

Year: 4

Term: 3

Topic(s): WORLD WAR 2

Hook: WW2 Poo

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Wider curriculum		<p>Mon 7<sup>th</sup> Jan Epiphany @ St Georges High5 gymnastics (all day) Wed 9<sup>th</sup> Jan Safe Kids (SST) 3.15 Book Share Years 1 &amp; 3 4.00-5.00 Basketball Qualifiers</p>	<p>Mon 14<sup>th</sup> Jan High 5 gymnastics (all day) SLT Tues 15<sup>th</sup> Jan National Closing Day for Foundation 2019 applications TFW Intro to TFW am Brass lessons – Miss Quinn 1.30-2.30 SST Tri Golf with the Pros! 3.30 Music staff mtg led by Matt Miles – Developing musical skills and understanding Wed 16<sup>th</sup> Jan STS Directors mtg Book Share Years EYFS &amp; 4 4.00 PE leaders mtg @ 3 Hills 7.00 PTA mtg Friday 18<sup>th</sup> Jan 9.00-4.00 Maths Hub mtg</p>	<p>Mon 21<sup>st</sup> Jan High 5 gymnastics (all day) am Brass lessons – Miss Quinn Wed 23<sup>rd</sup> Jan 3.15 Book Share year 5</p>	<p>Mon 28<sup>th</sup> Jan Lesson monitoring High 5 gymnastics (all day) 9.00-12.00 Boogie Bounce 1.30 – 3.00 SST Knuckeball Kickers 3.30 Middle Leadership mtg Tues 29<sup>th</sup> Jan Lesson monitoring Brass lessons (Miss Quinn) 6.00 FGB mtg Wed 30<sup>th</sup> Jan Lesson monitoring 3.15 Book Share Year 2 Fri 1st Feb Music Enrichment Day 2/3 9.00-4.00 Maths Hub</p>	<p>Mon 4<sup>th</sup> Feb High 5 gymnastics (all day) 1.00 – 3.00 Mini football tournament @ 3 Hills Yrs 1 &amp; 2 Tues 5<sup>th</sup> Feb Safer Internet Day am Brass lessons Wed 6<sup>th</sup> Feb 3.15 Book Share Year 6 Frid 8<sup>th</sup> Feb Plimsoll Day High 5 gymnastics (all day)</p>	<p>Mon 11<sup>th</sup> Feb High 5 gymnastics (all day) Tues 12<sup>th</sup> Feb Brass lessons (Miss Quinn)</p>
Writing	<p><b>Imitation &amp; Immersion:</b></p> <p>1 x Picture Stimulus used to create a class poem and then an ind. poem.</p> <p>1 x SPAG Workshop: Gap Fill from T2 (Sentence Accuracy [FS/CL] and Fronted Adverbials (commas position). Chn to then learn the poem they wrote yesterday.</p> <p><b>WW2 Link – War poetry.</b></p>	<p><b>Imitation &amp; Immersion:</b></p> <p>1 x Cold Task completed, including time for research: Non-Fictional Recounts.</p> <p>1 x SPAG Workshop: Based on gap fills marked from Cold Task.</p> <p>2 x Read real WW2 Poetry and adapt poems from last week. Continue to memorise poem.</p> <p>1 x Using Picture Stimulus, do a free write. Chn to pick writing genre from the stimulus themselves.</p>	<p><b>Imitation &amp; Innovation:</b></p> <p>1 x Mini-hook: Intro model text for recount writing (focus on official looking report presented accurately regarding Dunkirk Evacuation). Chn to re-order it based on context.</p> <p>Model Text -150-200 words. Highlight Spelling.