



GREENSIDE FILM FACTORY

Year 4 - Who am I?

Who, Where, Why?

Comedy/Tragedy

STAR Day Planning: Autumn Term 2 - 2018

Y4 Class Teacher: Claire Davis/Georgina Webber

Class Film Text: *Miss Potter*

Class Book/ Text: The Works of Beatrix Potter

WEEK 1 THEME/ Hook: *Miss Potter*

Monday 29th October – Wednesday 31st October

Learning Experiences:

Immersion in the text/genre. We will introduce our theme and ask our big questions about *Miss Potter*.

Knowledge Harvest – what do we know already?

Big questions for our display – what do we want to find out?

We will watch the film and pick out the main themes and ideas that we notice.

We will make creative items for our class display based on the film during the afternoon.

On Wednesday we will be going on a trip to Buckingham Palace and St James's Park where we will be dressed in Edwardian clothing and sharing a picnic whilst using the park and Palace as inspiration for our art work.

World Thinking: Big, Critical Curious Questions

Who is *Miss Potter*? Why is she so significant? How is her story so important?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

This week is all about immersing ourselves in the world of *Miss Potter*. We will identify the key characters in the film - both human and fictional, and discuss the period of history in which this film is set. We will look at the differences between London in 1902 compared to now. This will include a focus on the traditional role of women in Edwardian times - *Miss Potter* was different in that she made a career for herself and became very famous despite the best efforts of her mother. We will write a day in the life of *Miss Potter* scene including as many historically appropriate details as we can - this will set us up for our trip on Wednesday where we will be acting as Edwardian Londoners taking a trip out to the park.

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

Reading Tree Skills: (Ongoing selection through the half term)

- continuing to read and discuss an increasingly wide range of books
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning

GPS: asking questions, writing statements, exclamations and commands about our first impressions of the film.

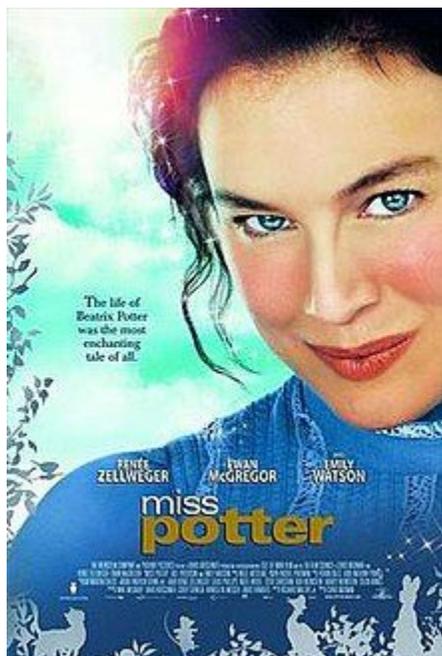
Reading Tree: We will introduce our class book *The Works of Beatrix Potter* and consider how this book might compare or be different to our film.

Maths in the Movies / STEM: We will introduce students to our Y4 arithmetic with a focus on multiplying by 100's, 10's and 1's

This week our Miss Potter makeover begins! We will study the opening titles of the film and use these as inspiration for both our immersion and our class makeover. These activities include:

- looking at mixing and blending watercolours
- creating test cards of watercolours
- sketching and shading

We will turn the classroom into the setting for the film as we recreate the colours and ambience of these famous stories. There will be watercolours, there will be animals and there will be afternoon tea! Welcome to Edwardian London.



- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views
- use a variety of statements, questions, exclamations and commands
- multiply by 10, 100 and 1000.
- divide by 10, 100 and 1000
- Be able to suggest ways of improving own work
- Be able to comment on works of art
- Be able to choose materials and techniques which are appropriate for their task
- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms

Friday 2nd November

Learning Experiences:

Friday Big Write: Letters from Miss Potter

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

This week we will write a letter from Beatrix to Mr Warne about her adventures in London, based on our trip on Wednesday. We will be focusing on creating the scene for Mr Warne, using descriptive vocabulary.

