

Sandal Primary School Medium Term Planning and Weekly Overview

Year Group: Year 4 Theme: The Great Outdoors Term: Autumn 2		British Value: Mutual Respect		Root of Learning: Working Together		Outdoor Learning Opportunities: lesson 5 geography- field skills how is our woodland used Lesson 6 from kapow- analyse data (Rhys this is all on kapow) Cros curricular music Every inch of our plant is home - Song about conservation and habitats Hey Dumba - Rhythm of the rain in forest from brazil	
Week	1	2	3	4	5	6	7
							Christmas productions
English Text: The Great Kapok Tree Text type: Nonfiction – Persuasive writing	Phase 1: Immersion 1) To act out the story. Children go into groups of 6 and recreate the story. Video the children acting it out to play back. 2) To be able to give justified reasons. Look at the following reasons. <ul style="list-style-type: none"> - boa constrictor - monkey - bee - toucan - tree frog Which animal gave the best reasoning and why? I think we should protect the rainforest because... 3) Factual Poster Children create a poster to save the rainforest using the facts that they have learnt from the story. 4) Write a postcard to Mrs Dale describing what it is like in the rainforest. Using knowledge from previous learning journey, children to describe what they	5) Art of noticing Write a poem about the things they could hear and see in the rainforest using nouns and adjectives. Phase 2: Reading like a Writer - WAGOLL 1) L.O: To read the persuasive text and discuss the meanings of words. <ul style="list-style-type: none"> - Read the WAGOLL - persuasive writing Why should you vote for me in the school council elections. 2) L.O: To identify key features of a persuasive letter. Can you identify: <ul style="list-style-type: none"> - sender address in the right hand corner - recipient's address is on the left - date on which it was written - greeting to the recipient - opening sentence hooks the reader and explains why you are writing - reasons to support the viewpoint 	Phase 3: Writing like a reader - GPS 1) L.O: To identify different types of sentences. What are the 4 things a simple sentence needs to be accurate? Simple sentences can come in 4 types. What are they? <ul style="list-style-type: none"> - command - statements - question - exclamation GPS - Focus on questions What is a question? <ul style="list-style-type: none"> - A question asks you something a requires an answer. - It is always demarcated with a question mark. What is a rhetorical question? <ul style="list-style-type: none"> - A rhetorical question is one that does not require an answer. - It is still demarcated with a question mark. 	LO: To use and spell contracted forms correctly. What is a contraction? Why do we use contractions? Play a range of games in class to consolidate contractions. Contraction bingo Chromebook - https://wordwall.net/resource/13163707/310-owens-contraction-whack-a-mole-game Contraction Pairs Identify contractions in the WAGOLL. GPS questions from the WAGOLL Short burst writing - children to write a short paragraph to explain why children in KS2 should have an afternoon playtime.	Phase 4: Hot task 1) L.O: To model how to plan and write a persuasive letter. <ul style="list-style-type: none"> - Modelled write Letter to Gillian Keegan - Gillian Keegan (education secretary) wants pupils to stop children doing PE in school. - Introduction to hook the reader - Main reasons to support the viewpoint. - conclusion to summarise and state opinion. L.O: To plan a persuasive text. <ul style="list-style-type: none"> - Why should the Woodland Burrows be protected? 	Phase 4: Hot task L.O: To draft and write a persuasive letter. <ul style="list-style-type: none"> - Planning: Sandals Woodland burrow is going to be built on. - Introduction to hook the reader - Main reasons to support the viewpoint. - conclusion to summarise and state opinion. 	Phase 5 - Hotter task 1) To proofreading your writing by making simple changes. <ul style="list-style-type: none"> - Capital letters - Full stops - Autumn 1 common exception words

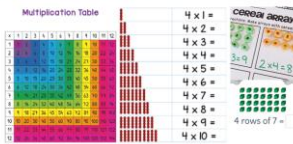
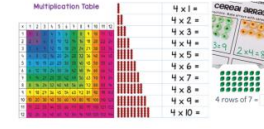
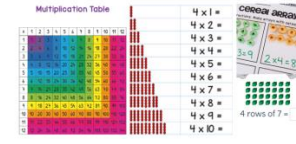
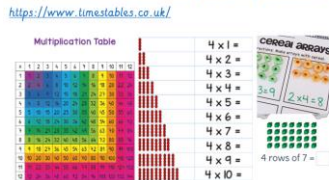
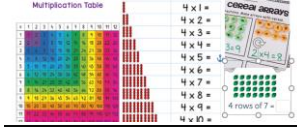
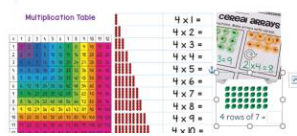



