Subject Read aloud text: **Anthony Browne-Voices in the Park**	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	Fiction: **Anthony Browne- Gorilla** *To make inferences from a picture. *To make inferences about characters' thoughts and feelings. *To identify whether a statement is true or false. *I can have an opinion about a text.	Nonfiction **Digestive system** *To give and explain the meaning of words in context *To retrieve and record information and identify key details from non-fiction *To make inferences from the text and explain inferences with evidence from the text *To summarise main ideas from more than one paragraph	Fiction **Anthony Browne- The tunnel** *To give and explain the meaning of words in context *To retrieve and record information and identify key details from non-fiction *To make inferences from the text and explain inferences with evidence from the text *To summarise main ideas from more than one paragraph	Poetry **The Sea - Poem by James Reeves** *To give and explain the meaning of words in context **To retrieve and record information and identify key details from non-fiction *To make inferences from the text and explain inferences with evidence from the text *To answer questions about a poem	Nonfiction **Strange but true: Animals** **To give and explain the meaning of words in context * To retrieve and record information and identify key details from non-fiction *To make inferences from the text and explain inferences with evidence from the text *To answer questions about a poem	Poetry **Kindness to Animals** *To give and explain the meaning of words in context *To retrieve and record information and identify key details from non-fiction *To make inferences from the text and explain inferences with evidence from the text *To answer questions about a poem
Writing	**Voices in the Park- Diary for Mum** • To use drama to understand a character • To plan a diary • To write a diary • Write in the past tense • To write in 1st person	**Voice in the Park- writing a setting description** • To use drama to describe a scene • To write a setting description • Editing • To use drama to think about thoughts and feelings of a character	**Voice in the Park- Diary for Smudge** • To plan a diary entry in the voice of Smudge • To write a diary entry • To write in the past tense • To write in 1st person	**Voice in the Park- agony aunt letter to Mum** • To use drama to understand a story • To understand how to give advice • To plan a letter of advice to Mum • To write a letter of advice • To add a P.S to a letter • To edit an advice letter	**Voice in the Park- agony aunt letter to Dad** • To use drama to understand a story • To understand how to give advice • To plan a letter of advice to Dad • To write a letter of advice • To add a P.S to a letter • To edit an advice letter	**Voice in the Park- write a story in the role of mum** • Use drama to understand a character • To plan a story as mum • To write a story as mum • Use knowledge from previous learning to think how a character has changed.

Maths	**Unit 5: Calculating with multiplication and division** Using and explaining short division L1: Division using partitioning L2: Division using partitioning L3: Short division 1 L4: Short division 2	**Unit 6: Fractions** Interpreting fractions in different ways (1) L1 Recognise different interpretations of fractions L2&5 Identify fractions as part of a set or quantity L3&4 Identify equivalent fractions using fraction bars	**Unit 6: Fractions** Interpreting fractions in different ways (2) L6 Find equivalent fractions L7 Identify fractions as 'the result of division' L8 Compare and order fractions	**Unit 6: Fractions** Understanding mixed numbers and improper fractions L10 Recognise mixed numbers L11 Recognise improper fractions L12 Convert mixed numbers to improper fractions	**Unit 6: Fractions** Solving problems involving fractions of a quantity L18 Solve problems involving unit fractions L19 Solve problems involving non-unit fractions L20 Solve multi-step problems by comparing non-unit fractions	**Unit 6: Fractions** Adding and subtracting fractions with the same denominator L13 Add fractions (within one) L14 Subtract fractions (within one) L15 Add fractions (with an answer greater than one) L16 Subtract fractions (including those greater than one)
Science	**Animals including humans** Identify the organs in the digestive system *Identify the main organs of the human digestive system *Create an accurate diagram of the main organs of the human digestive system *Explain the role of the digestive system and the organs within it	**Animals including humans** Describe the functions of the main organs in the digestive system *Describe the functions of the organs in the digestive system *Use a model of the digestive system to explain the journey of food *Explain how the equipment used in the model relates to the digestive system	**Animals including humans** Identify the types of human teeth and their functions *Identify the different types of human teeth *Explain the functions of the different types of human teeth *Explain why humans have 2 sets of human teeth	**Animals including humans** Investigate the effects of different liquids on the teeth *Observe and record the effect of each liquid *Draw conclusions from the investigation *Explain how to care for your teeth	**Animals including humans** Understand food chains *Identify the key parts of a food chain *Create a food chain within a chosen ecosystem *Explain why it is important to keep food chains balanced	**Animals including humans** Explore food webs *Research living things within a chosen ecosystem *Create a food web for a chosen ecosystem *Identify threats to living things within their chosen ecosystem
History	**Local history unit: Footbridge over Greenland Dock** • Develop an awareness of Rotherhithe's past	**Local history unit: Footbridge over Greenland Dock** • Develop an awareness of Rotherhithe's past	**Local history unit: Footbridge over Greenland Dock** • To identify similarities and differences between ways of life in	**Local history unit: Footbridge over Greenland Dock** • Compare an aerial photograph from the past to a modern day map	**Local history unit: Footbridge over Greenland Dock** • To create a piece of art based on the heritage site, Footbridge over	**Local history unit: Footbridge over Greenland Dock** • To create a piece of art based on the heritage site, Footbridge over

