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| **AUTUMN 1 2024** | | | | | | | | |
| **SUBJECT** | **WEEK 1**  **4.9.24**  **(3 days)** | **WEEK 2**  **9.9.24** | **WEEK 3**  **16.9.24** | **WEEK 4**  **23.9.24** | **WEEK 5**  **30.9.24** | **WEEK 6**  **7.10.24** | **WEEK 7**  **14.10.24** | **WEEK 8**  **21.10.24** |
| **READING**  book clip art reading - Clip Art Library | **Understanding an extract from a non-fiction text**  Context: Volcanoes | **Understanding an extract from a non-fiction text**  Context: Volcanoes    Introduce class novel: “The Firework Maker’s Daughter” | **Using clues to understand an unfamiliar fictional text**  Context:  The opening paragraphs of “Wonder” by R.J Palacio | **Understanding an extract from a fictional text**  Context: Chapter 1 of class novel: “The Firework Maker’s Daughter” | **Understanding an extract from a fictional text**  Context: Chapter 1 of class novel: “The Firework Maker’s Daughter” | **Understanding an extract from a non-fiction text**  Context: Black History | **Assessment week** | **Understanding an extract from a fictional text**  Context: Chapter 3 of class novel: “The Firework Maker’s Daughter” |
| **WRITING**    **INCLUDING GENRE(S)** | **Writing to inform**  Write about themselves.  Family, hobbies, likes, dislikes.  Subheadings &  Paragraphs. | **Writing to inform**  Writing about expectations in school.   * Class rules * School day * Daily mile | **Writing to persuade**  Write a letter to support application to school council. | **Writing to persuade**  Write a letter to support application to school council. | **Black History**  **Martin Luther King**  “I have a dream.”  Who is MLK?  Look at speech, collect concepts associated with speech. | **Black History**  **Martin Luther King**  “I have a dream.”  Who is MLK?  Look at speech, collect concepts associated with speech. | **Black History**  **Martin Luther King**  **Writing to persuade / entertain**  Own poem I have a dream. | **ASSESSED WRITING** |
| **SPELLING**  spelling clipart - Clip Art Library | Commonly misspelt words | Commonly misspelt words | Endings which sound like /ʃən/, spelt –tion  Words from the Year 4 statutory list | Endings which sound like /ʃən/, spelt–sion    Words from the Year 4 statutory list | Endings which sound like /ʃən/, spelt–ssion  Words from the Year 4 statutory list | Endings which sound like /ʃən/, spelt–cian  Words from the Year 4 statutory list | Assessment | Words from the Year 4 statutory |
| **GRAMMAR AND PUNCTUATION**  Image result for grammar and punctuation clip art | Sentence structure – correct punctuation between independent clauses | Sentence structure – introducing homework sentence tasks | Sentence structure – correct punctuation between independent clauses | Fronted adverbials with commas | Sentence structure – correct punctuation between independent clauses with fronted adverbials | Expanded noun phrases | Assessment | Expanded noun phrases |
| **MATHS**  Fernvale Primary School Policy - Math Signs Clipart - Full Size Clipart  (#1218141) - PinClipart | Unit 1 – Place Value – 4 digit numbers (1) | Unit 1 – Place Value – 4 digit numbers (1) | Unit 1 – Place Value – 4 digit numbers (1) | Unit 2 – Place Value – 4 digit numbers (2) | Unit 2 – Place Value – 4 digit numbers (2) | Unit 3 – Addition and Subtraction | Unit 3 – Addition and Subtraction | Assessment |
| **LEARN BY HEARTS** | N/A | Tables: 2x 5x 10x | Tables: 2x 5x 10x | Tables: 3x4x | Tables: 3x4x | Tables: 3x6x | Tables: 3x6x | Tables: 4x7x |
| **SCIENCE - Sound** |  | **Sound Walk**  NC - To identify how sounds are made, associating some of them with something vibrating.  LO - To ask and answer questions about the sounds that can be heard and to begin to consider how sounds are made. | **Good Vibrations**  NC – To identify how sounds are made, associating some of them with something vibrating.  To recognise that vibrations from sounds travel through a medium to the ear.  To recognise that sounds get fainter as the distance from the sound source increases.  LO - To explain that sounds are made when an object vibrates and to begin to understand that we hear sounds when the vibrations travel from a source through a medium to our ears.  To use this knowledge to recognise why sounds get fainter when you are further from the source of the sound. | **Pitch and Volume**  NC – To find patterns between the pitch of a sound and features of the object that produced it.  