Sandal Primary School Medium Term Planning and Weekly Overview

	could see, hear and feel when they visited the rainforest.	<ul style="list-style-type: none"> - facts and evidence to support reasons - connectives to link ideas - powerful adjectives - rhetorical questions - conclusion to summarise and state opinion <p>3) L.O: To identify grammar and punctuation used in a persuasive text. Find the following features: 1) Questions 2) Subordination 3) Coordinating conjunctions 4) Simple sentences 5) Commas used in a list 6) Persuasive language</p>	<p>Task 1: Decide which questions are rhetorical and what effect does it have on the reader?</p> <p>Independent task Look at the themes below. Choose a theme and write a paragraph about it. Make sure that you include rhetorical questions in your writing.</p> <ul style="list-style-type: none"> - Why children should come to Sandal Primary School. - Why there should be pizza and chips served everyday at school. - Why there should be golden time at the end of every school day. 				
	<p>Spiral Starters Coordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Uplevelling Sentences Noughts and crosses spelling</p>	<p>Spiral Starter Main Clauses</p> <p>Subordinate clauses</p> <p>Uplevelling Sentences Zone of relevance</p>	<p>Spiral Starter Expanded Noun Phrases</p> <p>Uplevelling Sentences Swapping adjective for more appropriate level</p>	<p>Spiral Starter Determiners</p> <p>Uplevelling Sentences Noughts and crosses spelling</p>	<p>Spiral Starter Prepositional Phrases</p> <p>Uplevelling Sentences Zone of relevance</p>	<p>Spiral Starter Expanded Noun Phrases</p> <p>Determiners</p> <p>Prepositional phrases</p> <p>Uplevelling Sentences Swapping adjective for more appropriate level</p>	
Speaking and Listening Opportunities	<p>Explaining – why have you made your choice.</p> <p>To be able to give justified reasons- favourite animal</p> <p>Retelling the key events from the story</p> <p>Drama- acting out the story</p> <p>Grouping materials</p> <p>DT design brief</p>	<p>Perform the wagoll</p> <p>Define a fair test</p> <p>Making predictions</p> <p>Product analysis- functional language</p>	<p>Poetry reading with prosody</p> <p>Geo- speaking like an expert presentation</p>	<p>Asking questions and giving answers</p> <p>Explaining gas</p>	<p>Think it- say it portion of planning and writing</p> <p>Answering questions in science</p>	<p>Think it- say it portion of planning and writing</p> <p>Poetry reading with prosody</p>	<p>Peer assessment – shared editing process</p> <p>Explain the water cycle</p> <p>Evaluating Christmas decs- market place</p>

