



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Subject Read aloud text: Krindlekrax							
Reading	Mr. Stink: Fiction Locating retrieval answers, determining inferences, determining word meaning using context, creating character impressions based on information from the text	Sneaky Peak (Short passages to practice multiple reading skills)	<u>Assessment week</u> Strategy recap and reading test.	Krindlekrax: Fiction Cross-curricular text with English Locating retrieval answers, determining inferences, determining word meaning using context, creating character impressions based on information from the text	Krindlekrax: Fiction Cross-curricular text with English Locating retrieval answers, determining inferences, determining word meaning using context, creating character impressions based on information from the text	Pollution: Nonfiction Cross-curricular text with science. Locating retrieval answers, determining inferences, deciding word meaning using context, summarising, identifying word choice by authors	Antarctica: Poem Crosscurricular with Geography Locating retrieval answers, determining inferences, deciding on word meaning, summarising, investigating use of imagery and literary devices
Writing	KrindleKrax Character description <u>Success criteria</u> -adjectives -magic 3 -simile -brackets - third person - drop in clause -use evidence from the text to describe a character	KrindleKrax Diary in role <u>Success criteria</u> -write in first and third person -past tense -fronted adverbials -chatty style vocabulary -Punctuation for emphasis -apostrophe for possession	KrindleKrax Setting description <u>Success criteria</u> -Write in second person (you) -Prepositional phrases -Adjectives -Adverbs of frequency - Use other senses (hear / smell) -speech marks brackets	KrindleKrax Suspense <u>Success criteria</u> - First person and past tense -Emotional language -synonyms -simile to describe how you feel -drop in clauses -fronted subordinate -rhetorical question	KrindleKrax Write a retell, including suspense. <u>Success criteria</u> - Start sentences with adverbial phrases - Include sound words (onomatopoeia) - Add ellipsis ... - Add scary description - Add a simile - Paragraphs to separate events - Use short punchy sentences / one word used as a sentence	KrindleKrax Write a retell, including suspense. <u>Success criteria</u> - Start sentences with adverbial phrases - Include sound words (onomatopoeia) - Add ellipsis ... - Add scary description - Add a simile - Paragraphs to separate events - Use short punchy	KrindleKrax Write a retell, including suspense. <u>Success criteria</u> - Start sentences with adverbial phrases - Include sound words (onomatopoeia) - Add ellipsis ... - Add scary description - Add a simile - Paragraphs to separate events - Use short punchy sentences / one word used as a sentence



						sentences / one word used as a sentence	
Maths	<p>Unit 10: Solving measure and money problems</p> <p>L1 Choose and use appropriate units of measure</p> <p>L2 Convert between millimetres and centimetres</p> <p>L3 Convert between centimetres and metres</p> <p>L4 Convert between units of measure (kilometres and metres, kilograms and grams, litres and</p>	<p>Unit 10: Solving measure and money problems</p> <p>L6 Apply knowledge of units of measure to plan and solve the following problems: 'Marathon training' (time)</p> <p>L7 Apply knowledge of money to plan and solve the following problems: 'Stamps'</p> <p>L8 Apply knowledge of units of measure to plan and solve the following problems: 'Ribbons' (length in centimetres and metres)</p> <p>L9 Apply knowledge of money to plan and solve the following</p>	<p>Assessment week</p> <p>Unit 10: Solving measure and money problems</p> <p>L11 Apply knowledge of units of measure to plan and solve the following problems: Two point seven' (mass)</p> <p>L12 Apply knowledge of money to plan and solve the following problems: 'Fruit'</p>	<p>Unit 11: Shape and symmetry</p> <p>-Compare and classify right-angled and equilateral triangles</p> <p>-Compare and classify isosceles and scalene triangles</p> <p>-Identify lines of symmetry in 2-D shapes</p> <p>-Complete symmetrical figures (patterns)</p> <p>-Investigate problems involving symmetry</p>	<p>UNIT 12: Position and direction</p> <p>-Plot points and find missing points of triangles</p> <p>-Describe movement between points as a translation using correct units</p>	<p>Unit 13: Reasoning with patterns and sequences</p> <p>L1 Investigate symbols from a range of number systems</p> <p>L2 Build and extend sequences with Roman numerals</p> <p>L3-4 Explore, describe and complete number sequences</p>	<p>Unit 14: 3D shapes</p> <p>- Explore the properties of 3-D shapes</p> <p>- Problem solve using 2-D representations of 3-D shapes</p>



