



# Topic planning – Animation Creation

Year 4 – Summer Term 1

## Topic overview:

### Maths

Timing for animations working with music.  
Problem solving  
Sequencing of events.

### Texts

Mufaro's Beautiful Daughter  
The rough-faced girl – Key text  
Cendrillon  
Adelita  
The Persian Cinderella

### Science

Create lighting for sets to animate from.  
(Ball scene, dark starry night scene, creating the face of the invisible man, studio lights and signs)

### Music

Background music for the animation. Focus on the emotion and action

Animation creation

### English

Alternative versions of Cinderella  
Extended writing ideas (Week 4)  
-documentary of how we created our animation  
Playscripts

### Art

Art day  
Launch – create a film studio in the classroom.

### Computing

Animating – Cinderella  
e.g. animate pumpkin turning into carriage –  
face of the invisible man forming in the woodland

Subject	Objectives (if a subject is within your curriculum but an objective won't fit, put (D) in brackets)	Discrete?	
Reading	<p><b>Reading for pleasure.</b></p> <ul style="list-style-type: none"> <li>▪ I explain how the writer has used words and language to show the setting of a book.</li> <li>▪ I explain how the words and language used show atmosphere, mood or feelings.</li> <li>▪ I explain why a writer has chosen specific words and language to create mood, atmosphere or feelings.</li> <li>▪ I record words and language from my reading to use in my own writing.</li> <li>▪ I find similarities in the use of language and openings in books experienced.</li> </ul> <p><b>Reading for pleasure – poetry</b></p> <ul style="list-style-type: none"> <li>▪ I discuss how the meaning of a poem is enhanced through performance.</li> <li>▪ I identify that intonation, tone, volume and action can be used to enhance meaning.</li> <li>▪ I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>	<p><b>Reading with understanding</b></p> <ul style="list-style-type: none"> <li>▪ I ask questions to deepen understanding of a text – between and beyond the lines.</li> <li>▪ I find where the writer has written to make the reader respond in a certain way.</li> <li>▪ I adapt my own response in the light of others' responses.</li> <li>▪ I understand why a writer wanted the character to respond in a certain way.</li> <li>▪ I infer meaning using evidence from events, description and dialogue.</li> <li>▪ I make connections with books with similar themes.</li> <li>▪ I skim to find specific information on a page or in a paragraph.</li> <li>▪ I scan a page or paragraph to find key words or information.</li> </ul>	
Writing (GPS)	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>▪ I use expanded noun phrases with modifying adjectives. ('The strict teacher with curly hair.')</li> <li>▪ I use adverbs and prepositions to express time, place and cause.</li> <li>▪ I build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions.</li> <li>▪ I use standard English for verb inflections- instead of spoken forms. (We were- instead of we was, or I did instead of I done. He is/his instead of he's)</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• I almost always use commas for fronted adverbials.</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>▪ I recognise and spell additional homophones. (accept/except; whose/who's; whether/weather; peace/piece; medal/meddle)</li> <li>▪ I spell identified commonly misspelt words from the Year 3 and 4 word list.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>▪ I begin to open paragraphs with topic sentences and organise them around a theme. (Boxing up method independently; five-part story volcano; chunking their writing into paragraphs- they then use this to ensure they have accurate paragraphs and how to demarcate them).</li> <li>▪ My endings are developed and close the narrative appropriately relating to the beginning or a change in a character.</li> </ul>	