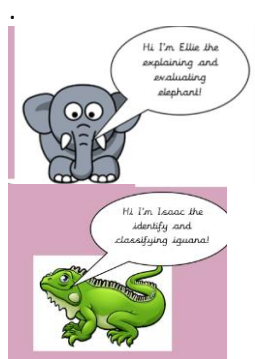


Sandal Primary School Medium Term Planning and Weekly Overview

	Geography -maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments'						
Spelling	Year 4 Autumn 2 Common Exception Words woman women promise therefore opposite ordinary perhaps pressure	Year 4 Autumn 2 Common Exception Words woman women promise therefore opposite ordinary perhaps pressure	Words that are homophones Accept Except Knot Not Peace Piece Plain Plane Weather whether	Prefix in- Inability inactive inadequate incorrect incurable indefinite inelegant inflexible insecure invisible	Prefix im-, il- and Ir- Illegal Illegible Immature Immortal Impossible Impatient Imperfect Irregular Irrelevant irresponsible	Prefix sub- Subdivide Subheading Subject Submarine Submerge Submit Impatient Substandard Subtitle Subtropical subway	Prefix inter- Interact Intercept Interchange Intercity Intercom Interface Interfere International Internet interview
Reading VIPERS texts	Fiction <u>Skills:</u> - Vocabulary - Inference - Inference - Predict <u>Text:</u> The Great Kapok Tree	Non-Fiction <u>Skills:</u> - Vocabulary - Retrieval/Explanation - Summarise and Sequencing <u>Text:</u> Remembrance Day	Poetry <u>Skills:</u> - Vocabulary - Inference - Inference - Predict <u>Text:</u> List poem- rainforest critters	Fiction <u>Skills:</u> - Vocabulary - Retrieval/Explanation - Retrieval/Explanation - Summarise and Sequencing <u>Text:</u> The Night Before Christmas from Literacy Shed	Non-Fiction <u>Skills:</u> - Vocabulary - Inference - Inference - Predict <u>Text:</u> Rainforests	Poetry <u>Skills:</u> - Vocabulary Retrieval/Explanation -Retrieval/Explanation - Summarise and Sequencing <u>Text:</u> List Poems	Catchup and finish off consolidation opportunities
Maths 4S Fluency Varied Fluency Reasoning Problem solving (test style q's)	Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. Computing link: https://www.purplemash.com/#app/2quiz/roman_numerals_quiz	Step 1 Add and subtract 1s, 10s, 100s and 1,000s Step 2 Add up to two 4-digit numbers - no exchange Step 3 Add two 4-digit numbers - one exchange	Step 4 Add two 4-digit numbers - more than one exchange Step 5 Subtract two 4-digit numbers - no exchange Step 6 Subtract two 4-digit numbers - one exchange	Step 7 Subtract two 4-digit numbers - more than one exchange Step 8 Efficient Subtraction Step 9 estimate answers	Step 10 Check Strategies Small Steps Area Step 1 - What is area? Step 2 - Counting Squares	Step 3 - Make Shapes Step 4 - Compare area. Computing link: https://www.purplemash.com/#tab/home/maths/patterns_and_shapes/maths_shape_area_perimeter/maths_shape_area_perimeter_age_7-9	Multiplication and Division small steps. Step 1 Multiply by 1 and 0 Step 2 Divide a number by 1 and itself