			Rotherhithe through different periods.		Greenland Dock	Greenland Dock
Computing	**Programming A – Repetition in shapes** To identify that accuracy in programming is important I can program a computer by typing commands I can explain the effect of changing a value of a command I can create a code snippet for a given purpose	**Programming A – Repetition in shapes** To create a program in a text-based language I can use a template to create a design for my program I can write an algorithm to produce a given outcome I can test my algorithm in a text-based language	**Programming A – Repetition in shapes** To explain what 'repeat' means I can identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves I can identify patterns in a sequence I can use a count-controlled loop to produce a given outcome	**Programming A – Repetition in shapes** To modify a count-controlled loop to produce a given outcome I can identify the effect of changing the number of times a task is repeated I can predict the outcome of a program containing a count-controlled loop I can choose which values to change in a loop	**Programming A – Repetition in shapes** To decompose a task into small steps I can identify 'chunks' of actions in the real world I can use a procedure in a program I can explain that a computer can repeatedly call a procedure	**Programming A – Repetition in shapes** To create a program that uses count-controlled loops to produce a given outcome I can design a program that includes count-controlled loops I can make use of my design to write a program I can develop my program by debugging it
RE	**Just how important are our beliefs?** What do promises mean? To make links between beliefs, promises and commitments demonstrated in some baby welcoming ceremonies.	**Just how important are our beliefs?** What promises do we make? To recognise the value of ceremonies of commitment to some religious and non-religious people.	**Just how important are our beliefs?** Can we see the importance of someone's beliefs on the outside? To reflect on whether commitment to beliefs can be shown through outward appearance.	**Just how important are our beliefs?** How else might some people show their commitment? To investigate how commitment to beliefs can be demonstrated through diet by some people.	**Just how important are our beliefs?** What else might people give up for their beliefs? To explore why some people sacrifice time or money for their beliefs.	**Just how important are our beliefs?** What might someone sacrifice? To describe what sacrifice can mean to some Sikh people.
Music	**UNIT: Painting with Sound** **Unit Aim: To develop children's ability to create, perform and analyse expressive compositions and extend their sound vocabulary.**					
	To understand that music can describe a picture	To understand that music can describe a picture	To work in pairs to illustrate a picture musically	To work in pairs to illustrate a picture musically	To work in pairs to illustrate a picture musically	To perform a carefully planned and finished group composition

	To choose a picture that they can explore musically and explain to the class	To choose a picture that they can explore musically and explain to the class	To work in a group to compose a piece of music based on a picture	To work in a group to compose a piece of music based on a picture	To work in a group to compose a piece of music based on a picture	
Art & Technology	**Painting and mixed media: Light and Dark** Tints and shades To understand how to darken or lighten a colour when mixing paint.	**Painting and mixed media: Light and Dark** Three dimensions To use tints and shades to give a three-dimensional effect when painting.	**Painting and mixed media: Light and Dark** Painting techniques To explore how paint can create very different effects.	**Painting and mixed media: Light and Dark** Composition To consider proportion and composition when planning a still life painting	**Painting and mixed media: Light and Dark** Still life To apply knowledge of colour mixing and painting techniques to create a finished piece.	**Painting and mixed media: Light and Dark** Assessment - Art Y4: Painting and mixed media
PSHE	**Health and Wellbeing** L1 Looking after our teeth To understand how we can look after our teeth.	**Health and Wellbeing** L3 Celebrating mistakes To develop a growth mindset and understand that mistakes are useful.	**Health and Wellbeing** L5 My happiness To identify what is important to me and to take responsibility for my own happiness.	**Health and Wellbeing** L6 Emotions To understand a range of emotions.	**Health and Wellbeing** L7 Mental health To begin to understand what mental health is and who can help if I need it.	
PE	**Specialist Teacher** Swimming **PE Coach** Gymnastics *Feedback *Analysis *Physical ability	**Specialist Teacher** Swimming **PE Coach** Gymnastics *Feedback *Analysis *Physical ability	**Specialist Teacher** Swimming **PE Coach** Gymnastics *Feedback *Analysis *Physical ability	**Specialist Teacher** Swimming **PE Coach** Gymnastics *Feedback *Analysis *Physical ability	**Specialist Teacher** Swimming **PE Coach** Gymnastics *Feedback *Analysis *Physical ability	**Specialist Teacher** Swimming **PE Coach** Gymnastics *Feedback *Analysis *Physical ability
Spanish	**In a Spanish café** To apply comprehension strategies and discover the meaning of new words.	**In a Spanish café** To make polite requests about what I want to eat and drink.	**In a Spanish café** To identify conversational language.	**In a Spanish café** To engage in conversations that involve making requests.	**In a Spanish café** To write a role play script for a conversation.	**In a Spanish café** To perform, evaluate and improve a role play.