Sp&L	<ul style="list-style-type: none"> <li>• I ask questions to clarify or develop my understanding.</li> <li>• I sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.</li> <li>• I show that I understand the main point and the details in a discussion.</li> <li>• I adapt what I am saying to the needs of the listener or audience (increasingly).</li> </ul>	<ul style="list-style-type: none"> <li>• I show that I know that language choices vary in different contexts.</li> <li>• I present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.</li> <li>• I justify an answer by giving evidence.</li> <li>• I use Standard English when it is required.</li> <li>• I perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone</li> </ul>	
Maths	<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>▪ I compare and order numbers beyond 1000.</li> <li>▪ I round any number to the nearest 10, 100 or 1000.</li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>▪ I solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>▪ I convert between different units of measure (e.g. km to m; hr to min).</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>▪ I describe positions on a 2D grid as coordinates in the first quadrant.</li> <li>▪ I describe movements between positions as translations of a given unit to the left/right and up/down.</li> <li>▪ I plot specified points and draw sides to complete a given polygon.</li> <li>▪ I identify acute and obtuse angles, and compare and order angles up to two right angles by size.</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>▪ I find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</li> <li>▪ I count up and down in hundredths; recognise that hundredths arise from dividing an object into one 100 equal parts and in dividing numbers or quantities by 100.</li> <li>▪ I recognise and write decimal equivalents of any number of tenths or hundredths.</li> <li>▪ I recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math>.</li> <li>▪ I round decimals with one decimal place to the nearest whole number.</li> <li>▪ I compare numbers with the same number of decimal places up to two decimal places.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>▪ I solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>	
Science	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• I identify and name appliances that require electricity to function.</li> <li>• I construct a series circuit.</li> <li>• I identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers).</li> <li>• I draw a circuit diagram.</li> <li>• I predict and test whether a lamp will light within a circuit.</li> <li>• I describe the function of a switch in a circuit.</li> <li>• I describe the difference between a conductor and an insulator; giving examples of each.</li> </ul>	<p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>• I ask relevant scientific questions.</li> <li>• I use observations and knowledge to answer scientific questions.</li> <li>• I set up a simple enquiry to explore a scientific question.</li> <li>• I set up a test to compare two things.</li> <li>• I set up a fair test and explain why it is fair.</li> <li>• I make careful and accurate observations, including the use of standard units.</li> <li>• I use equipment, including thermometers and data loggers to make measurements.</li> </ul>	

		<ul style="list-style-type: none"> <li>• I gather, record, classify and present data in different ways to answer scientific questions.</li> <li>• I record findings using diagrams, keys, bar charts and tables and scientific language.</li> <li>• I use findings to report in different ways, including oral and written explanations, presentation.</li> <li>• I draw conclusions and suggest improvements.</li> <li>• I make a prediction with a reason.</li> <li>• I identify differences, similarities and changes related to an enquiry</li> </ul>	
History			
Geography	•		
Art	<ul style="list-style-type: none"> <li>• I show facial expressions and body language in sketches and paintings.</li> <li>• I experiment with the styles used by other artists.</li> </ul>	<ul style="list-style-type: none"> <li>• I use line, tone, shape and colour to represent figures and forms in movement.</li> </ul>	
DT			
Music	<ul style="list-style-type: none"> <li>• I explain why silence is often needed in music and explain what effect it has.</li> </ul>	<ul style="list-style-type: none"> <li>• I identify the character in a piece of music.</li> <li>• I identify and describe the different purposes of music</li> </ul>	
PE	<b>Athletics</b> <ul style="list-style-type: none"> <li>• I run over a long distance.</li> <li>• I sprint over a short distance.</li> <li>• I throw in different ways.</li> <li>• I hit a target.</li> <li>• I jump in different ways.</li> </ul>	<b>Volleyball</b> <ul style="list-style-type: none"> <li>• I hit a ball accurately and with control</li> <li>• I keep possession of the ball</li> <li>• I vary tactics and adapt skills depending on what is happening in a game</li> </ul>	
Computing	<b>Algorithms and programming</b> <ul style="list-style-type: none"> <li>• I experiment with variables to control models.</li> <li>• I give an on-screen robot specific instructions that takes them from A to B.</li> <li>• I make an accurate prediction and explain why I believe something will happen (linked to programming).</li> <li>• I de-bug a program.</li> </ul>		
MfL	<b>Spoken language</b> <ul style="list-style-type: none"> <li>• I name and describe people.</li> <li>• I name and describe a place.</li> <li>• I name and describe an object.</li> <li>• I have a short conversation saying 3-4 things.</li> <li>• I give a response using a short phrase.</li> <li>• I am starting to speak in sentences.</li> <li>•</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>• I read and understand a short passage using familiar language.</li> <li>• I explain the main points in a short passage.</li> <li>• I read a passage independently.</li> <li>• I use a bilingual dictionary or glossary to look up new words.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• I write phrases from memory.</li> </ul>	

