

Inspiration/Theme: <b>This is me</b>		Curriculum Driver: <b>English and PSHE</b>		Outcome of learning: <b>Biographies</b>	
<b>Core texts/artefact/film</b>		<b>Provocation -Inspire, Immerse</b>		<b>Display outcomes</b>	
 <p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>Asking questions to improve their understanding of a text</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>		<p><b>Hook/Super Starter</b> Share a selection of biographies from 'Good Night Stories for Rebel Girls'</p> <p><b>Trips/Visitors/Marvellous Middle</b> Children will be visited by a female speaker to talk about their profession</p> <p><b>Celebration/Fabulous Finish</b> Share biographies and poems with Year 3</p>		<p>Children will publish biographies electronically and share during our fabulous finish to parents and siblings</p> <p>Children will publish their poems which will be displayed in the corridor</p>	
<b>Topic specific speaking frames</b>		<b>Topic Table</b>		<b>Home Learning</b>	
<p><b>The language of retelling</b> In the beginning..... Subsequently..... I remember that.... With hindsight.... Reflecting upon... In the event that..... Lastly..... In the end..... To conclude / In conclusion / To sum up.....</p> <p><b>The language of sequencing</b> Firstly.....because/however/therefore/after a while/meanwhile/in addition..... Next.... Then..... Finally.....Eventually.....Lastly..... In conclusion.....</p>		<p><b>Reading Area</b></p> <ul style="list-style-type: none"> <li>Copies of biographies</li> <li>Floor book containing key questions about biographies</li> <li>Quotes to guess which biography it has come from</li> </ul>		<p><b>Maths Challenge table</b></p> <p><b>Key questions</b> Which is the biggest/smallest? What number comes next in sequence? Can you order these numbers? How could we group these objects to count successfully?</p> <p><b>Key images/artefacts</b> Dienes 100 square Place value cards/display Word problems</p> <p><b>Key vocabulary</b> Addition, subtractions, rounding, more than, less than, plus, minus, sequence, balance, equations, equals, place</p>	
<p><b>Weekly Home Learning:</b> Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing.</p> <p>Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log.</p> <p>Log on to Times Tables Rock Stars and have a practise of 6,7, 9, 11 and 12 times tables (and all others!)</p>					

English	Maths	Science	PE
<p><b>Outcome of learning:</b> Children will publish a biography and write a poem based on successful women</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Identify features of a biography</li> <li>Possessive apostrophes</li> <li>Subordinating conjunctions</li> <li>Cohesion through paragraphs</li> </ul>	<p><b>Outcome of learning:</b> Children will be learning to order, compare and round numbers within 10000</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Count in Thousands, Hundreds, Fifties, Twenty-fives, Tens and Ones</li> <li>Compare and order numbers up to 10000</li> <li>Round numbers to nearest 10/100/1000</li> <li>Addition and subtraction within 10000</li> </ul>		<p><b>Outcome of learning:</b> Children will improve their physical fitness through weekly 'Phys sessions' with their class teacher. They will also have Football sessions during term 1 with specialist sports staff.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Bleep test to measure progress</li> <li>Dodge ball</li> <li>Circuit training</li> <li>Kicking</li> <li>Shooting</li> <li>Running</li> </ul>
Art	RE	Music	History
<p><b>Outcome of learning:</b> Children will produce aside profile of themselves and input their likes etc.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Increased control of marks using a range of media</li> <li>Using colour for specific purposes</li> <li>Experimenting with texture including blocking in colour</li> </ul>	<p><b>Outcome of learning:</b> Children will continue to develop their understanding of what can we learn from stories shared by Christians, Jews and Muslims.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Share stories from various religions</li> <li>Understand meanings behind each story</li> <li>Identify similarities and differences</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Develop singing skills using songs from the song book 'This Is Me' to embed learning and develop good singing technique.</li> <li>Confidence to play simple tunes using both the descant and treble recorder.</li> <li>Play successfully as a class ensemble listening to each other.</li> <li>Play simple chords on the Ukulele and learn the correct technique.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Sing with confidence, focussing on good breath control, diction and tuning.</li> <li>Understand how to finger the notes E, D and C on the Treble Recorder.</li> <li>Revise skills learnt when playing the descant recorder.</li> <li>Read music from traditional notation.</li> <li>Start to learn simple chords on the Ukulele.</li> </ul>	<p><b>Outcome of learning:</b> Children will compare the role of women from pre-suffragettes to modern times</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Devise, historically valid questions about change of women's' roles over time</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> </ul>

**Curriculum Information**

Term: Autumn Term 1

Class/Year Group: 4



Computing	PSHE	DT	MFL
<p><b>Outcome of learning:</b> Pupils explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Consider online messages from other children and how this makes them feel</li> <li>Identify actions that will make them Upstanders in the face of cyberbullying.</li> </ul>	<p><b>Outcome of learning:</b> To create a class charter, displayed in classroom and begin to be able to manage behaviour in different situations We will also look at challenging stereotypes and 'typical' roles of girls and boys.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Understands how others behaviour impacts on me and how to manage the situation.</li> <li>Apply the school rule and the charters.</li> </ul>		<p><b>Outcome of learning:</b> To be able to describe who we have in our family</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Name different members of the family using "j'ai" and words from family and extended family</li> <li>Ask and answer "Do you have brothers and sisters?"</li> <li>Count to 40</li> </ul>