Messy Maths: This week we will be working in small teams to test our knowledge on the four operations to ensure we have not forgotten anything over the mid term break. We will be looking at addition, subtraction, division and multiplication in the form of reasoning questions.

PE/ Sports: (Activities, key skills / techniques)

This week we will be undertaking our first rotations of gymnastics with our gymnastics coach. This will run alongside personal training stations and ball games, where we will be able to build up our general fitness and focus on the muscles of the body.

- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- multiply by 10, 100 and 1000.
- divide by 10, 100 and 1000
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform gymnastics skills using a range of movement patterns.

WEEK 2 THEME/ Hook: The Tales of Peter Rabbit

Monday 5th November – Wednesday 7th November (Tuesday Great Expectations rehearsal)

Learning Experiences: This week we step back in time to Edwardian London. Building on our experiences from our trip last week, we explore what life would have been like for Beatrix and Mr Warne during this time. We investigate how the role of men and women has changed over time and how London itself has changed since this period of time. Miss Potter goes to the publisher and tries to encourage them to publish her book. After much discussion, they finally agree to publish her book through their younger brother, Mr Warne. He is very excited about this project and is determined to make this a great success.

World Thinking: Big, Critical Curious Questions

- How have gender roles changed over time?
- What change has London gone through since the Edwardian times?
- How do rabbits impact our garden?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

We will be reading The Tales of Peter Rabbit, using the text as inspiration to write our own tales featuring the adventures of Peter letting loose in the Greenside vegetable garden. We will be focusing on the elements of the setting and considering the structure of a narrative story whilst being inspired by Miss Potter's illustrations.

GPS: Features of a narrative text, fronted adverbials and descriptive language.

Reading Tree: comprehension based on a section of the text with a focus on reading domain 2b – retrieving and recording information/identify key details from the text.

Maths in the Movies / STEM:

Skills:



- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- In non-narrative material using simple organisational devices [for example, headings and sub-headings
- how to organise paragraphs around a theme
- using fronted adverbials
- retrieving and recording information/identify key details from the text.
- reading skills also as outlined above
- multiply by 10, 100 and 1000.
- divide by 10, 100 and 1000
- Be able to suggest ways of improving own work
- Be able to comment on works of art
- Be able to choose materials and techniques which are appropriate for their task
- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms

Supply and demand is exceeding expectations at the publishing house and Mr Warne declares to Miss Potter that they need to increase their print run. We will be looking at the costs of enhancing the print run, using multiplication and division by 10/100 and 1000. We will be weighing up the costs of this production in order to make sure that the publishing house does not lose any money. As Peter Rabbit loves to explore Mr McGregor's garden, we need to help Peter classify the types of plants so he understands which are flowering and which are not, as we would hate for him to eat the wrong plants!

Our arithmetic skill this week will be $x \div 10$ $x \div 100$ $x \div 1000$

This week we will begin our term long STEM project - The Y4 Watercolour Challenge. Here we will learn and develop a new artistic skill each week as we build up a portfolio of pieces that Miss Potter would be proud of. This week we will focus on sketching.

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Friday 9th November

Learning Experiences:

Friday Big Write: Letters from Miss Potter

This week we will write a letter from Beatrix to herself in the future. We will write down the hopes and dreams we think Beatrix has for herself and what things she would like to see change in London in the future.

Messy Maths: This week we will consolidate our learning in Maths by investigating division and multiplication problems linked to reasoning skills.

PE/ Sports: (Activities, key skills / techniques)

This week we continue to build on our gymnastics, personal training and ball skills. We will start to look at the game of Dodgeball and how we can start to use tactics in this game in order to enhance our performance.