		<ul style="list-style-type: none"> <li>• I write 2-3 short sentences on a familiar topic.</li> <li>• I say what I like/dislike about a familiar topic.</li> </ul>	
RE			
PSHCE			
Forest area	Out of classroom day		

Day / date	English (LC and brief activity)	Maths (LC and brief activity)	Topic (LC and brief activity)	Discrete lessons (LC and brief activity)
<b>Week 1</b>				
Monday 29.4.19  replicas	Watching Cinderella – MODERN VERSION (Ever After?) Check PG film list in Spring 2 and check with parents  – reading comprehension based on the classic Cinderella story <b>READING</b> <ul style="list-style-type: none"> <li>▪ I skim to find specific information on a page or in a paragraph.</li> <li>▪ I scan a page or paragraph to find key words or information.</li> </ul> <b>Speaking and listening</b> <ul style="list-style-type: none"> <li>• I justify an answer by giving evidence.</li> </ul>	N/A	Create film studio replicas to decorate the classroom.  <b>ART</b> <ul style="list-style-type: none"> <li>• I experiment with the styles used by other artists.</li> <li>• I use line, tone, shape and colour to represent figures and forms in movement.</li> </ul>	<u>Outdoor PE</u> <b>Athletics</b> <ul style="list-style-type: none"> <li>• I run over a long distance.</li> <li>• I sprint over a short distance.</li> <li>• I throw in different ways.</li> <li>• I hit a target.</li> <li>• I jump in different ways.</li> </ul> <u>Spelling</u> <u>NNS</u> <u>Lesson 4 Teach Endings that sound like /fən/ spelt 'sion'</u>
Tuesday 30.4.19 <b>ART DAY</b>	Watching Cinderella – MODERN VERSION (Ever After?) Check PG film list in Spring 2 and check with parents  – reading comprehension based on the classic Cinderella story <b>READING</b> <ul style="list-style-type: none"> <li>▪ I skim to find specific information on a page or in a paragraph.</li> <li>▪ I scan a page or paragraph to find key words or information.</li> </ul> <b>Speaking and listening</b> <ul style="list-style-type: none"> <li>• I justify an answer by giving evidence.</li> </ul>	N/A	<b>ART</b> <ul style="list-style-type: none"> <li>• I experiment with the styles used by other artists.</li> <li>• I use line, tone, shape and colour to represent figures and forms in movement.</li> </ul>	<u>Handwriting</u>  <u>Spelling</u> <u>NNS</u> <u>Lesson 5 Practise Endings that sound like /fən/ spelt 'sion'</u>