Sandal Primary School Medium Term Planning and Weekly Overview

Maths 4P	<p>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p> <p>Computing link: https://www.purplemash.com/#app/2quiz/roman_numerals_quiz</p>	To add numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	To subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	To estimate and use inverse operations to check answers to a calculation	To measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	To find the area of rectilinear shapes by counting squares
Arithmetic Spiral Starters LBH	<p>SpiralStarter</p> <p>Rounding to nearest 10</p> <p>Arithmetic</p> <p>Column Addition</p> <p>LBH</p> <p>Multiplication and division facts for the 4 times tables.</p> <p><i>LBH – Autumn 2 –Week 1 & 2</i> <i>Multiplication and division facts for the 4 times table.</i> Please practise your times table in a variety of ways using the websites and games below or have ago at making a times table array using pieces of pasta or cereal! Have you got rapid recall for a test each Friday? https://itrockstars.com/ https://www.topmarks.co.uk/maths-games/7-11-years/times-tables https://www.timestables.co.uk/</p> 	<p>Spiral Starter</p> <p>Rounding to nearest 100</p> <p>Arithmetic</p> <p>Column subtraction</p> <p>LBH</p> <p>Multiplication and division facts for the 4 times tables.</p> <p><i>LBH – Autumn 2 –Week 1 & 2</i> <i>Multiplication and division facts for the 4 times table.</i> Please practise your times table in a variety of ways using the websites and games below or have ago at making a times table array using pieces of pasta or cereal! Have you got rapid recall for a test each Friday? https://itrockstars.com/ https://www.topmarks.co.uk/maths-games/7-11-years/times-tables https://www.timestables.co.uk/</p> 	<p>Spiral Starter</p> <p>Rounding to nearest 1,000</p> <p>Arithmetic</p> <p>Column Subtraction</p> <p>LBH</p> <p>Multiplication and division facts for the 8 times tables.</p> <p><i>LBH – Autumn 2 –Week 3 & 4</i> <i>Multiplication and division facts for the 8 times table.</i> Please practise your times table in a variety of ways using the websites and games below or have ago at making a times table array using pieces of pasta or cereal! Have you got rapid recall for a test each Friday? https://itrockstars.com/ https://www.topmarks.co.uk/maths-games/7-11-years/times-tables https://www.timestables.co.uk/</p> 	<p>Spiral Starters</p> <p>Mixed Rounding</p> <p>Arithmetic</p> <p>Missing Number addition</p> <p>LBH</p> <p>Multiplication and division facts for the 8 times tables.</p> <p><i>LBH – Autumn 2 –Week 3 & 4</i> <i>Multiplication and division facts for the 8 times table.</i> Please practise your times table in a variety of ways using the websites and games below or have ago at making a times table array using pieces of pasta or cereal! Have you got rapid recall for a test each Friday? https://itrockstars.com/ https://www.topmarks.co.uk/maths-games/7-11-years/times-tables https://www.timestables.co.uk/</p> 	<p>Spiral Starters</p> <p>2D Shapes and their properties</p> <p>Arithmetic</p> <p>Missing number addition</p> <p>LBH</p> <p>Multiplication and division facts for the 6 times tables.</p> <p><i>LBH – Autumn 2 –Week 5 & 6</i> <i>Multiplication and division facts for the 6 times table.</i> Please practise your times table in a variety of ways using the websites and games below or have ago at making a times table array using pieces of pasta or cereal! Have you got rapid recall for a test each Friday? https://itrockstars.com/ https://www.topmarks.co.uk/maths-games/7-11-years/times-tables https://www.timestables.co.uk/</p> 	<p>Spiral Starters</p> <p>3D Shape and their properties</p> <p>Arithmetic</p> <p>Missing number subtraction</p> <p>LBH</p> <p>Multiplication and division facts for the 6 times tables.</p> <p><i>LBH – Autumn 2 –Week 5 & 6</i> <i>Multiplication and division facts for the 6 times table.</i> Please practise your times table in a variety of ways using the websites and games below or have ago at making a times table array using pieces of pasta or cereal! Have you got rapid recall for a test each Friday? https://itrockstars.com/ https://www.topmarks.co.uk/maths-games/7-11-years/times-tables https://www.timestables.co.uk/</p> 	<p>Spiral starters</p> <p>Arithmetic</p> <p>Missing number subtraction</p> <p>LBH</p> <p>Recap of all times tables learnt so far.</p>
Science States of Matter 1. Engage 2. Explore 3. Explain 4. Extend 5. Evaluate Vocabulary <i>States of matter</i> <i>gas</i> <i>solid</i> <i>liquid</i> <i>fair test</i> <i>mass</i> <i>properties</i>	<p>Skill 1</p> <p><u>L.O: Compare and group materials together, according to whether they are solids, liquids or gases.</u></p> <ul style="list-style-type: none">Balloon experiment to investigate the properties of solids, liquids and gases.Independent task: Sortthe solids, liquids and gases into the correct categoriesIndependent task: describe the three states of matter and name some examples of each	<p>Skill 2:</p> <p><u>To plan a fair test</u></p> <ul style="list-style-type: none">What is a fair testWhat? Your task is to observe the behaviour of different liquids.How? You will set up a liquid race using the following items: vegetable oil, water, syrup, sauceHypothesis? Which liquid moves the fastest?Obtaining evidencePresenting findingsConclusion <p>Computing link: presenting findings using purple mash 2Graph.</p>		<p>Skill 3:</p> <p><u>It’s a bit gassy</u></p> <p><u>L.O: To use careful observations to identify the properties of gases.</u></p> <ul style="list-style-type: none">Practical 1: Do gasses exist? Is this plastic bottle empty?Practical 2: Do gasses have a mass?Practical 3: Can a solid and a liquid make a gas?Practical 4: All about matter 	<p>Skill 4:</p> <p><u>Observe that some materials change state when they are heated or cooled.</u></p> <ul style="list-style-type: none">Discuss these questions with your partner:How does water change to a solid?How does water change to a gas? 	<p>Skill 5:</p> <p><u>Identify the part played by evaporation and condensation in the water cycle</u></p> <ul style="list-style-type: none">EvaporationCondensationPrecipitationCollectionIndependent task: You have each of the stages of the water cycle and a description of each of them. Can you match them up? 	

