

Autumn 1 - Planning Calendar for Year 4

THEME: Me in My World

TOPIC: Empowerment

Core Book: The Boy at the Back of the Class

Week 1 - 1st Sept	Week 2 - 8th Sept	Week 3 - 15th Sept	Week 4 - 22nd Sept	Week 5 - 29th Sept	Week 6 - 6th Oct	Week 7 - 13th Oct
	Y4 MTC Baseline Year 4 - Meet the Teacher	Assessment Week Harvest Assembly 1	MacMillan Cake Sale	Year 4 Swimming	Year 4 Swimming Harvest Assembly 2	School Photo Day
WE CARE <small>Wellbeing, Expression, Courtesy, Acceptance, Respect, Excellence</small>	History 1 Suffragettes	History 2 Female Leaders	Art Godfried Donkor		RE Neighbourhood	
What are our school WE CARE values and what do these look like in Year 4?	What would Britain look like today if the Suffragettes never existed?	What qualities unite strong female leaders?	Who was Godfried Donkor and what is important about his art?	How can art help me empower myself against negative labels and stereotypes?		What religions and world views are represented locally?
UNICEF Article 3 Vocabulary: Wellbeing, Expression, Courtesy, Acceptance, Respect, Excellence Outcome: A presentation in teams of 3 to their peers outlining our WE CARE ethos.	UNICEF Article 29 Vocabulary: Suffragettes, influence, continuity, change Enrichment: Class election (Student Council)	UNICEF Article 29 Vocabulary: Suffragettes, influence, continuity, change	UNICEF Article 13 Vocabulary: mixed media, contrasting, harmonious Outcome: Enrichment: 'Art Gallery' display and cross class visits		UNICEF Article 14 Vocabulary: Mosque, Church, Gurdwara, Mandir, Synagogue, Buddhist Vihara, Enrichment: Local walk to document different religious buildings.	
<p>WE CARE: To know, understand and remember our WE CARE School ethos. To work collaboratively with others to create a presentation sharing all we have learned.</p> <p>PSHE: Safeguarding: Children are confident to share</p> <p>English: I can identify features of an information text based on The Boy at the Back of the Class</p> <p>Maths: Numbers to 1,000</p> <p>Science: I can identify the different types of teeth in humans and their simple functions.</p>	<p>History: I know the impact the Suffragettes had on life in Britain today including key individuals such as Emmeline Pankhurst and the role of the First World War.</p> <p>PSHE: Worry boxes including between telling tales and reporting a concern.</p> <p>English: I can write an information text about school to help a new pupil to feel welcome</p> <p>Maths: Represent and partition numbers to 1,000 and number lines to 1,000</p> <p>Science: I can explain the structure of a tooth</p>	<p>History: I can create a timeline of different periods and remember historical facts relating to women who made significant change.</p> <p>PSHE: Becoming a 'class team'</p> <p>English: I can identify features of a formal letter.</p> <p>Maths: Represent numbers to 1,000 and flexibly partition</p> <p>Science: I can plan and set up an investigation into tooth decay</p>	<p>Art: To study the art style and works of Godfrid Donkor</p> <p>PSHE: Being a school citizen</p> <p>English: I can write a formal letter based on what I have read to the Monarch asking for help for Ahmet.</p> <p>Maths: Subtract 4 digit numbers with no exchange.</p> <p>Science: I can interpret data about dental hygiene</p>	<p>Art: To create a piece of mixed media artwork in the style of Godfrid Donkor.</p> <p>PSHE: Water safety</p> <p>English: I can identify arguments in the Boy at the Back of the Class that justify an opinion.</p> <p>Maths: Count squares to find the area of shapes.</p> <p>Science: I can describe the simple functions of the basic parts of the digestive system in humans</p>	<p>Art: To create a piece of mixed media artwork in the style of Godfrid Donkor.</p> <p>PSHE: Rights, Responsibilities and Democracy</p> <p>English: I can write a defence/critique of Ahmet fighting Brendan using evidence to support</p> <p>Maths: To know up to the 7 times tables and division facts.</p> <p>Science: I can construct and interpret a variety of food chains, identify producers, predators and prey</p>	<p>RE: To understand how religion and worldviews are similar and different in my neighbourhood. TO be respectful of all religions.</p> <p>PSHE: Rewards and Consequences</p> <p>English: I can write in role as Ahmet using what I know about him from reading.</p> <p>Maths: Multiply three numbers.</p> <p>Science: Post Unit Assessment</p>
Physical Education		Computing			MFL/Music	

Teacher Led: Swimming
Coach Led: Netball

Computer Basics: Collaborative Learning using a range of tools

MFL Spanish : Dates (Fechas)
Music: Instrumental