<p>Wednesday 1.5.19</p> <p>Supposedly</p>	<p>Reading</p> <ul style="list-style-type: none"> <li>▪ I explain how the writer has used words and language to show the setting of a book.</li> <li>▪ I record words and language from my reading to use in my own writing.</li> </ul> <p>Read up to page 3 in the Rough faced girl. What sort of story opener is this? How do we know? What do we find out in this opener? Record on WW</p> <p>Record the language the writer has used to describe the setting. What sort of character would live here and how do they know based on the vocabulary choices and the pictures (bright image suggests a positive atmosphere and character)?</p> <p>INFO ABOUT THE CULTURAL BACKGROUND OF THE STORY.</p>	<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>▪ I compare and order numbers beyond 1000.</li> <li>▪ I round any number to the nearest 10, 100 or 1000.</li> </ul>		<p><u>Spelling</u> <u>NNS</u> <u>Lesson 6 Practise Endings that sound like /ʃən/ spelt 'sion'</u></p>
<p>Thursday 2.5.19</p> <p>Hard-hearted Appliances Construct Possession Tactics Series Circuit</p>	<p>Reading</p> <ul style="list-style-type: none"> <li>• I explain how the words and language used show atmosphere, mood or feelings.</li> <li>• I explain why a writer has chosen specific words and language to create mood, atmosphere or feelings.</li> </ul>	<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>▪ I compare and order numbers beyond 1000.</li> <li>▪ I round any number to the nearest 10, 100 or 1000.</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• I identify and name appliances that require electricity to function.</li> <li>• I construct a series circuit.</li> <li>• I ask relevant scientific questions.</li> <li>• I use observations and knowledge to answer scientific questions.</li> <li>• I set up a simple enquiry to explore a scientific question.</li> </ul>	<p><u>Indoor PE</u> <b>Volleyball – with balloons – PE planning</b> <b>Volleyball</b></p> <ul style="list-style-type: none"> <li>• I hit a ball accurately and with control</li> <li>• I keep possession of the ball</li> <li>• I vary tactics and adapt skills depending on what is happening in a game</li> </ul> <p><u>Handwriting</u></p>

	<ul style="list-style-type: none"> <li>I record words and language from my reading to use in my own writing.</li> </ul> <p>Speaking and listening</p> <ul style="list-style-type: none"> <li>I ask questions to clarify or develop my understanding</li> <li>I show that I understand the main point and the details in a discussion.</li> </ul> <p>Read up to page 5 - Record the language the writer has used to describe the characters. What do we think of these characters based on the description? Are the sisters positive or negative characters? Which vocabulary choices has the writer used to reflect this?  How do we feel about the rough faced girl? Which sentence makes us feel sorry for her (last one)? Why has the author included it?  How does the picture reflect this? (dark, sisters looking down on her laughing)  Add to roll on the wall on the WW</p>		<ul style="list-style-type: none"> <li>I set up a test to compare two things.</li> </ul>	<p><u>Spelling</u>  <u>NNS</u>  <u>Learn Strategies for learning words: words from statutory and personal spelling lists</u>  <u>Strategies at the point of writing: Have a go</u></p> <ul style="list-style-type: none"> <li>I spell identified commonly misspelt words from the Year 3 and 4 word list.</li> </ul>
<p>Friday 3.5.19</p>	<p>Reading</p> <ul style="list-style-type: none"> <li>I find similarities in the use of language and openings in books experienced.</li> </ul> <p>Read the openings of the classic Cinderella and the rough faced girl. In what ways are they similar</p>	<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>I compare and order numbers beyond 1000.</li> <li>I round any number to the nearest 10, 100 or 1000.</li> </ul>		<p><u>Spelling</u>  <u>NNS</u>  <u>Practise Endings that sound like /ʃən/ spelt 'sion'</u></p>

	and different? (could look at another version also if time allows – to be used in guided reading later) – Each table could do a different opener and share			
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**Week 2**

Monday 6.5.19 <b>BANK HOLIDAY</b>				Outdoor PE  Spelling
Tuesday 7.5.19  Components	Grammar <ul style="list-style-type: none"> <li>I use expanded noun phrases with modifying adjectives. ('The strict teacher with curly hair.')</li> </ul> <p>Teach children how to use expanded noun phrases with modifying adjectives and ask them to apply it to various sentences about the Cinderella text/film they watched last week.</p>	<b>Addition and subtraction</b> <ul style="list-style-type: none"> <li>I solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<b>Electricity</b> <ul style="list-style-type: none"> <li>I construct a series circuit.</li> <li>I identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers).</li> <li>I draw a circuit diagram.</li> </ul>	Handwriting  Spelling <u>NNS</u> <u>Lesson 8 Revise Apostrophes for possession, including singular and plural</u>
Wednesday 8.5.19	Grammar <ul style="list-style-type: none"> <li>I use expanded noun phrases with modifying adjectives. ('The strict teacher with curly hair.')</li> </ul> <p>Look at the description of the tepee on page 3. What do we think has been done well? What do we think could be improved about it? (not much description of the tepee pictures, the forest setting etc.</p> <p>Children re-write the setting description using what they learnt in yesterday's lesson as well as</p>	<b>Addition and subtraction</b> <ul style="list-style-type: none"> <li>I solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>		Spelling <u>NNS</u> <u>Lesson 9 Revise Apostrophes for possession, including singular and plural</u>