		problems: 'Money bags'					
Science	<p><u>Living things and their habitats - Conservation</u></p> <p>1. Describe ecosystems and how they are affected by changes in the seasons</p> <p>Understand that ecosystems are affected by changes in the seasons</p> <p>Understand that habitats around the world experience different seasons which changes their ecosystem</p> <p>Understand that it is not just the seasons which cause ecosystems to change</p>	<p><u>Living things and their habitats - Conservation</u></p> <p>2. Understand human impact on the environment through deforestation</p> <p>Understand human impact on the environment through deforestation</p> <p>Use scientific evidence to present your findings about deforestation</p> <p>Explore the measures humans can take to protect the forests and rainforests</p>	<p><u>Living things and their habitats - Conservation</u></p> <p>3. Explore air pollution Understand what air pollution is</p> <p>Explore what contributes to air pollution</p> <p>Identify the impact air pollution has on the environment and human health</p>	<p><u>Living things and their habitats - Conservation</u></p> <p>4. Understand water pollution Understand how water pollution is caused</p> <p>Explain the impact of different kinds of water pollution</p> <p>Identify how to prevent water pollution</p>	<p><u>Living things and their habitats - Conservation</u></p> <p>5. Explore methods that can be used to conserve water</p> <p>Understand that it is important to conserve water</p> <p>Suggest ways to conserve water</p> <p>Explain how to conserve water and the consequences of water shortages</p>	<p><u>Living things and their habitats - Conservation</u></p> <p>6. Understand that humans can have a positive impact on nature</p> <p>Understand that there are ways humans can protect the environment</p> <p>Suggest ways in which humans can protect the environment</p> <p>Explain how humans can protect the environment in our everyday life</p>	<p><u>Living things and their habitats - Conservation</u></p> <p>Assessment Week</p>



<p>Geography</p>	<p><u>What are rivers and how are they used?</u></p> <p>To describe how the water cycle works.</p> <p>I can identify the different ways water is stored.</p> <p>I can explain the different ways water moves.</p> <p>I can explain how water is recycled.</p>	<p><u>What are rivers and how are they used?</u></p> <p>To recognise the features and courses of a river.</p> <p>I can state where a river starts and ends.</p> <p>I can describe the three courses of a river.</p> <p>I can name the features of a river.</p>	<p><u>What are rivers and how are they used?</u></p> <p>To name and locate some of the world's longest rivers.</p> <p>I can locate rivers on a world map.</p> <p>I can create a key on a map.</p> <p>I can name some of the world's longest rivers.</p> <p>I can name which continents the longest rivers are in.</p>	<p><u>What are rivers and how are they used?</u></p> <p>To describe how rivers are used.</p> <p>I can explain the ways rivers are used.</p> <p>I can describe how rivers are important to the natural environment.</p> <p>I can list the challenges that can occur with rivers.</p>	<p><u>What are rivers and how are they used?</u></p> <p>To identify and locate human and physical features on a map.</p> <p>I can state where the river starts and ends.</p> <p>I can describe the features I expect to see during fieldwork.</p> <p>I can use grid references to describe the location of features.</p>	<p><u>What are rivers and how are they used?</u></p> <p>To collect data on the features of a local river.</p> <p>I can identify the features of a river.</p> <p>I can judge the quality of the environment using a Likert scale.</p> <p>I can make suggestions about how to improve the river environment.</p>	<p><u>What are rivers and how are they used?</u></p> <p>Assessment Week</p>
<p>Computing</p>	<p><u>Repetition in games</u></p> <p>To develop the use of count-controlled loops in a different programming environment</p> <ul style="list-style-type: none"> I can list an everyday task as a set of instructions including repetition I can predict the outcome of a snippet of code 	<p><u>Repetition in games</u></p> <p>To explain that in programming there are infinite loops and count-controlled loops</p> <ul style="list-style-type: none"> I can modify loops to produce a given outcome I can choose when to use a count-controlled and an infinite loop I can recognise 	<p><u>Repetition in games</u></p> <p>To develop a design that includes two or more loops which run at the same time</p> <ul style="list-style-type: none"> I can choose which action will be repeated for each object I can explain what the outcome of the repeated action should be I can evaluate the effectiveness of the repeated sequences used in my program 	<p><u>Repetition in games</u></p> <p>To modify an infinite loop in a given program</p> <ul style="list-style-type: none"> I can identify which parts of a loop can be changed I can explain the effect of my changes I can re-use existing code snippets on new sprites 	<p><u>Repetition in games</u></p> <p>To design a project that includes repetition</p> <ul style="list-style-type: none"> I can evaluate the use of repetition in a project I can select key parts of a given project to use in my own design I can develop my own design explaining what my project will do 	<p><u>Repetition in games</u></p> <p>To create a project that includes repetition</p> <ul style="list-style-type: none"> I can refine the algorithm in my design I can build a program that follows my design I can evaluate the steps I followed when building my project 	<p><u>Repetition in games</u></p> <p>Assessment Week</p>



