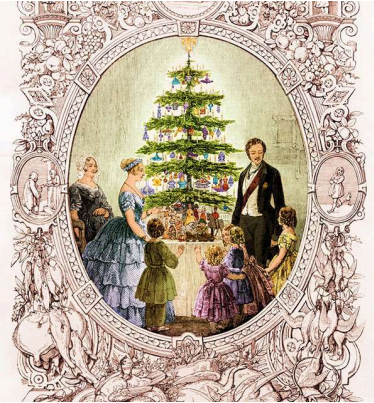


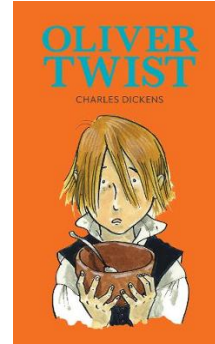
# Topic Name: A Victorian Christmas

Year 4

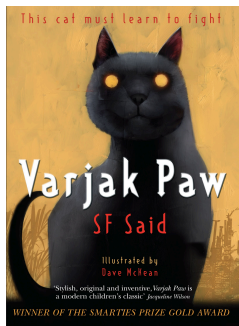
Term Autumn 2



## 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 Diwali.  
SPAG - Simile Fronted  
adverbials.

- Pupils will write a narrative  
based on Oliver Twist using  
different perspectives.  
SPAG- Pupils will be able to  
use inverted commas for  
speech accurately.

**Nonfiction text.**

- Write an information text  
based on children's learning  
of the Victorians and how  
they changed Britain.  
SPAG - using sub-ordinating  
conjunctions and time  
Fronted adverbials.

## Core maths outcomes

### Addition and Subtraction

- 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
- 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

## 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

			- Can identify common insulators and conductors
<p>RE</p> <p><b>The aim of this unit is to:</b></p> <ul style="list-style-type: none"> <li>give pupils an understanding of the Christian belief that Jesus is the, 'Light of the World'.</li> <li>explore the multi-faceted metaphor of bringing light into people's lives.</li> </ul> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>Why is Jesus described as the Light of the World?</li> <li>What does the light do to the dark?</li> <li>Why is light such a powerful symbol?</li> <li>Is light a good metaphor for Jesus?</li> <li>The sun already lights the world so how can Jesus be the light?</li> <li>How did Jesus bring light?</li> <li>How does Jesus bring light?</li> </ul>	<p>PSHE</p> <p><b>Feeling &amp; Emotions</b> Assessment Baseline – Jealousy</p> <p><b>A World Without Judgement</b> Assessment Baseline – Breaking Down Barriers</p>	<p>PE</p> <ul style="list-style-type: none"> <li><b>Dance</b></li> <li>Shapes, movement ideas, formations, key positions, sequence and structure, travelling, pathways, stillness, performance, group work and trust.</li> </ul> <p><b>Healthy Lifestyles</b></p> <p>Lead a warm up in small groups, muscular strength and endurance, repetitions, body weight exercises, circuit training, relaxation and sleep</p>	<p>DT - I can ...</p> <ul style="list-style-type: none"> <li>-Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketched, cross-sectional and exploded diagrams.</li> <li>- Order the main stages of making.</li> <li>-Select from and use tools and equipment to cut, shape, join and finish with some accuracy.</li> <li>-I can use a simple circuit.</li> <li>-I can make a product which uses both electrical and mechanical components.</li> <li>- I can use a number of components.</li> <li>- I can evaluate my product, thinking of both appearance and the way it works.</li> </ul> <p>Geography -</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Pupils identify similarities and differences with cultural traditions.</li> </ul>
Healthy Lifestyles	Diversity	Speech and Language	Mental Health and Wellbeing

Anchor Words

History Victorians Queen Victoria Work house	Geography ASIA Religion Traditions	DT series circuit, fault, connection, toggle switch,	Science Appliance Mains Bulb	RE Jesus, light, candles, Christingle, Light of the World, Saviour and
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<p>Industrial Revolution Steam Power Farm</p>	<p>Culture Similarities Differences</p>	<p>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>Wire Cell Crocodile clips Insulator Conductor Electrical Charge Switch Motor Buzzer Current</p>	<p>incarnation, Dreidel, Hanukkah, Hannukiah, Jerusalem, Temple.</p>
<p>RE  Jesus, light, candles, Christingle, Light of the World, Saviour and incarnation, Dreidel, Hanukkah, Hannukiah, Jerusalem, Temple.</p>	<p>English  simile Fiction Non-Fiction Inverted Commas Perspectives Information Fact Opinion Heading / sub-heading Fronted Adverbials Main clause Subordinate clause</p>	<p>Maths  Addition Subtraction Estimation Area Multiply Divide Times tables Multiple</p>	<p>PE  Shapes, movement ideas, formations, key positions, sequence and structure, travelling, pathways, stillness, performance, group work and trust.  Lead a warm up in small groups, muscular strength and endurance, repetitions, body weight exercises, circuit training, relaxation and sleep</p>	