To find patterns between the volume of a sound and the strength of the vibrations that produced it.  LO - To notice patterns between the pitch and volume of a sound and the features of the object that produced it. To use understanding of pitch and volume to answer questions about soundwaves | **Pardon?**  NC - To identify how sounds are made, associating some of them with something vibrating.  To recognise that vibrations from sounds travel through a medium to the ear.  LO - To use what they know about the world to ask and answer questions about the hearing of humans and other animals. To understand that sound travels slower than light | **Sssshhhhhhh!**  NC – To recognise that vibrations from sounds travel through a medium to the ear.  To recognise that sounds get fainter as the distance from the sound source increases.  LO - To investigate sound-proofing materials by planning and conducting a fair test, considering all the variables and how to record the results. | **The Rock Star Challenge**  NC – All previous weeks.  LO - To answer questions about the results of the investigation into sound reduction and to demonstrate an understanding of sound, including how it is made and how it travels. |  |
| **COMPUTING** | Introduce expectations for Y4 Computing and check access to Chrome books and Purple Mash | **Coding**  Design, Code, Test and Debug • To review coding vocabulary and knowledge. • To create a simple computer program. | IF Statements • To begin to understand selection in computer programming. • To understand how an IF statement works | Co-ordinates • To understand how to use coordinates in computer programming. • To understand how an IF statement works. | Repeat Until and IF/ELSE Statements • To understand the Repeat until command. • To begin to understand selection in computer programming. • To understand how an IF/ELSE statement works. | Number Variables • To understand what a variable is in programming. • To use a number variable | Making a Playable Game • To review vocabulary and concepts learnt in Year 4 Coding. • To create a playable game. |  |
| **HISTORY/**  **GEOGRAPHY**  Image result for history clipartImage result for geography clipart |  | **Geography – Volcanoes and Earthquakes**  **WHAT IS HAPPENING WHEN THE EARTH SHAKES?**  To have an understanding of the causes, outcomes & locations of earth quakes.  Structure of Volcanoes: in Reading lesson | **WHAT IS HAPPENING WHEN THE EARTH SHAKES? (Continued)**  To have an understanding of the causes, outcomes & locations of earth quakes.  Structure of Volcanoes: in Reading lesson | **DOES THE EARTH SHAKE, RATTLE & ROLL ALL OVER?**  To understand list of hazards of the distribution of earthquakes & volcanoes and to know where the worlds most active earthquake & volcanic zone is today. | **History** - Martin Luther King (through English lessons)  **Geography**  **HOW & WHY DO PEOPLE LIVE WHERE THE EARTH SHAKES, RATTLES & ROLLS?**  To discuss why people live in the vicinity of volcanoes, & what measures can be taken to make life safer in earthquake zones. | **History** - Martin Luther King (through English lessons)  **Geography**  **HOW DISASTROUS HAVE RECENT EARTHQUAKES &/OR VOLCANIC ERUPTIONS BEEN?**  To provide an opportunity to investigate recent earthquakes & volcanic eruptions & associated issues. | **Prepare for Harvest celebration** | **Harvest celebration** |
| **RE –**  **What faiths and beliefs can be found in our country and community?**  Image result for RELIGIOUS EDUCATION CLIPART |  |  |  |  |  |  |  |  |
| **SPANISH** |  | Revision of greetings,  Name and age numbers 1 - 10Numbers 1 - 10 Numbers 10 - 31 | Parts of the body | Parts of the body | Adjectives | Adjectives | It has (Tiene) | RECAP ALL |
| **MUSIC** | Pulse and rhythm activities:  Learn ‘Apple Tree’ and pass an object around the circle to the pulse.    Revise songs we know: Up the Ladder, O Susanna (tapping the pulse).    Circle games (‘Let’s all play my drum’, Rainstorm) | Pulse and rhythm activities:  Revision of rhythm patterns: Ta/Ti-ti/Sh/Ta-2    Partner work: Simple Kodaly songs with easy patterns. | Pulse and rhythm activities:  Revision of rhythm patterns: Ta/Ti-ti/Sh/Ta-2    Learn to sing ‘Across the Fields’ (trad. N American) for our Harvest festival. | Pulse and rhythm activities:  Revision of rhythm patterns: Ta/Ti-ti/Sh/Ta-2    Practise ‘Across the Fields’ (trad. N American) for our Harvest festival    Learn ‘Marching to the Beat- The Harvest of the whole world’ from the Harvest Sparkyard collection.. | Pulse and rhythm activities:  Rhythm Round-up Level 2 with improvisations    Charanga, New Model Curriculm – Listen to the ‘Hoe Down’ song and discuss what it’s about. Think of some actions to match the words.      