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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 4  Exploring an extract and answering assessment style questions. | The Firework Maker’s Daughter Ch 5  Exploring an extract and answering assessment style questions. | The Firework Maker’s Daughter Ch 6  Exploring an extract and answering assessment style questions. | Non-fiction text:  Queen Victoria  Exploring an extract and answering assessment style questions. | Non-fiction text  Victorian Christmas  Exploring 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 etc  Writing 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 verbs  Writing description of falling rocks when climbing the mountain.  Write in response to the text (three gifts). | A Christmas Carol Ideas and videos on BBC  Ask questions about the text.  Speech and conversations between two characters. | A Christmas Carol  Past/present/future tense | Assessment Week  Retell the visits to Scrooge  Expanded noun phrases, speech, correct tense. | End of term activities. |
| **SPELLING**  spelling clipart - Clip Art Library | Words with a /shuhn/ sound  -tion, -sion, -ssion revision  Statutory 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/ sound  Statutory Spellings | Statutory Spellings | Assessment  Statutory 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 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 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 phrases  Context: Victorian scene setting | High quality sentences.  Correct punctuation of sentences within a paragraph.  (Continue with fronted adverbials and Y4 conjunctions.)  Expanded noun phrases  Context: 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 Subtraction  Complete work on subtraction | Unit 3 – Addition and Subtraction  Complete 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 test  4x5x | Tables in preparation for Y4 statutory test  4x5x | Tables in preparation for Y4 statutory test  3x6x | Tables in preparation for Y4 statutory test  3x6x | Tables in preparation for Y4 statutory test  4x8x | Tables in preparation for Y4 statutory test  4x8x | 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 Phishing  To 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 Malware  To identify the risks and benefits of installing software including apps. | Plagiarism  To 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-time  To 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 learning  And how to stay safe online  Create a leaflet for top tips for staying safe online | Recap on learning  And how to stay safe online  Create 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 how  Victorians 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 use  evidence 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 during  Victoria’s reign.   * I can reach a conclusion   based on the evidence I  have found. | Prepare for the Christmas performance  Victorian topic linked to A Christmas Carol work in English | Prepare for Christmas performance  Victorian 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 2  Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6)  Static Balance: Seated (FUNS Station 2)  **Social Cog** | | | | | | |
| 2nd Session  Real 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 |  |  |  |  |  |  |
| **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. |