <p><b>Time:</b></p> <ul style="list-style-type: none"> <li>- To read, write and convert time between analogue and digital 12- and 24-hour clocks.</li> </ul>	<p><b>Arithmetic:</b> rounding</p> <p><b>Time:</b></p> <p>To solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p> <p>To convert between different units of measure (for example, kilometre to metre; hour to minute).</p> <p><b>Maths Link: Science—Negative numbers</b></p>
Week 4	Week 5	Week 6
<p><b>NFER week</b></p> <p><b>Maths link: Science—statistics</b></p>	<p><b>Arithmetic:</b> addition and subtraction methods</p> <p>To describe positions on a 2D grid as coordinates in the first quadrant.</p> <ul style="list-style-type: none"> <li>• To describe movements between positions as translations of a given unit to the left/right and up/down.</li> </ul>	<p><b>Arithmetic:</b> all times tables</p> <p>To complete a simple symmetric figure with respect to a specific line of symmetry.</p> <ul style="list-style-type: none"> <li>• To identify acute and obtuse angles and compare and order angles up to two right angles by size.</li> </ul>

**Reading**

Week 1	Week 2	Week 3
P	I	V
<p><b>Class texts: Apothecary</b></p> <p>R4W : The Apothecary</p> <p>LO: To predict what might happen next from details stated and implied.</p>	<p><b>Class texts: Apothecary</b></p> <p>R4W: Poetry. Song of the witches from Shakespeare.</p> <p>LO: To draw inferences such as inferring the character's feelings, thoughts and motives from their actions, and justifying inferences using evidence from the text.</p>	<p><b>Class texts: Apothecary</b></p> <p>LO: To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p><b>R4W</b></p> <p>Read examples of instructions</p>
Week 4	Week 5	Week 6
R	E	S
<p><b>Class texts: Apothecary</b></p> <p>LO: To retrieve and record from fiction and non-fiction texts. Look at examples of coded messages and how they are created</p>	<p><b>Class texts: Apothecary</b></p> <p>LO: To discuss words and phrases that capture the reader's interest and imagination. To explore a rang of persuasive texts including TV advert scripts</p>	<p><b>Class texts: Apothecary</b></p> <p>LO: To identify the main ideas drawn from more than one paragraph and summarise these.</p>

**Writing**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Writing Focus:</b>	<b>Writing Focus:</b>	<b>Writing Focus:</b>	<b>Writing Focus:</b>	<b>Writing Focus:</b>	<b>Writing Focus:</b>
<b>Recount</b>	<b>Poetry</b>	<b>Explanation</b>	<b>Drama</b>	<b>Advertisement</b>	<b>Advertisement</b>
To write a postcard from the perspective of Janie	To write a potions poem.	To write an explanation text on solids, liquids and gases	To perform our Spring play to an audience	To create an advert for either: <ul style="list-style-type: none"> <li>• Invisibility</li> <li>• Slow time down</li> <li>• Become a bird</li> </ul>	To perform my advert using the green screen.
<b>SPAG Focus:</b>	<b>SPAG Focus:</b>	<b>SPAG Focus:</b>	<b>SPAG Focus:</b>	<b>SPAG Focus:</b>	<b>SPAG Focus:</b>
To use the present perfect form of verbs in contrast to the past tense	To know the difference between plural and possessive.	To use conjunctions, adverbs and prepositions to express time and cause	NFER	To extend my sentences using a wide range of conjunctions	To identify and use determiners
<b>Spelling:</b> Words with the /k/ sound spelt ch	<b>Spelling:</b> Words with the /j/ sound spelt ch	Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que	Words with the /s/ sound spelt sc	Words with the /ei/ sound spelt ei, eigh, or ey	<b>Spelling:</b> Possessive apostrophe with plural words