	<ul style="list-style-type: none"> ● I can modify a snippet of code to create a given outcome 	<p>that some programming languages enable more than one process to be run at once</p>					
RE	<p><u>Does the language of scripture matter?</u></p> <p>To explain how stories were shared before writing through oral tradition.</p> <p>I can retell a short story from memory using symbols or pictures.</p> <p>I can explain how stories can change when they are retold.</p> <p>I can explain why writing stories down helps keep their meaning the same.</p>	<p><u>Does the language of scripture matter?</u></p> <p>To explain why some believers read scripture in its original language.</p> <p>I can explain that some people read scripture in its original language.</p> <p>I can talk about why translations can change meaning.</p> <p>I can describe how reading Hebrew helps Jewish people feel close to God.</p>	<p><u>Does the language of scripture matter?</u></p> <p>To describe how scripture is used and expressed in different ways.</p> <p>I can name ways Muslims use the Qur'an.</p> <p>I can say why Arabic is special to Muslims. I can describe how Muslims show respect for the Qur'an.</p> <p>I can explain how some Muslims use scripture to feel close to God or others.</p>	<p><u>Does the language of scripture matter?</u></p> <p>To compare different expressions of the same scripture across communities and practices.</p> <p>I can talk about how Christians say the same prayer in different ways.</p> <p>I can find words that are the same and different in two versions of the Lord's Prayer.</p> <p>I can explain that translations can help more people understand scripture.</p>	<p><u>Does the language of scripture matter?</u></p> <p>To creatively express reflections on whether the language of scripture matters.</p> <p>I can describe how people use the language of scripture.</p> <p>I can identify how the language of scripture helps people feel part of a community.</p> <p>I can say why shared words from scripture are important to some people.</p>	<p><u>Does the language of scripture matter?</u></p> <p>To explore whether the language of scripture matters.</p> <p>I can explain how language helps people belong.</p> <p>I can find links between different religions.</p> <p>I can describe how shared words bring people together.</p>	<p><u>Does the language of scripture matter?</u></p> <p>Assessment Week</p>
Music	<p>Unit Aim: To develop pupils' ability to adapt and perform playground songs.</p> <ul style="list-style-type: none"> ➤ To add and perform a second verse to a known playground song ➤ To share playground games and divide them into different types ➤ To work together to perform a complex playground song ➤ To extend a known playground song and perform to class ➤ To compose a playground song in a small group 						



	To add and perform a second verse to a known playground song	To share playground games and divide them into different types	To work together to perform a complex playground song	To work together to perform a complex playground song	To extend a known playground song and perform to class	To compose a playground song in a small group	To compose a playground song in a small group
DT	Electrical Systems Torches Evaluating a range of existing torches linked to previous learning about light and designing a functional torch for a target audience.	Electrical Systems Torches Evaluating a range of existing torches linked to previous learning about light and designing a functional torch for a target audience.	Electrical Systems Torches Evaluating a range of existing torches linked to previous learning about light and designing a functional torch for a target audience.	Electrical Systems Torches Evaluating a range of existing torches linked to previous learning about light and designing a functional torch for a target audience.	Electrical Systems Torches Evaluating a range of existing torches linked to previous learning about light and designing a functional torch for a target audience.	Electrical Systems Torches Evaluating a range of existing torches linked to previous learning about light and designing a functional torch for a target audience.	Electrical Systems Torches Evaluating a range of existing torches linked to previous learning about light and designing a functional torch for a target audience.
PSHE					Christopher Winter Project (SRE and Drugs & Alcohol Education) Year 4 Growing up: Lesson 1: Changes	Christopher Winter Project (SRE and Drugs & Alcohol Education) Year 4 Growing up: Lesson 2: What is Puberty?	Christopher Winter Project (SRE and Drugs & Alcohol Education) Year 4 Growing up: Lesson 3: Healthy Relationships
PE	Class Teacher <u>Athletics</u> Sports day Preparation Millwall Coach Striking Games – Batting and Bowling Technique	Class Teacher <u>Athletics</u> Sports day Preparation Millwall Coach Striking Games – Batting and Bowling Technique	Class Teacher <u>Athletics</u> Sports day Preparation Millwall Coach Striking Games – Batting and Bowling Technique Consistency	Class Teacher <u>Athletics</u> Sports day Preparation Millwall Coach Striking Games – Batting and Bowling Technique	Class Teacher <u>Athletics</u> Sports day Preparation Millwall Coach Striking Games – Batting and Bowling Technique Consistency	Class Teacher <u>Athletics</u> Sports day Preparation Millwall Coach Striking Games – Batting and Bowling Technique Consistency	Class Teacher <u>Athletics</u> Sports day Preparation Millwall Coach Striking Games – Batting and Bowling Technique Consistency



	Consistency	Consistency		Consistency			
Spanish	UNIT: The Amazon rainforest To identify and describe the geography of Peru.	UNIT: The Amazon rainforest To use spelling patterns and rhythms to learn and perform rainforest animal names.	UNIT: The Amazon rainforest To write descriptive sentences about rainforest animals.	UNIT: The Amazon rainforest To describe the physical features of some rainforest animals using singular and plural nouns.	UNIT: The Amazon rainforest To describe the features of rainforest creatures and their habitat.	UNIT: The Amazon rainforest To present a podcast to introduce different Amazon animals.	UNIT: The Amazon rainforest Assessment Week