



Stratford upon Avon Primary Planning – Medium Term

Year group: 4

Autumn Term 2021 – 1st half

| Lesson/Date | Week 1 30 th August | Week 2 6 th September | Week 3 13 th September | Week 4 20 th September | Week 5 27 th September | Week 6 4 th October | Week 7 11 th October | Week 8 18 th October |
|--------------------------------|---|--|--|--|--|---|---|---|
| Visits/Visitors/ Other Info | INSET – 2 nd Sept INSET – 3 rd Sept | 6 th - Children in 9 th – Place2Be staff meeting | 13 th – JIGSAW assembly | | | | | |
| Spellings and GPS | SPELLINGS FOCUS Spellings taken from The Spelling Shed – 1 Spelling pattern per week Some pupils will have specific spellings taken from their books for an area of focus: | | | | | | | |
| | Spelling rule: Recapping stage 3 | Spelling rule: Recap of stage 3 List 33 Tasks x5 | Spelling rule: Recap of stage 3 List 33 Tasks x5 | Spelling rule: Recap of stage 3 List 34 Tasks x5 | Spelling rule: Recap of stage 3 List 33 Tasks x5 | Spelling rule: STAGE 4 The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not'. | Spelling rule: Stage 4 These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. | Spelling rule: Stage 4 List 1 Spelling |
| | GPS FOCUS | | | | | | | |
| | | Homophones | Homophones | Prefixes | Suffixes | Parenthesis | Parenthesis | Parenthesis |

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| English | <p>Text title:</p> <p>Writing focus/ purpose:</p> <p>Introducing Alice in Wonderland</p> <p>Read Chapter 1 – Look at front cover and discuss -</p> | <p>Writing focus/ purpose:</p> <p>Read Chapter 1 & 2</p> <p>Personification</p> <p>What is it ?</p> <p>Talk about the Blurb, What sort of story is this?</p> <p>Is it a good idea to go down rabbit holes?</p> <p>See vipers questions chapter 1 – Infer</p> <p>Character profiling</p> <p>Describing main characters in the text</p> <p>Alice ,</p> | <p>Writing focus/ purpose:</p> <p>Retrieval questions for Chapter 1 –</p> <p>Evidence retrieval –</p> <p>Children to work on writing about evidence that they require to prove answers.</p> <p>Summarising the first chapter</p> <p>Complete the rabbit hole and flower garden activity.</p> <p>Friday – summarising the first chapter</p> | <p>Writing focus/ purpose:</p> <p>Read chapter 3 & 4 & 5</p> <p>Character profiles – White rabbit and the Mad Hatter</p> <p>Children to create profiles for both characters</p> | <p>Writing focus/ purpose:</p> <p>How do we Tell stories?</p> <p>Definition and explanation of vocabulary meaning.</p> <p>SEE PPT follow slide each day .</p> | <p>Writing focus/ purpose:</p> <p>Extracting evidence from text.</p> <p>Drink Me! activity</p> <p>Retrieval from text</p> <p>WHO STOLE THE TARTS? Activity</p> <p>Summarising the courts hearing.</p> | <p>Writing focus/ purpose:</p> <p>Defining vocabulary</p> <p>Dictionary tasks</p> <p>Predicting and Re writing the end of the story</p> <p>Predicting the story in a sequel, planning and writing.</p> | <p>Writing focus/ purpose:</p> <p>Predicting the story in a sequel, planning and writing.</p> |
| Maths | <p>Unit: White rose PLACE VALUE</p> <p>Recap of maths operations and place value</p> | <p>Unit: White rose PLACE VALUE</p> <p>Recognising 100,10s and 1s</p> <p>Recap</p> | <p>Unit: White rose PLACE VALUE</p> <p>Using a number line</p> | <p>Unit: White rose PLACE VALUE</p> <p>Rounding to the nearest 10,100</p> | <p>Unit: White rose PLACE VALUE</p> <p>Counting in 1000s</p> | <p>Unit: White rose PLACE VALUE</p> <p>Partitioning</p> | <p>Unit: White rose PLACE VALUE</p> <p>Roman Numerals</p> | <p>Unit: White rose PLACE VALUE</p> <p>Counting in 25s</p> |

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| RE Taken from the Warwickshire SACRE | Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance | Why is Jesus inspiring to some people? (Y4) | Why are festivals important to religious communities? Christians, Hindus and/or Muslims and/or Jewish people | Which stories are special and why? What can we learn from sacred books? Does living biblically mean obeying the whole Bible? | Which people are special and why? What would Jesus do? Can we live by the values of Jesus in the twenty-first century? What is so radical about Jesus? | In this thread: Which places are special and why? What makes some places sacred? If God is everywhere, why go to a place of worship? Should religious buildings be sold to feed the starving? | Which times are special and why? How and why do we celebrate special and sacred times? | Where do we belong? What does it mean to belong to a faith community? What does it mean to be a Hindu in Britain today? What does it mean to be a Muslim in Britain today? What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today? |
| PSHE | Jigsaw | Being me in the world unit of work Being part of the class Team | Being me in the world unit of work Being a school citizen | Being me in the world unit of work Rights & responsibilities | Being me in the world unit of work Rewards & consequences | Being me in the world unit of work Group decision making | Being me in the world unit of work Having a voice | Being me in the world unit of work What motivates Behaviour |
| MFL | Jollie Ronde | French Colours numbers | French Colours Numbers Animals | French Colours Numbers Animals | French Colours Numbers Animals | French Colours Numbers Animals- sentences | French Colours Numbers Animals- sentences | French Colours Numbers Animals- sentences |