	the forest setting knowledge they have from the previous work on Fox.			
Thursday 9.5.19  Function	<p>Reading</p> <ul style="list-style-type: none"> <li>I ask questions to deepen understanding of a text – between and beyond the lines.</li> <li>I find where the writer has written to make the reader respond in a certain way.</li> <li>I understand why a writer wanted the character to respond in a certain way.</li> </ul> <p>Speaking and listening</p> <ul style="list-style-type: none"> <li>I ask questions to clarify or develop my understanding</li> <li>I show that I understand the main point and the details in a discussion.</li> </ul> <p>Read page 7. What questions would they ask of the father if they could? What questions would they ask of the sisters? The crowd?</p> <p>Read to page 9. What questions would they ask of the Invisible being's sister? Record these on the WW.</p> <p>Focus on the following sentences: Pg 6 – “And if those two girls were proud and heard-hearted before, they were even prouder now.”</p>	<p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>I solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>I predict and test whether a lamp will light within a circuit.</li> <li>I describe the function of a switch in a circuit.</li> <li>I ask relevant scientific questions.</li> <li>I use observations and knowledge to answer scientific questions.</li> <li>I set up a simple enquiry to explore a scientific question.</li> <li>I set up a test to compare two things.</li> </ul>	<p><u>Indoor PE</u> <b>Volleyball – with balloons – PE planning</b> <b>Volleyball</b></p> <ul style="list-style-type: none"> <li>I hit a ball accurately and with control</li> <li>I keep possession of the ball</li> <li>I vary tactics and adapt skills depending on what is happening in a game</li> </ul> <p><u>Handwriting</u></p> <p><u>Spelling</u> <u>NNS</u> <u>Learn Strategies for learning words: words from statutory and personal spelling lists</u> <u>Strategies at the point of writing: Have a go</u></p> <ul style="list-style-type: none"> <li>I spell identified commonly misspelt words from the Year 3 and 4 word list.</li> </ul>

	<p>How does the writer want us to feel about the sisters? Why have they included this? How else has the author made sure of our feelings about the sisters? (haughtily, (Give us... Give us... without please etc).</p> <p>“WHAT IS HIS BOW MADE OF” (voice was swift as lightning and strong as thunder) why would she snap at them?</p> <p>Add to roll on the wall for the sisters and the rough faced girl.</p>			
<p>Friday 10.5.19</p>	<p>Reading</p> <ul style="list-style-type: none"> <li>▪ I record words and language from my reading to use in my own writing.</li> <li>▪ I skim to find specific information on a page or in a paragraph.</li> <li>▪ I scan a page or paragraph to find key words or information.</li> </ul> <p>Speaking and listening</p> <ul style="list-style-type: none"> <li>▪ I ask questions to clarify or develop my understanding</li> <li>▪ I show that I understand the main point and the details in a discussion.</li> <li>▪ I justify an answer by giving evidence.</li> </ul> <p>Read up to page 13. Children add to roll on the walls for the sisters and rough faced girl.</p> <p>Using the text so far, children answer a range of SAT style</p>	<p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>▪ I solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>		<p><u>Spelling</u> <u>NNS</u> <u>Revise Apostrophes for possession, including singular and plural</u></p>

comprehension questions on the text.

### Week 3

Monday  
13.5.19

#### Grammar

- I build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions.

Read pages 13-16 and highlight the different use of tense through speech (presents and future tenses) and the narrative (past tense)  
Children write their own sentences and speech to include each of the examples

#### Statistics

- I solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

#### ART- create animations for the parents day

- I use line, tone, shape and colour to represent figures and forms in movement.
- I show facial expressions and body language in sketches and paintings.
- I experiment with the styles used by other artists.

