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| **AUTUMN 2 2024** |
| **SUBJECT** | **WEEK 1****4/11/24** | **WEEK 2****11/11/24** | **WEEK 3****18/11/24** | **WEEK 4** **25/11/24** | **WEEK 5** **2/12/24** | **WEEK 6****9/12/24****Dress rehearsal** | **WEEK 7****16/12/24****Christmas play****Christmas service** |
|  **READING**book clip art reading - Clip Art Library | The Firework Maker’s Daughter Ch 4Exploring an extract and answering assessment style questions. | The Firework Maker’s Daughter Ch 5Exploring an extract and answering assessment style questions. | The Firework Maker’s Daughter Ch 6Exploring an extract and answering assessment style questions. | Non-fiction text:Queen VictoriaExploring an extract and answering assessment style questions. | Non-fiction textVictorian ChristmasExploring an extract and answering assessment style questions. | Assessment Week | End of term activities. |
|  **WRITING** **INCLUDING GENRE(S)** | The Firework Maker’s Daughter Recap text read so far – characters, setting etcWriting description of a firework. Invent their own.  | The Firework Maker’s Daughter Writing description of Lila, Chulak & Goddess. | The Firework Maker’s Daughter Chapter 3 – looking for strong words **Modifying adjectives, use adverbs and adverbials**Adjectives and verbsWriting description of falling rocks when climbing the mountain. Write in response to the text (three gifts). | A Christmas Carol Ideas and videos on BBCAsk questions about the text.Speech and conversations between two characters.  | A Christmas CarolPast/present/future tense | Assessment WeekRetell the visits to ScroogeExpanded noun phrases, speech, correct tense. | End of term activities. |
| **SPELLING**spelling clipart - Clip Art Library | Words with a /shuhn/ sound-tion, -sion, -ssion revisionStatutory Spellings  | Words with a /shuhn/ sound, spelt with ‘cian’ (if root word ends in ‘c’ or ‘cs’) Statutory Spellings  | Words with ‘ough’ to make a long /o/, /oo/ or /or/ sound Statutory Spellings  | Words with ‘ough’ to make a long /o/, /oo/ or /or/ soundStatutory Spellings  | Statutory Spellings  |  AssessmentStatutory Spellings  | Use dictation passages and spot the mistake tasks |
| **GRAMMAR AND PUNCTUATION**Image result for grammar and punctuation clip art | High quality sentences.Correct punctuation of sentences within a paragraph.(Continue with fronted adverbials and Y4 conjunctions.)Expanded noun phrases.Context: The Firework Maker’s Daughter | High quality sentences.Correct punctuation of sentences within a paragraph.(Continue with fronted adverbials and Y4 conjunctions.)Expanded noun phrasesContext: The Firework Maker’s Daughter | High quality sentences.Correct punctuation of sentences within a paragraph.(Continue with fronted adverbials and Y4 conjunctions.)Expanded noun phrasesContext: The Firework Maker’s Daughter | High quality sentences.Correct punctuation of sentences within a paragraph.(Continue with fronted adverbials and Y4 conjunctions.)Expanded noun phrasesContext: Victorian scene setting | High quality sentences.Correct punctuation of sentences within a paragraph.(Continue with fronted adverbials and Y4 conjunctions.)Expanded noun phrasesContext: Victorian scene setting | Assessment week | End of term activities |
| **MATHS**Fernvale Primary School Policy - Math Signs Clipart - Full Size Clipart  (#1218141) - PinClipart | Unit 3 – Addition and SubtractionComplete work on subtraction | Unit 3 – Addition and SubtractionComplete work on subtraction. Fluency and problem solving | Unit 5 –Multiplication and Division | Unit 5 –Multiplication and Division | Unit 5 –Multiplication and Division | Assessment week | Complete last two lessons of Unit 4: Area - started at the end of Autumn 1 |
| **LEARN BY HEARTS** | Tables in preparation for Y4 statutory test4x5x | Tables in preparation for Y4 statutory test4x5x | Tables in preparation for Y4 statutory test3x6x | Tables in preparation for Y4 statutory test3x6x | Tables in preparation for Y4 statutory test4x8x | Tables in preparation for Y4 statutory test4x8x | TTRS revision |
| **SCIENCE – Electricity****Hamilton Trust ideas** | **Unit 5.1 Living with electricity****Which source?**Identify common appliances that run on electricity.Page 68 | **Unit 5.1 Living with electricity****What a shocker!**Identify common appliances that run on electricity.Page 69 | **Unit 5.2 Lets make circuits****Simple circuits**Construct simple series circuits, identifying and naming basic parts, including cells, wires, bulbs, switches and buzzers.Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Page 72 | **Unit 5.2 Lets make circuits****Changing circuits**Construct simple series circuits.Page 73 | **Unit 5.3 Be alarmed!****Conductors**Recognise some common conductors and insulators, and associate metals with being good conductors.Page 76 | **Unit 5.3 Be alarmed!****Crime fighters**Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a series circuit.Page 77 | Assessment |
|  **COMPUTING** | Going PhishingTo understand how children can protect themselves from online identity theft. • To understand that information put online leaves a digital footprint or trail and that this can aid identity theft | Beware MalwareTo identify the risks and benefits of installing software including apps. | PlagiarismTo understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. | Healthy Screen-timeTo identify the positive and negative influences of technology on health and the environment. • To understand the importance of balancing game and screen time with other parts of their lives | Recap on learningAnd how to stay safe onlineCreate a leaflet for top tips for staying safe online | Recap on learningAnd how to stay safe onlineCreate a leaflet for top tips for staying safe online | End of term activities |
| **HISTORY/****GEOGRAPHY**Image result for history clipartImage result for geography clipart | **WHEN WERE THE VICTORIANS ALIVE?**To discover when the Victorians lived, and to explore some of the major achievements in Victorian times.* I can place the Victorians on a simple timeline.
* I have discovered some of the people and inventions of the period.
* I can begin to link some of these people and inventions to my local area.
 | **WHAT IMPACT DID THE VICTORIANS HAVE ON MY LOCAL AREA?**To discover Victorian buildings in the local area, and to plot these map.* I can identify the key