Songs for the season: Creepy Castle | Pulse and rhythm activities: Tap the pulse along to Copland’s ‘Hoe Down’ and talk about how the music is linked to the song we are learning.      Charanga, New Model Curriculm – Listen to the ‘Hoe Down’ song. Practise the song and actions.      Songs for the season: Creepy Castle | Practise ‘Across the Fields’ (trad. N American) for our Harvest festival | Practise and sing the song in the Harvest assembly |
| **PE**  Real PE – St. Matthew's Primary School, Luton |  | Core real PE Unit 1  Coordination: Footwork (FUNS Station 10)  Static Balance: One Leg (FUNS Station 1)  **Personal Cog** | Core real PE Unit 1  Coordination: Footwork (FUNS Station 10)  Static Balance: One Leg (FUNS Station 1)  **Personal Cog** | Core real PE Unit 1  Coordination: Footwork (FUNS Station 10)  Static Balance: One Leg (FUNS Station 1)  **Personal Cog** | Core real PE Unit 1  Coordination: Footwork (FUNS Station 10)  Static Balance: One Leg (FUNS Station 1)  **Personal Cog** | Core real PE Unit 1  Coordination: Footwork (FUNS Station 10)  Static Balance: One Leg (FUNS Station 1)  **Personal Cog** | Core real PE Unit 1  Coordination: Footwork (FUNS Station 10)  Static Balance: One Leg (FUNS Station 1)  **Personal Cog** | Recap a week children need more support in and ASSESSMENT |
|  | Cricket with Jamie | Cricket with Jamie | Cricket with Jamie | Cricket with Jamie | Cricket with Jamie | Cricket with Jamie | Cricket with Jamie |
| **PSHE** |  | **Pupils learn how to be safe in their computer gaming habits**  **Pupils**   * + know about the age classification system and understand why some games are not appropriate for children to play   + can evaluate whether a computer game is suitable for them to play and explain why   + are able to share opinions about computer games | **Pupils learn how to be safe in their computer gaming habits**  **Pupils**   * + know about the age classification system and understand why some games are not appropriate for children to play   + can evaluate whether a computer game is suitable for them to play and explain why   + are able to share opinions about computer games | **Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks**  **Pupils**   * can identify and assess the level of risk of different activities in the local environment * recognise that in some situations there may pressure to behave in a way that doesn’t feel safe   can identify some ways to respond to unhelpful pressure | **Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks**  **Pupils**   * can identify and assess the level of risk of different activities in the local environment * recognise that in some situations there may pressure to behave in a way that doesn’t feel safe   can identify some ways to respond to unhelpful pressure | **Pupils learn about what to do in an emergency and basic emergency first aid procedures**  **Pupils**   * + are able to assess what to do in an emergency   + can carry out some simple first aid procedures for different needs | **Pupils learn about what to do in an emergency and basic emergency first aid procedures**  **Pupils**   * + are able to assess what to do in an emergency   + can carry out some simple first aid procedures for different needs |  |
| **MINDMATE** | **Feeling good and being me**  **Feelings – Intensity**  I can use a range of words to describe my feelings. |  |  |  |  |  |  |  |
| **ART/DT**  Image result for art clipart    **INCLUDING ARTISTS**  **WHERE APPROPRIATE** | **Art – Collage**  Refresh cutting skills | Introduce “The Snail” by Henri Matisse  Learn about the life and work of Matisse. | Introduce collage.  Look at other artists who use collage | Make a collage inspired by “The Snail”.  Using shape and colour to represent figures and forms in movement, | Make a collage inspired by The Cut Outs – Matisse figures in movement  Using shape and colour to represent figures and forms in movement. | Make a collage inspired by The Cut Outs – Matisse figures in movement. Complete work.  Using shape and colour to represent figures and forms in movement. |  |  |