#### Outdoor PE

##### Athletics

- I run over a long distance.
- I sprint over a short distance.
- I throw in different ways.
- I hit a target.
- I jump in different ways.

##### Spelling

##### NNS

##### Lesson 10 Teach Homophones

- I recognise and spell additional homophones. (accept/except; whose/who's; whether/weather; peace/piece; medal/meddle)

Tuesday  
14.5.19

#### Grammar

- I build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions.

Read pages 13-16 and highlight the different coordinating and subordinating conjunctions.

Children write their own sentences and speech to include each of the examples

#### Statistics

- I solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

#### ART- create animations for the parents day

- I use line, tone, shape and colour to represent figures and forms in movement.
- I show facial expressions and body language in sketches and paintings.
- I experiment with the styles used by other artists.
- I use line, tone, shape and colour to represent figures and forms in movement.
- I show facial expressions and body language in sketches and paintings.
- I experiment with the styles used by other artists.

#### Handwriting

##### Spelling

##### NNS

##### Lesson 11 Teach Homophones

- I recognise and spell additional homophones. (accept/except; whose/who's; whether/weather; peace/piece; medal/meddle)

<p>Wednesday 15.5.19</p>	<ul style="list-style-type: none"> <li>▪ I build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions.</li> <li>▪ I use expanded noun phrases with modifying adjectives. ('The strict teacher with curly hair.')</li> <li>▪ I use standard English for verb inflections- instead of spoken forms. (We were- instead of we was, or I did instead of I done. He is/his instead of he's)</li> </ul> <p>Look at the picture of the rough-faced girl going to meet the invisible man.</p> <p>Look at a WABOLL with incorrect grammar choices and encourage children to correct in pairs. Look at the basic language choices and simple sentences used and discuss how these could be improved to include the above features.</p> <p>Children work in groups to mind-map the information they have so far and her appearance as she walks through the village and plan their paragraph to match this picture.</p>	<p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>▪ I solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ART- create animations for the parents day</b> I use line, tone, shape and colour to represent figures and forms in movement.</li> <li>• I show facial expressions and body language in sketches and paintings.</li> <li>• I experiment with the styles used by other artists.</li> </ul>	<p><u>Spelling</u> <u>NNS</u> <u>Lesson 12 Teach Homophones</u></p> <ul style="list-style-type: none"> <li>▪ I recognise and spell additional homophones. (accept/except; whose/who's; whether/weather; peace/piece; medal/meddle)</li> </ul>
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<p>Thursday 16.5.19</p>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>▪ I build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions.</li> <li>▪ I use expanded noun phrases with modifying adjectives. ('The strict teacher with curly hair.')</li> <li>▪ I use standard English for verb inflections- instead of spoken forms. (We were- instead of we was, or I did instead of I done. He is/his instead of he's)</li> </ul> <p>Children use their planning from the previous lesson to write a paragraph to match the picture giving details of what she is wearing, how she is feeling and what she can see around her as she walks. Children to include varied tenses, and conjunctions as well as the expanded noun phrases with modifying adjectives as covered in previous lessons.</p>	<p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>▪ I solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>MUSIC- create animations for the parents day</b> I explain why silence is often needed in music and explain what effect it has.</li> <li>• I identify the character in a piece of music.</li> <li>• I identify and describe the different purposes of music</li> </ul>	<p><u>Indoor PE</u> <b>Volleyball – with balloons – PE planning</b> <b>Volleyball</b></p> <ul style="list-style-type: none"> <li>• I hit a ball accurately and with control</li> <li>• I keep possession of the ball</li> <li>• I vary tactics and adapt skills depending on what is happening in a game</li> </ul> <p><u>Handwriting</u></p> <p><u>Spelling</u> <u>NNS</u> <u>Learn Strategies for learning words: words from statutory and personal spelling lists</u> <u>Strategies at the point of writing: Have a go</u></p> <ul style="list-style-type: none"> <li>▪ I spell identified commonly misspelt words from the Year 3 and 4 word list.</li> </ul>
<p>Friday 17.5.19</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>▪ I explain how the words and language used show atmosphere, mood or feelings.</li> <li>▪ I explain why a writer has chosen specific</li> </ul>	<p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>▪ I solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>	<p><b>MUSIC- create animations</b></p> <ul style="list-style-type: none"> <li>• I explain why silence is often needed in music and explain what effect it has.</li> <li>• I identify the character in a piece of music.</li> </ul>	<p><u>Spelling</u> <u>NNS</u> <u>Teach Homophones</u></p> <ul style="list-style-type: none"> <li>▪ I recognise and spell additional homophones. (accept/except; whose/who's;</li> </ul>