</p> <p>1 x Write toolkit for recount writing using model text to help. Ensure toolkit applicable to most types of recount writing during Innovation stage.</p> <p>1 x SPAG Workshop: Sentence Workshop: Shifts in person and formality based on headings given + Conflict Write Extended Piece.</p> <p>2 x Being Innovation writing. Class innovation to be a British newspaper recount about Dunkirk with LA hugging closely and MA recounting from different perspective (French/Polish/German Newspaper).</p> <p>HA group to innovate further creating a diary recount picking from a wider array of options.</p>	<p><b>Innovation</b></p> <p>3 x Continue with class innovation with branching off.</p> <p>1 x Redraft in full.</p> <p>1 x SPAG Workshop</p> <p>Sci T4W Link Lesson: Electricity</p>	<p><b>Innovation &amp; Independent Application:</b></p> <p>3 x Following discrete invention activities, children to create their own resolution piece, using a topic of their own interest from WW2 in order to maximise fluency within the writing.</p> <p>1 x Extended Write: Dialogue Focus</p> <p>1 x SPAG Workshop</p>	<p><b>Independent Application:</b></p> <p>Hot task planning and writing completed this week, to be fed back on by end of term.</p> <p>Address foundational SPAG gaps found from Hot Tasks directly.</p> <p>Children to also complete STAR TEST.</p>	<p><b>Independent Application (Celebration):</b></p> <p>Celebration and review of children as authors.</p> <p>Review, celebrate and redraft sections of Hot Task based on Teacher feedback.</p>
Reading	<p>Read Pages START-20 of The Amazing Story of Adolphus Tips Focus Skills: Think Like an Author</p> <p>By end of week, extract 1 from Ch.1 stuck into book.</p> <p>Introduction activities from pg. 2</p>	<p>Read Pages 21-57 of The Amazing Story of Adolphus Tips</p> <p>Retrieval and Inference questions from P.4 and 5 of TASOAT reading pack.</p> <p>Choose five words you'd use to</p>	<p>Read Pages 58-89 of The Amazing Story of Adolphus Tips</p> <p>Retrieval and Inference questions from P.6 and 7 of TASOAT reading pack. Choose a paragraph and copy it out without any punctuation. Swap with partner</p>	<p>Read Pages 90-124 of The Amazing Story of Adolphus Tips</p> <p>Retrieval and Inference questions from P.10 and 11 of TASOAT reading pack.</p> <p>Read MC's note to the Home</p>	<p>Read Pages 158 of The Amazing Story of Adolphus Tips</p> <p>Retrieval and Inference questions from P.12 and 13 of TASOAT reading pack. Choose a favourite sentence opener in this chapter and use it to write a number of</p>	<p>Read Chapters 159-190 of The Amazing Story of Adolphus Tips</p> <p>Prepare for Hot Task. Write a letter to Morpurgo and tell him about your favourite parts of the book. Explain what you liked about it and suggest some</p>	<p>Complete AR Quiz and Book review.</p>