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- solve number and practical problems that involve multiplication and division and rounding with increasingly larger numbers
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform gymnastics skills using a range of movement patterns.
- Use a range of attacking and defending skills in order to enhance performance in a game

WEEK 3 THEME/ Hook: The Tale of Jemima Puddleduck

Monday 12th November – Wednesday 14th November

Learning Experiences: As success grows for Miss Potter, she releases more books, including the Tale of Jemima Puddleduck. We will investigate how technology has changed overtime with publishing books and compare the differences in book publishing from Edwardian times to today. We will continue to add to our own collection of tales. Like Miss Potter, we will have to meet with our publishers (Miss Davis and Ms Webber) to discuss what they would like to see in our stories and how we can enhance them.

World Thinking: Big, Critical Curious Questions

What is the process of publishing a book?

Who decides on what gets published and what does not?

Skills:



- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

This week we continue with our narrative writing based on the tales written by Miss Potter. Jemima Puddleduck visits our Greenside pond and has a marvellous time, getting into a conversation with our own Peter Rabbit, discussing the wonders of the garden that she has seen. We will build on our ability to describe settings to enhance the reader's experience. Jemima meets a crafty fox who tries to trick her. Will our authors be able to create a twist in their tails to captivate the reader's imagination and lead to the unmasking of a garden villain?

GPS: We will be focusing on dialogue, speech marks, direct and indirect speech between characters.

Reading Tree: comprehension based on a section of the text with a focus on reading domain 2d – make inferences from the text, explain and justify evidence from the text.

Maths in the Movies / STEM:

This week we undertake a mathematical STEM challenge like no other. We will be working collaboratively in small teams to undertake a series of challenges linked to the mathematical concepts of shape, pictograms, arrays, fractions, statistics and data handling. Our STEM project will be to recreate the floor plan for Mr McGregor's garden whilst incorporating these mathematical concepts in order to consolidate our understanding. As Jemima enters our garden, we look at classifying the types of animals that we have in our environment, from vertebrates and invertebrates. This week we will pick one animal each that we would like to make a Book Creator on, so that Mr McGregor becomes more knowledgeable with what creatures are entering his garden.

Our arithmetic focus this week will be on fractions, looking at how to add and subtract them in a variety of forms.

Watercolour Challenge: this week will focus on shading.

- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- In non-narrative material using simple organisational devices [for example, headings and sub-headings
- how to organise paragraphs around a theme
- assessing the effectiveness of their own and others' writing
- using commas after fronted adverbials and punctuating direct speech (varying structure of speech and narration)
- make inferences from the text, explain and justify evidence from the text.
- other reading skills as above
- punctuating direct speech (varying structure of speech and narration
- compare and classify geometric shapes including – quadrilaterals and triangles.
- identify lines of symmetry in 2D shapes presented in different orientations.
- complete a simple symmetric figure with respect to a specific line of symmetry.
- describe positions on a 2D grid as co-ordinates in the first quadrant.
- add and subtract fractions with the same denominator.
- Be able to suggest ways of improving own work
- Be able to comment on works of art
- Be able to choose materials and techniques which are appropriate for their task
- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms
- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Friday 16th November

Learning Experiences:

Friday Big Write: Letters from Miss Potter

This week we will write a letter from Beatrix to Millie, detailing new ideas for the next tale and adventure of Peter Rabbit. We will be focusing on creating a narrative for Millie to read, so that she cannot put the letter down.

Messy Maths: This week we will consolidate our learning by looking at reasoning problems based on the concepts we covered in Mr McGregor's garden.

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- solve number and practical problems that involve multiplication and division with increasingly larger numbers

PE/ Sports: (Activities, key skills / techniques)

We continue with our rotations based on gymnastics, personal bests and games.

- compare and classify geometric shapes including – quadrilaterals and triangles.
- identify lines of symmetry in 2D shapes presented in different orientations.
- complete a simple symmetric figure with respect to a specific line of symmetry.
- describe positions on a 2D grid as co-ordinates in the first quadrant.
- add and subtract fractions with the same denominator.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform gymnastics routines using a range of movement patterns.

WEEK 4 THEME/ Hook: The Tale of Mrs Tiggy Winkle

Monday 19th November – Wednesday 21st November

Learning Experiences: This week Miss Potter heads to the Lake District in order to spend her summer writing new tales for Mr Warne. She doesn't want to go, but is inspired by the beauty of this wonderful landscape, in which she creates the tale of Mrs Tiggy Winkle.