	<p>words and language to create mood, atmosphere or feelings.</p> <ul style="list-style-type: none"> <li>I record words and language from my reading to use in my own writing.</li> </ul> <p>Speaking and listening</p> <ul style="list-style-type: none"> <li>I ask questions to clarify or develop my understanding</li> <li>I show that I understand the main point and the details in a discussion.</li> <li>I justify an answer by giving evidence.</li> <li></li> </ul> <p>Read to page 27. Record the language choices used by the writer and the reasons for using this vocabulary to describe the rough faced girl, the Invisible Being and his sister. What sort of mood and atmosphere does this create? Why does the writer want us to respond in this way?</p> <p>Complete a Roll on the Wall activity for the Invisible Being based on the information they have learnt about him in this section of the story.</p>		<ul style="list-style-type: none"> <li>I identify and describe the different purposes of music</li> </ul>	<p>whether/weather; peace/piece; medal/meddle)</p>
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**Week 4**

<p>Monday 20.5.19 <b>Holly 9-10</b> <b>Willow 10-11</b></p>	<p>SPEAKING AND LISTENING</p> <ul style="list-style-type: none"> <li>I adapt what I am saying to the needs of the</li> </ul>			<p><u>Outdoor PE</u> <b>Athletics</b></p> <ul style="list-style-type: none"> <li>I run over a long distance.</li> </ul>
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<p><b>E-safety / online safety</b></p>	<p>listener or audience (increasingly).</p> <ul style="list-style-type: none"> <li>I present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.</li> </ul> <p>PREPARATION FOR THE PARENTS ASSEMBLY ACTIVITIES AND ESATFEY SESSION</p>			<ul style="list-style-type: none"> <li>I sprint over a short distance.</li> <li>I throw in different ways.</li> <li>I hit a target.</li> <li>I jump in different ways.</li> </ul> <p><u>Spelling</u> <u>NNS</u></p> <p><u>Learn Strategies for learning words: words from statutory and personal spelling lists Strategies at the point of writing: Have a go</u></p> <ul style="list-style-type: none"> <li>I spell identified commonly misspelt words from the Year 3 and 4 word list.</li> </ul>
<p>Tuesday 21.5.19 PARENT OPEN MORNING</p>	<p>SPEAKING AND LISTENING</p> <ul style="list-style-type: none"> <li>I adapt what I am saying to the needs of the listener or audience (increasingly).</li> <li>I present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>I find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</li> <li>I count up and down in hundredths; recognise that hundredths arise from dividing an object into one 100 equal parts and in dividing numbers or quantities by 100.</li> <li>I recognise and write decimals equivalent of any number of tenths or hundredths.</li> </ul>	<p><b>ART- create animations</b></p> <ul style="list-style-type: none"> <li>I use line, tone, shape and colour to represent figures and forms in movement.</li> <li>I show facial expressions and body language in sketches and paintings.</li> <li>I experiment with the styles used by other artists.</li> </ul>	<p><u>Handwriting</u></p>
<p>Wednesday 22.5.19</p>	<p>Reading</p> <ul style="list-style-type: none"> <li>I record words and language from my reading to use in my own writing.</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>I find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in</li> </ul>		<p><u>Spelling</u> <u>NNS</u> <u>Learn Strategies for learning words: words from statutory and</u></p>