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	<p>of TASOAT Reading Pack. Begin to create and introduce glossary of terms for washing line that emphasise recounting.</p> <p><b>WW2 Link – Through the eyes of a child.</b></p>	<p>describe main character – for each of these word, find and record one quote to evidence your word.</p> <p><b>WW2 Link – Through the eyes of a child.</b></p>	<p>and see if they can re-punctuate it so that it makes sense.</p> <p><b>WW2 Link – Through the eyes of a child.</b></p>	<p>Front. Imagine you are there too. Write your own message.</p> <p><b>WW2 Link – Through the eyes of a child.</b></p>	<p>different sentences using the same opener.</p> <p><b>WW2 Link – Through the eyes of a child.</b></p>	<p>improvements.</p> <p><b>WW2 Link – Through the eyes of a child.</b></p>	
SPAG	<p>S: N/A</p> <p>PAG: Sentence Accuracy from T2.</p>	<p>S: Wrods with the ‘s’ sound spelt with ‘sc’</p> <p>PAG: Fronted adverbials (e.g.: Later that day, I heard the bad news). Different types of FA.</p>	<p>S: Words with a ‘soft c’ spelt with ‘ce’</p> <p>PAG: Fronted adverbials (e.g.: Later that day, I heard the bad news). Difference between subordinate clauses and main clauses.</p>	<p>S: Words with a ‘soft c’ spelt with ‘ci’</p> <p>PAG: To develop use of commas after fronted adverbials. Knowing how to differentiate clauses so the comma can be placed accordingly.</p>	<p>S: Word families based on common words.</p> <p>PAG: To develop use of commas after fronted adverbials. Proof reading to ensure correct use of comma.</p>	<p>S: Word families based on common words.</p> <p>PAG: Gap fill from Hot Task</p>	<p>S: Statutory Spellings Challenge</p> <p>PAG: Sentence Accuracy from T3.</p>
Maths	<p><b>Number: Multiplication and Division</b></p> <p>Recall and use multiplication and division facts for multiplication tables up to 12 × 12.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p>	<p><b>Number: Multiplication and Division</b></p> <p>Recognise and use factor pairs and commutativity in mental calculations.</p> <p>Multiply two digit and three digit numbers by a one digit number using formal written layout.</p>	<p><b>Number: Multiplication and Division</b></p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>	<p><b>Measurement: Area</b></p> <p>Find the area of rectilinear shapes by counting squares.</p>	<p><b>Number: Fractions</b></p> <p>Recognise and show, using diagrams, families of common equivalent fractions.</p>	<p><b>Number: Fractions</b></p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p>	<p><b>Number: Fractions</b></p> <p>Add and subtract fractions with the same denominator.</p>
OPPORTUNITIES FOR BLOOMS	<p><b>Knowledge</b> Comprehension Application <b>Analysis</b> Synthesis <b>Evaluation</b></p>	<p><b>History Link:</b></p> <p><b>Knowledge: Where is the U.K. on the world map? Where is Germany?</b></p> <p><b>Where are the Allies/Axis on the world map?</b></p>	<p><b>History Link:</b></p> <p><b>Comprehension: How would you rephrase the meaning of ‘the homefront’.</b></p>	<p><b>History Link:</b></p> <p><b>Application: What would result if the UK did not have an armed forces?</b></p>	<p><b>History Link:</b></p> <p><b>Analysis: How did the Gurkhas contribute to Britain’s success in WW2?</b></p>	<p><b>History Link:</b></p> <p><b>Synthesis: As Churchill, can you propose an alternative way to stop Germany advancing into Britain?</b></p>	<p><b>History Link:</b></p> <p><b>Evaluation: Is it ever right to ‘kill for your country’?</b></p>
Science	<p><b>Exciting Electricity</b></p> <p>To report on findings, including oral and written explanations in the context of preparing a presentation on how electricity is generated.</p> <p><b>COLD TASK</b></p>	<p><b>Electrical Appliances</b></p> <p>Identify common appliances that run on electricity by learning to distinguish between appliances that use and do not use electricity, the different types of electricity and identify how to stay safe when using electricity.</p>	<p><b>Electrical Circuits</b></p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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 by visualising and testing circuits to see if the circuit is complete.</p>	<p><b>Conductors and Insulators</b></p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors by testing different materials as part of a circuit to see whether or not they conduct electricity.</p>	<p><b>Splendid Switches</b></p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit by creating circuits which contain a switch.</p>	<p><b>Investigating Switches</b></p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions in the context of making and investigating different switches.</p>	<p><b>HOT TASK</b></p>

