

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Through the Ages History	<p>History</p> <p>Sequence dates and information from several historical periods on a timeline.</p> <p>Describe the everyday lives of people from past historical periods.</p> <p>Describe ways in which human invention and ingenuity have changed how people live.</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Explain the cause and effect of a significant historical event.</p> <p>Learn about changes in Britain from the Stone Age to the Bronze Age.</p> <p>Describe the roles of tribal communities and explain how this influenced everyday life.</p>							Christmas/Catch Up
Animal Nutrition and the Skeletal System Science				<p>Science</p> <p>Explain the importance and characteristics of a healthy, balanced diet.</p> <p>Set up and carry out some simple, comparative and fair tests, making predictions for what might happen.</p> <p>Compare and contrast the diets of different animals.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Identify and group animals that have no skeleton, an internal skeleton (endoskeleton) and an external skeleton (exoskeleton).</p>				
Contrast and Complement Art						<p>Art (8 lessons)</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>		

English	Talk 4 Writing - Big Write Poetry - Kennings	Talk 4 Writing - Big Write Non-Chronological Report – Fact Files			RE What does it mean to be a Christian in Britain today? (Christmas Focus)	Talk 4 Writing - Big Write Letter Writing - Santa		
WCR	Little Wandle Guided Reading/Fluency							
SPAG	A or An	Determiners	Clauses	Coordinating Conjunctions	Subordinating Conjunctions	Conjunctions - time	Conjunctions - place	Conjunctions - cause
Spanish	<p><u>Days of the week</u></p> <p><u>Colours</u></p> <p><u>Fruit</u></p> <p><u>Level 1</u></p> <ul style="list-style-type: none"> I can repeat and recognise a few of the 10 fruits in Spanish with their correct article. I can attempt to possibly spell one of these words unaided from memory with some accuracy. I can ask somebody in Spanish if they like a particular fruit, if I hear the question being said by somebody else first. I can say in Spanish which of the 10 fruits I like and dislike, but I will need a model answer to remind me how to say it accurately first. <p><u>Level 2</u></p> <ul style="list-style-type: none"> I can repeat and recognise most of the 10 fruits in Spanish with their correct article. I can attempt to possibly spell 5 of these words unaided from memory with good accuracy. I can ask somebody in Spanish if they like a particular fruit but I may need a reminder of the question first. I can say in Spanish which of the 10 fruits I like and dislike, but I may need a model answer. <p><u>Level 3</u></p> <ul style="list-style-type: none"> I can name and recognise all 10 fruits presented in this unit with the correct article. I can attempt to spell more than 5 of these fruits in Spanish with relative accuracy. I can ask somebody in Spanish if they like a particular fruit with no reminder first. I can say in Spanish which of the 10 fruits I like and dislike, without needing a model answer. 							
PE	<p>Gymnastics</p> <p>NC Links- Devise simple sequences using compositional ideas</p> <p>Master basic movements including leaping, jumping, balancing and stretching</p> <p>Work collaboratively to adapt, change and improve individual sequence</p> <p>Literacy Links- Use appropriate language to help improve the performance individual actions and group performances Numeracy Links- Able to estimate how long it will take to complete a sequence; time movements to correspond with others</p> <p>Progression Yr 4 - Perform routines to audiences</p> <p>Perform using a range of movement patterns and set phrases</p> <p>Work collaboratively in groups</p>							
RE	<p>What does it mean to be a Christian in Britain today? (Christmas Focus)</p> <p>Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).</p> <p>Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).</p>							
Music	Ocarinas/Christmas Carols							