	<ul style="list-style-type: none"> <li>I skim to find specific information on a page or in a paragraph.</li> <li>I scan a page or paragraph to find key words or information.</li> </ul> <p>Children complete a reading comprehension activity about the story so far. Include SAT style questions and questions about the language choices of the writer as discussed in the previous lesson.</p>	<p>the answer as ones, tenths and hundredths.</p> <ul style="list-style-type: none"> <li>I count up and down in hundredths; recognise that hundredths arise from dividing an object into one 100 equal parts and in dividing numbers or quantities by 100.</li> <li>I recognise and write decimals equivalents of any number of tenths or hundredths.</li> </ul>		<p><u>personal spelling lists Strategies at the point of writing: Have a go</u></p> <ul style="list-style-type: none"> <li>I spell identified commonly misspelt words from the Year 3 and 4 word list.</li> </ul>
Thursday 23.5.19	<p>Grammar</p> <ul style="list-style-type: none"> <li>I use adverbs and prepositions to express time, place and cause.</li> </ul> <p>Punctuation</p> <ul style="list-style-type: none"> <li>I almost always use commas for fronted adverbials.</li> </ul> <p>Revisit the text up to page 27. Highlight the use of adverbs, adverbial phrases and prepositions (teach the differences– including prepositional noun phrases and adverbial phrases)</p> <p>Children to record a range of prepositional phrases and adverbial phrases in pairs</p>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>I find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</li> <li>I count up and down in hundredths; recognise that hundredths arise from dividing an object into one 100 equal parts and in dividing numbers or quantities by 100.</li> <li>I recognise and write decimals equivalents of any number of tenths or hundredths.</li> </ul>	<p><b>ART- create animations</b></p> <ul style="list-style-type: none"> <li>I use line, tone, shape and colour to represent figures and forms in movement.</li> <li>I show facial expressions and body language in sketches and paintings.</li> <li>I experiment with the styles used by other artists.</li> </ul>	<p><u>Indoor PE</u> <b>Volleyball – with balloons – PE planning</b> <b>Volleyball</b></p> <ul style="list-style-type: none"> <li>I hit a ball accurately and with control</li> <li>I keep possession of the ball</li> <li>I vary tactics and adapt skills depending on what is happening in a game</li> </ul> <p><u>Handwriting</u></p> <p><u>Spelling</u> <u>NNS</u> <u>Learn Strategies for learning words: words from statutory and personal spelling lists Strategies at the point of writing: Have a go</u></p> <ul style="list-style-type: none"> <li>I spell identified commonly misspelt words from the Year 3 and 4 word list.</li> </ul>
Friday 24.5.19	Grammar	<b>Fractions</b>		<u>Spelling</u> <u>NNS</u>

	<ul style="list-style-type: none"> <li>I use adverbs and prepositions to express time, place and cause.</li> </ul> <p>Punctuation</p> <ul style="list-style-type: none"> <li>I almost always use commas for fronted adverbials.</li> </ul> <p>Read to the lake picture. Children write a paragraph to describe the rough-faced girl's journey through the forest towards the Lake. What can she sense on her journey there and how can this be described in detail using prepositional phrases and adverbial phrases as well as the features covered so far? Some details can be used from her journey towards the Invisible being to help them.</p>	<ul style="list-style-type: none"> <li>I find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</li> <li>I count up and down in hundredths; recognise that hundredths arise from dividing an object into one 100 equal parts and in dividing numbers or quantities by 100.</li> <li>I recognise and write decimals equivalents of any number of tenths or hundredths.</li> </ul>		<p><u>Learn Strategies for learning words: words from statutory and personal spelling lists Strategies at the point of writing: Have a go</u></p> <ul style="list-style-type: none"> <li>I spell identified commonly misspelt words from the Year 3 and 4 word list.</li> </ul>
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