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R.E.	What can we learn from religions about deciding what is right and wrong?  How should we care for others and the world, and why does it matter?	What can we learn from religions about deciding what is right and wrong?  How should we care for others and the world, and why does it matter?	What can we learn from religions about deciding what is right and wrong?  What matters most to Christians and Humanists?	What can we learn from religions about deciding what is right and wrong?  What matters most to Christians and Humanists?	What can we learn from religions about deciding what is right and wrong?  Does religion help people to be good?	What can we learn from religions about deciding what is right and wrong?  Does religion help people to be good?	Consolidation, review and celebrate.
Indoor PE	<b>Gymnastics</b> To identify and practise body shapes.	<b>Gymnastics</b> To identify and practise body shapes.	<b>Gymnastics</b> To identify and practise symmetrical and asymmetrical body shapes.	<b>Gymnastics</b> To construct sequences using balancing and linking movements.	<b>Gymnastics</b> To use counterbalances and incorporate them into a sequence of movements.	<b>Gymnastics</b> To perform movements in canon and in unison.	
Outdoor PE	<b>Hockey - Getting Past a Player</b>  To develop flexibility, strength, technique, control and balance.  To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	<b>Hockey - Tackling</b>  To develop flexibility, strength, technique, control and balance.  To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	<b>Hockey - Hitting and Shooting</b>  To develop flexibility, strength, technique, control and balance.  To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	<b>Hockey - Using Your Skills</b>  To develop flexibility, strength, technique, control and balance.  To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	<b>Hockey - Using Your Skills</b>  To develop flexibility, strength, technique, control and balance.  To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	<b>Hockey - Using Your Skills</b>  To develop flexibility, strength, technique, control and balance.  To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	<b>Hockey - Using Your Skills</b>  To develop flexibility, strength, technique, control and balance.  To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
Computing	<b>History of Animation</b>  Analyse, evaluate and present data and information in the context of understanding the history of animation.  <b>ONLINE SAFETY</b>	<b>Stick Figure Animation</b>  Use a variety of software to design and create content that accomplish given goals in the context of a computer animation of a stick figure.  <b>ONLINE SAFETY</b>	<b>Recording Movement of Characters</b>  Use a variety of software to design and create content that accomplish given goals in the context of an animation recording with a number of moving characters.  <b>ONLINE SAFETY</b>	<b>Structured Timing</b>  Use a variety of software to design and create content that accomplish given goals in the context of structuring the timing of animation effects to create a short story.  <b>ONLINE SAFETY</b>	<b>Stop-Motion Animation</b>  Use a variety of software, on a range of digital devices, to design and create content that accomplish given goals in the context of stop-motion animation using a webcam or digital camera and associated software.  <b>ONLINE SAFETY</b>	<b>Evaluating Animation Techniques</b>  Select, use and combine a variety of software including analysing, evaluating and presenting data and information in the context of evaluating and comparing different animation software or techniques.  <b>ONLINE SAFETY</b>	
History	<b>HOOK – WW2 Poo History Cold Task</b>	<b>The Outbreak of the War</b> Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about key events of World War II.	<b>The Home Front</b> Construct informed responses that involve thoughtful selection of relevant historical information by learning how people on the home front contributed to the war effort.	<b>The Armed Forces</b> Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the armed forces during World War II.	<b>The Gurkhas</b> Local history – Explore the role the Gurkhas played in WW2.  <b>Possible Visit to Gurkha visitor centre.</b>	<b>The Battle of Britain</b> Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about the Battle of Britain.	<b>History HOT TASK</b>
Geography							
PSHE/P4C	To recognise and respond appropriately to a wider range of feelings in others (revision)	To be able to judge what kind of physical contact is acceptable/unacceptable and how to respond (revision)	To recognise what constitutes a positive, healthy relationship and to develop the skills to maintain these relationships	To work collaboratively towards shared goals	To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves	To recognise and respond appropriately to a wider range of feelings in others (revision)	To be able to judge what kind of physical contact is acceptable/unacceptable and how to respond (revision)
Art		<b>L.S Lowry</b> To use different shades of pencils to create different tones and lines.  <b>WW2 Link – Review wartime art by L.S. Lowry</b>		<b>L.S Lowry</b> To use different shades of pencils to create different tones and lines  <b>WW2 Link – Review wartime art by L.S. Lowry</b>	<b>L.S Lowry</b> To find out about a famous artist and his work.  <b>WW2 Link – Review wartime art by L.S. Lowry</b>	<b>L.S Lowry</b> I can create my own painting based on the style of an artist.  <b>WW2 Link – Review wartime art by L.S. Lowry</b>	
DT		<b>WW2 Food</b> Research what people ate during WW2. Explore what rationing is.	<b>WW2 Food</b> Design a variety of meals using rationed ingredients. Choose the best one to make the following	<b>WW2 Food</b> Cook the meal using the rationed ingredients.	<b>WW2 Food</b> Evaluation How could I have improved my creation.		WW2 Food Half term Homework.  Create a meal using just rationed