Victorian features of my local area.* I can readily identify

Victorian buildings.* I can further develop my map reading and field sketching skills.
 | **HOW DID THE VICTORIANS DEAL WITH POOR PEOPLE?**To find out what life was like for poor people in Victorian times, and howVictorians dealt with poverty.* I have learned how poor people were treated.
* I realise that not all Victorian people felt the same way about poverty.
* I can compare evidence from fiction and with primary evidence
 | **TO WHAT EXTENT DID THINGS STAY THE SAME THROUGH QUEEN VICTORIA'S REIGN?**To explore continuity and change during Queen Victoria’s reign, and to useevidence to reach a conclusion (Using local trade directories)* I understand that some things changed during Victoria’s reign.
* I realise that some things

stayed the same duringVictoria’s reign.* I can reach a conclusion

based on the evidence Ihave found. | Prepare for the Christmas performanceVictorian topic linked to A Christmas Carol work in English | Prepare for Christmas performanceVictorian topic linked to A Christmas Carol work in English | End of term activities |
| **RE –** **No unit in this half term** |  |  |  |  |  |
|  **SPANISH**  | **Zoo animals** | **Simple descriptions** | **Revision of colours and adjectives****Is (es)** | **Gender****Vowels in Spanish** | **Storytelling in Spanish (A visit to the zoo)** | **Christmas: make a mini-book about Christmas.** | **Christmas: make a mini-book about Christmas.** |
| **MUSIC** | Working on “Two Queens by Beccy Owen | Working on “Two Queens by Beccy Owen | ‘Song of the Street Children’ from Sparkyard.Working on “Two Queens by Beccy Owen | Classroom Jazz 1- Charanga (in ‘Primary KS2 Units of work’“Three Note Bossa” | ‘Desafinado’ by Stan Getz.“Five Note Swing” - learn and perform. | Carol of the Bells – Orff ensemble arrangement. https://www.youtube.com/watch?v=YBJc4XO-How | Christmas boomwhacker/ untuned percussion activities. |
|  **PE**Real PE – St. Matthew's Primary School, Luton | Core real PE Unit 2Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6)Static Balance: Seated (FUNS Station 2)**Social Cog**  |
| 2nd SessionReal Dance with Gaz |
| **PSHE** |  | **Lesson 1:****Pupils learn about Britain as a democratic society****Pupils*** understand that Britain is a democratic society and what this means
* know that there are different political parties who differ in their views understand that people have opportunities to influence decisions by voting in elections
 | **Lesson 2:****Pupils learn about how laws are made****Pupils*** know how laws are made and the importance of following them
* understand the contribution and influence that individuals and organisations can have on social and environmental change recognise that laws help to keep people safe
 | **Lesson 3:****Pupils learn about the local council****Pupils*** understand that the local council organises services under the guidance of the central government
* recognise there are limited resources for the needs of the community

know that people may have different views about how council money should be spent |
| **MINDMATE** | **FRIENDS AND FAMILY***I can describe a healthy relationship.* * I can recognise what makes a positive, healthy relationship.
* I can develop the skills to form and maintain positive and healthy relationships.
* I can name a wide range of attributes that contribute to a healthy relationship.
* I can identify some of these attributes in myself.
* I can recognise that we don’t all like the same things and show that this is ok
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|  **ART/DT**Image result for art clipart **INCLUDING ARTISTS****WHERE APPROPRIATE**  | DESIGN AND MAKE A PRODUCT CONTAINING AN ELECTRICAL CIRCUIT. *(Link to science unit – electricity)* – Illuminated Christmas Sign.Research use of electricity in signs. | Design a sign for our forthcoming performance. | Plan how it will be made and what materials and equipment will be needed. | Make the sign, following the design and plan. | Evaluate the sign, against initial brief. | Preparation for Christmas performance. | End of term activities. |