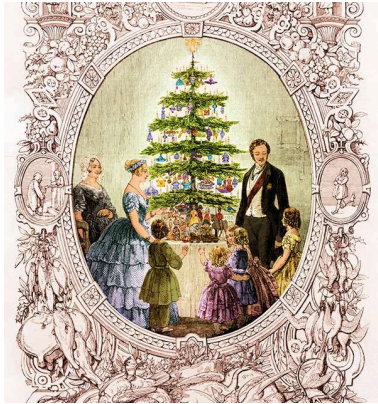


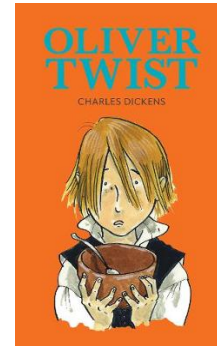
Topic Name: A Victorian Christmas



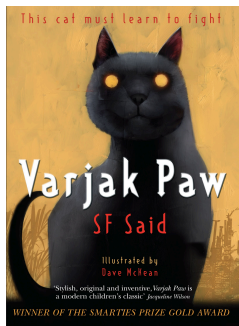
Year 4

Term Autumn 2

Focus texts



Whole Class Reading
Varjak Paw



Core writing outcomes -
Narrative from a different character's point of view.

- Pupils write a descriptive Poem for Fireworks Night.
SPAG - Simile Fronted adverbials.

Nonfiction text.

- Write an information text based on children's science from last half term, focusing on made up animals.
SPAG - Subject/Verb agreement

- Pupils will write a narrative based on Oliver Twist using different perspectives.
SPAG- Fronted adverbials for where and when.

Core maths outcomes

Addition and Subtraction

- Use written methods to add 4 digits numbers together with multiple exchanging.
- Subtract 4 digit numbers using multiple exchanges.
- Using efficient strategies
- Estimate answers
- Checking strategies

Area

- What is area?
- Counting squares
- Making shapes
- Compare areas

Multiplication

- Multiply by 3
- Multiply and divide by 6
- 6x table and division facts
- Multiply and divide by 9
- 9 times table and division facts
- 3,6,9 times table
- Multiply and divide by 7
- 7 times table and division facts

Foundation Subjects

History - Victorians cont...

- Pupils can plot periods of times on timelines
- Pupils know how periods of times have helped shape our lives
- Pupils compare wealthy and poor people's lives
- Pupils research how children lived in periods of time
- Pupils understand how artifacts help us understand the past
- Pupils can give points to support a historical argument

Science – Electricity cont...

Pupils :

- Understand appliances run on electricity
- Can construct a simple series circuit including cells, wires, bulbs, switches and buzzers
- Can identify if a circuit is complete or not
- Know if a switch is open or closed

| | | | |
|---|---|--|--|
| | | <ul style="list-style-type: none"> - 11 times table and division facts - 12 times table and division facts - Multiply by 1 and 0 - Divide by 1 and itself - Multiply 3 numbers | <ul style="list-style-type: none"> - Can identify common insulators and conductors <p>DT - I can ...</p> <ul style="list-style-type: none"> -Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketched, cross-sectional and exploded diagrams. - Order the main stages of making. -Select from and use tools and equipment to cut, shape, join and finish with some accuracy. -I can use a simple circuit. -I can make a product which uses both electrical and mechanical components. - I can use a number of components. - I can evaluate my product, thinking of both appearance and the way it works. <p>Geography -</p> <ul style="list-style-type: none"> - I can identify faiths from around the continent of ASIA and how they celebrate parts of the year in relation to Christmas for the UK. - Pupils identify similarities and differences with cultural traditions. |
| <p>RE - Why is light an important Symbol in World Faiths?</p> <p>The aim of this unit is to:</p> <ul style="list-style-type: none"> ● give pupils an understanding of the Christian belief that Jesus is the, ‘Light of the World’. ● explore the multi-faceted metaphor of bringing light into people’s lives. <p>Key Questions</p> <ul style="list-style-type: none"> ● Why is Jesus described as the Light of the World? ● What does the light do to the dark? ● Why is light such a powerful symbol? ● Is light a good metaphor for Jesus? ● The sun already lights the world so how can Jesus be the light? ● How did Jesus bring light? ● How does Jesus bring light? | <p>PSHE</p> <p>Feeling & Emotions Assessment Baseline – Jealousy</p> <p>A World Without Judgement Assessment Baseline – Breaking Down Barriers</p> | <p>PE</p> <ul style="list-style-type: none"> ● Dance ● Shapes, movement ideas, formations, key positions, sequence and structure, travelling, pathways, stillness, performance, group work and trust. <p>OAA</p> <ul style="list-style-type: none"> - To develop cooperation and teamwork skills. - To orientate a map and navigate around a grid. - To develop observation skills, listening and following instructions. - To develop trust whilst listening to others and following instructions. - To identify, draw and follow a map. - To orientate and navigate round a map whilst drawing a route. | |
| Healthy Lifestyles | Diversity | Speech and Language | Mental Health and Wellbeing |

| | | | | |
|--|--|--|---|--|
| <p>History</p> <p>Victorians Queen Victoria Work house Industrial Revolution Steam Power Farm</p> | <p>Geography</p> <p>ASIA Religion Traditions Culture Similarities Differences</p> | <p>DT</p> <p>series circuit, fault, connection, toggle switch, switch, battery, bulb, bulb holder, wire, insulator, conductor, crocodile clip control, program, system, input device, output device user, purpose, function, prototype, design criteria, innovative, appealing, design brief</p> | <p>Science</p> <p>Appliance Mains Bulb Wire Cell Crocodile clips Insulator Conductor Electrical Charge Switch Motor Buzzer Current</p> | <p>RE</p> <p>Jesus, light, candles, Christingle, Light of the World, Saviour and incarnation, Dreidel, Hanukkah, Hannukiah, Jerusalem, Temple.</p> |
| <p>RE</p> <p>Jesus, light, candles, Christingle, Light of the World, Saviour and incarnation, Dreidel, Hanukkah, Hannukiah, Jerusalem, Temple.</p> | <p>English</p> <p>simile Fiction Non-Fiction Inverted Commas Perspectives Information Fact Opinion Heading / sub-heading Fronted Adverbials Main clause Subordinate clause</p> | <p>Maths</p> <p>Addition Subtraction Estimation Area Multiply Divide Times tables Multiple</p> | <p>PE</p> <p>Shapes, movement ideas, formations, key positions, sequence and structure, travelling, pathways, stillness, performance, group work and trust.</p> <p>balance, run at speed, run over distance and use coordination. communicate, cooperate and collaborate. resilience and trust. problem solve, evaluate, reflect, select and apply.</p> | |