

Spring 1 - Planning Calendar for Year 4

THEME: Settings (Biomes)		THREAD: Geographical Features		TOPIC: Frozen Adventures (The Tundra)	
Week 1 - 5th Jan	Week 2 - 12th Jan	Week 3 - 19th Jan	Week 4 - 26th Jan	Week 5 - 2nd Feb	Week 6-9th Feb
	<p>School Fundraiser Year 1</p> <p>14th Jan: Year 2 Phonics retakes Parents Workshop (2:45pm)</p> <p>15th Jan : Year 1 Targeted Phonics Parents Meeting</p> <p>19th Jan : Year 3 Skateboarding</p>	<p>19th Jan: 6LD Windrush workshop at the British Museum</p> <p>21st January: Year 5 Workshop in Hall with parents (Secrets of the Amazon)</p> <p>22nd Jan: 6LT Windrush workshop at the British Museum (10:30am)</p>	<p>27th Jan: 6PM Windrush workshop at the British Museum</p> <p>28th Jan: Year 4 Times Tables Screening Parent Workshop</p> <p>28th Jan: Emily Brown Parent Workshop - Reception</p>	<p>3rd Feb: Year 6 SATs Parent Meeting at 2:45pm</p> <p>2nd Feb: Year 6 visit to Buddhist Temple</p>	<p>12th Feb: Year 3 Parents Assembly Safer Internet Day</p>
Geography	Geography	Science	R.E.	Art	Art
<i>How is climate change affecting the Tundra?</i>		<i>What dangers do changes pose to living things?</i>	<i>What is marriage?</i>	<i>What is a sculpture?</i>	
<p>Article 13 Vocabulary: Arctic, Antarctic, Permafrost Tundra, climate, biomes, vegetation, polar ecosystem, orientation, temperate, subsoil, biodiverse Enrichment: Orienteering around school.</p>	<p>Article 13 Vocabulary: Arctic, Antarctic, Permafrost Tundra, climate, biomes, vegetation, polar ecosystem, orientation, temperate, subsoil, biodiverse</p>	<p>Article 15 Vocabulary: organisms, life processes, respiration, sensitivity, reproduction, excretion, nutrition, habitat, environment, endangered species, extinct, classification, vertebrates, invertebrates, specimen, characteristics.</p>	<p>Article 30 Vocabulary: Nikkah, Walima, Mahr Saptapadi, Griha Pravesh, Mangalfera, Shilarohana, Aashirvaad, Kanyadaan</p>	<p>Article 29 Vocabulary: traditional, three-dimensional, representation, native</p>	
<p>Geography: To be able to locate different biomes, look at the human and physical features of the Tundra and their effects and to understand how climate change is affecting the Tundra. English: Packing List Maths: Multiplication and Division: Factors and multiplying by 10 and 100 PSHE: Mental wellbeing- To know that all of my feelings are valid. To use an emotion wheel to help imagine how I may feel in different situations. Science: I can recognise that living things can be grouped in a</p>	<p>Geography: To be able to locate different biomes, look at the human and physical features of the tundra and their effects and to understand how climate change is affecting the Tundra. English: Setting Description Maths: Multiplication and Division B; Multiply 2 and 3 digit numbers by 1 digit numbers. PSHE: Boundaries and Consent- What is consent? To be able to communicate personal boundaries. Science: I can explore and use</p>	<p>Science: Explore classifications and groups of living things in a local and wider environment. English: Setting description Maths: Multiplication and Division B; Divide 2 and 3 digit numbers by 1 digit numbers. PSHE: Boundaries and Consent (Body Parts)- What are the different male and female body parts? Which body parts are private? Science: I can identify vertebrates by observing their similarities and differences.</p>	<p>RE: Marriage: What is a wedding, why do people get married and how is it celebrated by different religions? English: Diary entry Maths: Length and perimeter. Measurements and equivalent sizes. PSHE: Hopes and Dreams- What are your hopes and dreams? How does it feel to have hopes and dreams? Science: I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>	<p>Art: To be able to create authentic Inukshuk sculptures using clay and how they are significant to the Inuit culture English: Diary entry Maths: Length and perimeter; finding and calculating lengths on shapes. PSHE: Broken Dreams- Do hopes and dreams always come true and how does it feel when they do not? What does disappointment feel and how can I identify when I am feeling this?/ Overcoming Disappointment- How can I counteract disappointment?</p>	<p>Art: To be able to create authentic Inukshuk sculptures using clay and how they are significant to the Inuit culture English: Newspaper Report Maths: Length and perimeter; finding and calculating lengths on shapes. PSHE: Broken Dreams- Do hopes and dreams always come true and how does it feel when they do not? What does disappointment feel and how can I identify when I am feeling this?/ Overcoming Disappointment- How can I counteract disappointment?</p>

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variety of ways	classification keys to help group, identify and name a variety of living things in their local and wider environment			Science: I can recognise that environments can change and that this can sometimes pose dangers to living things.	Science: I can recognise that environments can change and that this can sometimes pose dangers to living things.
Specialist Subjects: PE: (Coach) Basketball (Class Teacher) Gymnastics: To develop flexibility, strength, technique, control and balance Computing: Online Safety MFL: Colours					