Sandal Primary School Medium Term Planning and Weekly Overview

evaporation condensation precipitation							
Geography Why are rain forests important to us?	Knowledge organiser Where in the world are the tropical rainforests Learning objective To describe and give examples of a biome and find the location and some features of the Amazon rainforest. Success criteria I can describe a biome and give some examples. I can use an atlas to find the location of the Amazon rainforest. I can use photographs and maps to list some features of the Amazon rainforest. Attention grabber Review biomes Main event Picture talk Use an atlas to investigate	What are the tropical rainforests like? Learning objective To describe the characteristics of each layer of a tropical rainforest. Success criteria I can name the four layers of a tropical rainforest. I can describe the characteristics of each layer. I can describe how vegetation has adapted to living in a rainforest. Attention grabber- what can you recall Main events Layers and features Cloze	Who lives in the rainforest? Learning objective To understand the lives of indigenous peoples living in the Amazon rainforest. Success criteria I can define the word indigenous. I can give examples of how indigenous peoples use the Amazon’s resources. I can begin to discuss how the Amazon rainforest changes over time. Attention grabber- Speak like and expert-fact recall Main events explore the village Create a fact file	Lesson 4: How are rainforests changing? Learning objective To describe why tropical rainforests are important and understand the threats to the Amazon. Success criteria I can list why tropical rainforests are important. I can describe how humans harm the Amazon rainforest. I can discuss what we can do to make positive environmental changes to the Amazon rainforest.	Lesson 5: How is our local woodland used? Data collection Learning objective To understand how local woodland is used using a variety of data collection methods. Success criteria I can assess and avoid risks when out of the school grounds. I can collect data through sketching, questioning and recording information on a tally chart. I can map the route I am taking.	Lesson 6: How is our local woodland used?: Findings Learning objective To analyse and present findings on how local woodland is used. Success criteria I can draw a bar chart representing how people use the woodland. I can summarise how often and when people visit the woodland. I can discuss what people like and would change about the woodland	
History							

Sandal Primary School Medium Term Planning and Weekly Overview

Art							
Design Technology	<p><u>Product Analysis</u></p> <p>Discuss key vocabulary which will be used throughout the journey.</p> <p>What is a design brief?</p> <p>Using appropriate equipment, children will take apart a stuffed Christmas decoration.</p> <p>Children to analyse the aesthetics, purpose, audience and safety of the object.</p>	<p><u>Product Analysis of the style of Steiff's work.</u></p>	<p><u>Focused Task</u></p> <p>L.O: To combine different shapes using stitching.</p> <p>LO: To use applique to add detail.</p>	<p><u>Development of ideas</u></p> <p>L.O: To design your own winter or Christmas themed decoration.</p> <p>Discuss production specification and then show modelled designs before the children design their own cushion.</p>	<p><u>Production Plan</u></p> <p>Children plan out each step carefully and the time it will take, so that you complete your product on time.</p>	<p><u>Making the product</u></p> <ul style="list-style-type: none"> Have you got all your templates? Have you got all the materials you require? 	<p><u>Product evaluation</u></p> <p>L.O: Evaluate your textiles product suggesting improvements.</p>
Spanish	<p><u>Lesson 1:</u> <u>'I' conjugation of common '~ar' verbs.</u></p> <ul style="list-style-type: none"> To recall the 1st person singular form of –ar verbs. To say what they are doing and ask someone else the question. To pronounce silent 'h' correctly. 	<p><u>Lesson 2:</u> <u>'I' conjugation of common '~ar' verbs continued.</u></p> <ul style="list-style-type: none"> To be able to read and say 1st person singular forms of – ar verbs. To understand 1st person singular form of –ar verbs. To ask and to respond to '¿Qué haces?' 	<p><u>Lesson 3:</u> <u>Frutas y verduras</u></p> <ul style="list-style-type: none"> To begin to understand some common foods in Spanish. To begin to say the Spanish name for food when presented with a picture. To be able to pronounce the 'z' and 'h' correctly. 	<p><u>Lesson 4:</u> <u>What is your favourite food?</u></p> <ul style="list-style-type: none"> To able to say the name of number of food in Spanish. To ask and respond to ¿Cuál es tu comida favorita? To pronounce 'll' correctly. 	<p><u>Lesson 5:</u> <u>Creating a menu</u></p> <ul style="list-style-type: none"> To create a menu in Spanish. To ask for food in Spanish. To ask and respond to '¿Cuánto cuesta?' To consolidate using numbers to 31. 		
P.E Handball (White Rose)	<p>The focus of the learning is to see how effectively pupils can apply their passing and moving skills to keep possession, developing this concept into mini game situations.</p>	<p>The focus of the learning is to develop passing and creating space, building up into mini games, where pupils explore the transition between attack and defence, working out simple tactics for creating space and keeping possession.</p>	<p>The focus of the learning is to develop shooting.</p> <p>Pupils will develop their understanding not just of how they shoot but where, when and why they shoot to increase their chances of scoring.</p> <p>Pupils should be able to use their prior learning of passing and moving to move the ball up the court, creating an attack</p>	<p>The focus of the learning is to combine passing, moving and shooting to create an attack which results in a shot on target against another team.</p>	<p>The focus of the learning is for pupils to learn how to defend (marking) when they are not in possession.</p> <p>Pupils will understand why they must win the ball back exploring basic defending tactics to help them to do so.</p>	<p>The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.</p>	