World Thinking: Big, Critical Curious Questions

Where is the Lake District?
What inspires people to create stories?
How can landscape and holidays inspire us?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

For the third chapter of our tales collection, we will feature our own version of the tale of Mrs Tiggy Winkle. Miss Potter was inspired by the hedgehog that would come to her garden at the Lake District. We too will be inspired by this gorgeous creature. We will building on all of the skills we have learnt so far in regards to making a wonderful narrative. This week we will specifically focus on the development of character.

GPS: This week we will develop our skills on expanded noun phrases, adjectives and pronouns.

Reading Tree: comprehension based on a section of the text with a focus on reading domain 2g – identify and explain how meaning is enhanced through word choice.

Maths in the Movies / STEM:

Miss Potter has words with the publishing company after they declare that in order to print her books, she needs to reduce her books by a third. This week, we will be investigating ways in which fractions are used in our society and how we can reduce our own stories, so that they can be printed. We will learn how to find fractions of quantities and how to show improper fractions as mixed numbers. Since Mrs Tiggy Winkle has joined in on our adventures, we start to rev up our Book Creator information reports on our chosen animals as Mr

Skills:



- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- In non-narrative material using simple organisational devices [for example, headings and sub-headings
- how to organise paragraphs around a theme
- assessing the effectiveness of their own and others' writing
- using expanded noun phrases to convey complicated information concisely
- identify and explain how meaning is enhanced through word choice.
- other reading skills as above.
- recognise and show, using diagrams, families of common equivalent fractions.
- count up and down in hundredths.
- know that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- add and subtract fractions with the same denominator.
- recognise and write decimal equivalents of any number of tenths or hundredths.
- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.
- simplify simple fractions.
- finding fractions of a quantity
- count using simple fractions and decimals both forwards and backwards.
- place simple fractions in the correct place on a number line.
- place simple decimals in the correct place on a number line.
- recognise that living things can be grouped in a variety of ways

Mcgregor needs them as soon as possible so he understands the measures he needs to put in place to protect his garden.

The arithmetic focus this week will be on fractions of a quantity.

Watercolour challenge: this week our focus will be on the use of colour as we mix and blend colours for our pieces.

- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Friday 23rd November

Learning Experiences:

Big Write: Letters from Miss Potter

This week we will write a letter from Beatrix to Mr Warne detailing her adventures in the Lake District. We will describe all the adventures we have been on

Messy Maths: This week we will be solving reasoning problems based on finding fractions of quantities.

PE/ Sports: (Activities, key skills / techniques)

This week, after playing a variety of warm up games to get our hearts racing, we revisit our personal best training circuit and see if we have made any improvements. We will be talking about goal setting, and working together to set one goal for ourselves to achieve next week in our PE session. We also continue with our gymnastics, working on enhancing our performance.

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- finding fractions of a quantity
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform gymnastics routines using a range of movement patterns.

WEEK 5 THEME/ Hook: Miss Potter and the Press.

Monday 26th November – Wednesday 28th November

Learning Experiences: This week we celebrate the success of Miss Potter's tales. The books have surpassed expectation and local newspapers are showing their interest, keen to get an interview with the now famed author. Miss Potter is really pleased with her own success, but she still struggles to convince her mother to acknowledge her success. Maybe the new the newspaper can persuade her otherwise.....

World Thinking: Big, Critical Curious Questions

How are newspapers created?

What is the role of a journalist?

How can you convince people to believe in you?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

This week we will become journalists for The Telegraph, interviewing Miss Potter about her wonderful success and how she is becoming quite the household name. We will be using key questions to interview her about her

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY

LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- In non-narrative material using simple organisational devices [for example, headings and sub-headings
- how to organise paragraphs around a theme

journey and what she hopes for with her tales in the future. We will also ask her the pressing question about what she hopes to do with her success.

GPS: Questioning, dialogue, reported speech and alliteration.