Sandal Primary School Medium Term Planning and Weekly Overview

			that results in a shooting opportunity.				
P.E Problem Solving (Complete PE)	The focus of the learning is to look at what makes an effective team with the focus on cooperation and responsibility.	The focus of the learning is to look at what makes an effective team with the focus on communication.	The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication.	The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication. Pupils will learn why motivating each other is important when working in a team.	The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication.	The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication. Pupils will learn why motivating each other is important when working in a team in an unfamiliar environment.	
Music							
PSHE <i>Celebrating differences</i>	Judging by Appearances I understand that, sometimes, we make assumptions based on what people look like. I try to accept people for who they are	Understanding Influences I understand what influences me to make assumptions based on how people look. I can question why I think what I do about other people	Understanding Bullying I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure I know how it might feel to be a witness to and a target of bullying.	Problem-solving I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. I can problem-solve a bullying situation with others	Special Me I can identify what is special about me and value the ways in which I am unique I like and respect the unique features of my physical appearance Computing link: research charity websites.	Celebrating Difference: how we look I can tell you a time when my first impression of someone changed when I got to know them I can explain why it is good to accept people for who they are	
ICT	<u>Coding Variables and 'If/else' statements.</u> <ul style="list-style-type: none"> Children can create an 'If/else' statement. Children understand what a variable is in programming. Children can set/change the variable values appropriately. 	<u>Coding Using repetition and user input.</u> <ul style="list-style-type: none"> Children can show how a character repeats an action and explain how they caused it to do so. Children can make a character respond to user keyboard input. 	<u>Coding Debugging.</u> <ul style="list-style-type: none"> Children can explain what steps I need to follow to debug a program. Children can explain what they did so that their computer program would not work. Children can explain how they debugged their partner's program 	<u>Coding Working with variables.</u> <ul style="list-style-type: none"> Children can explain what a variable is when used in programming. Children can create a timer that prints a new number to the screen every second. Children can explain how they made their program change the number every second. 	<u>Coding Using 2Code to make a control simulation</u> <ul style="list-style-type: none"> Children can create an algorithm modelling the sequence of a simple event. Children can manipulate graphics in the design view to achieve the desired look for the program. Children can use an algorithm when making a simulation of an 	<u>Spreadsheets Using the formula wizard in the advanced mode to add formulae and explore formatting cells</u> <ul style="list-style-type: none"> Children can use the number formatting tools within 2Calculate to appropriately format numbers. Children can add a formula to a cell to automatically make a calculation in that cell. 	



Sandal Primary School Medium Term Planning and Weekly Overview

					<i>event on the computer.</i>		
RE What faiths are shared in our country?	What does belonging mean?	Which religions are found in our local area?	What religions are found in Yorkshire and the UK? How is this different from our local community?	What diversity is there within faiths? For example, are all Christians the same?	What are the key features and artefacts in a place of worship?	How do different faiths and believers get on together?	