Reading Tree: Domain 2c – summarising the main ideas from the text.

Maths in the Movies / STEM:

We will extend our work on fractions as we start to investigate the percentages of book sales across the country for this now very successful author. We will look at how to present our findings onto pie charts so that our publishing company can easily understand the profit we are making. An essential part of the process will be linking back to work on place value as we consider what fractions, decimals and percentages actually are in relation to whole numbers. We will use the concrete materials such as the dienes to help broaden our understanding and we will create artistic representations of these differences for our Maths wall.

Our arithmetic focus will be decimal calculations.

The watercolour challenge. This week we will create our own postcard sized replicas of Miss Potter's work inspired by her beautiful bookplates.

This week we present out animal information reports to the class in order to inform each other of the types animals we may find in Mr McGregor's garden.

This will help us with our planning of the new garden beds.

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-reading for spelling and punctuation errors
- reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- punctuating direct speech (varying structure of speech and narration)
- place simple decimals in the correct place on a number line.
- find the effect of dividing a one digit number by 10 and 100, identifying the digit values.
- find the effect of dividing a two digit number by 10 and 100, identifying the digit values.
- round decimals with one decimal place to the nearest whole number.
- compare numbers with the same number of decimal places up to two decimal places.
- Be able to suggest ways of improving own work
- Be able to comment on works of art
- Be able to choose materials and techniques which are appropriate for their task
- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms

Friday 30th November

Learning Experiences:

Big Write: This week, Beatrix write a letter to her mother explaining the excitement of having a journalist come to interview her about her phenomenal success.

Messy Maths: The focus of our Maths session this week will be looking at fractions and converting them into percentages as well as interpreting data into fractions and percentages.

PE/ Sports: (Activities, key skills / techniques)

We continue with our gymnastics and personal training sessions this week, working on developing muscles in our arms.

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-reading for spelling and punctuation errors
- solve addition and subtraction 2 step problems in context, deciding on which operations and methods to use and why.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform gymnastics skills using a range of movement patterns.

WEEK 6 THEME/ Hook: Miss Potter's success

Monday 3rd December – Wednesday 5th December

Learning Experiences: This week we explore the strength of the friendship between Millie and Beatrix. Both are strong and independent women in their own right and do not conform to the social norms for women in this period of

Skills:

time. We look at how the power of newspapers for article writing can persuade people to understand different points of view.

World Thinking: Big, Critical Curious Questions

How can we change our mindsets in order to become better friends?

Why is friendship so important?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

This week, we write a newspaper article from the voice of Millie, outlining why women deserve the vote and why they should be allowed to make their own decisions and create their own destiny. She outlines the wonderful friendship she has with Miss Potter and how proud she is of her success.

GPS: subordinate clauses and emotive language.

Reading Tree: Domain 2c – summarising the main ideas from the text.

Maths in the Movies / STEM:

This week we continue to explore the use of fractions and percentages, but through the use of money. We investigate finding out ways in which we calculate percentages in sales and how much of a discount we can offer our customers of the book shops. Beatrix is adamant that she wants people of all backgrounds to be able to access her writing, and insists on discounts for people of all ages.

The result is that she sells a record number of books. We will create a set of bookkeeping records for both F.Warne & Co and for Miss Potter herself as they keep a track of profit and loss. Miss Potter will then be able to think about what fraction of her earnings she can use to buy land in the Lake District to preserve it for all time. The conservation of the environment is what we focus on this week, analysing the positive and negative impact of humans on our local environment as this is something Beatrix is most passionate about.

Our arithmetic focus will be on addition and subtraction.

The watercolour challenge. This week we will build on our postcard portfolio ready for the grand sale!



- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- In non-narrative material using simple organisational devices [for example, headings and sub-headings
- how to organise paragraphs around a theme
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-reading for spelling and punctuation errors
- reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, until, even though, therefore, despite, due to the fact that
- can solve simple measure and money problems involving fractions and decimals to two decimal places.
- place simple decimals in the correct place on a number line.
- find the effect of dividing a one digit number by 10 and 100, identifying the digit values.
- find the effect of dividing a two digit number by 10 and 100, identifying the digit values.
- round decimals with one decimal place to the nearest whole number.
- compare numbers with the same number of decimal places up to two decimal places.
- Be able to suggest ways of improving own work
- Be able to comment on works of art
- Be able to choose materials and techniques which are appropriate for their task
- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

- recognise that environments can change and that this can sometimes pose dangers to living things.

Friday 7th December

Learning Experiences:

Big Write: This week we will write another letter to Millie, explaining how grateful we are for her friendship and support during this time.

Messy Maths: The focus of our Maths session this week will be looking at fractions of money and percentages in sales. These questions will be multi step reasoning problems.

.PE/ Sports: (Activities, key skills / techniques)

We continue with our gymnastics and personal training sessions this week, working on developing our core muscles for strength.

Skills:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- can solve simple measure and money problems involving fractions and decimals to two decimal places.
- solve problems involving fractions, decimals and percentages
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform gymnastics skills using a range of movement patterns.

WEEK 7 THEME/ Hook: DC2 The Lake District

Monday 10th December – Wednesday 12th December

Learning Experiences: After the tragic death of Mr Warne, Miss Potter seeks refuge in her beloved Lake District. This week we journey to Hampstead Heath in order to represent our visiting of the Lake District. In order to show Miss Potter's love for the Lake District, we will look at the landscape and create mini films to inspire people to take care of it and to preserve it for future generations.

World Thinking: Big, Critical Curious Questions

Why is it important to protect and preserve nature?

How can we inspire people to take action and preserve what they have?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Alongside all of our DC2 assignments, we will be working to create newspaper advertisements promoting the conservation of the Lake District. These will run alongside our filmed presentations from our work on our trip.

We will also edit and prepare a piece of writing for our portfolios.

GPS: DC2 related work

Reading Tree: Domain 2c – summarising the main ideas from the text.

Maths in the Movies / STEM:

There will be a big focus on our work for the DC2 assessments this week but we will also turn our attention to the times tables, seeing who in the class will come out on top as the ultimate 'Times tables Master'

This week will see the culmination of all of our artistic work as we present The Y4 Watercolour Portfolio Art Sale! We will invite in our families to view our masterpieces and encourage them to buy them - perhaps they would make a nice Christmas present!

We take a trip to Cathnor Park to see what impacts humans are having on the local environment there. We will use our findings to create advertisements encouraging people to protect the park for future generations.

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- In non-narrative material using simple organisational devices [for example, headings and sub-headings
- how to organise paragraphs around a theme
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-reading for spelling and punctuation errors
- reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Be able to suggest ways of improving own work
- Be able to comment on works of art
- Be able to choose materials and techniques which are appropriate for their task
- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

Friday 14th December

Learning Experiences:

Skills:

Big Write: Letters from Miss Potter

This week we will write a letter from Beatrix to the local government of the Lake District, urging them to stop the

Messy Maths: This week we will be working together to complete a series of Maths games focusing on the four operations in order to use the skills we have tested this week.

PE/ Sports: (Activities, key skills / techniques)

This week we continue with our gymnastics and personal training sessions. We will also be playing a game of kickball to celebrate our success in DC week.

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- solve addition and subtraction 2 step problems in context, deciding on which operations and methods to use and why.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform gymnastics skills using a range of movement patterns.

WEEK 8 THEME/ Hook: Christmas**Monday 17th December – Thursday 20th December****Learning Experiences:**

This week we will celebrate the season with our spectacular Christmas in Crews performance along with the EYFS traditional nativity.

World Thinking: Big, Critical Curious Questions

How is Christmas celebrated around the world? What is the meaning of Christmas? How is this part of being British?

Learning about & through Film: Film Analysis/ Film Making**English: (Including any experiences for inspiration)**

This week will be all about the celebrations of Christmas and creating christmas cards inspired by the artwork of Miss Potter. We will also reflect back on our time together this term and think about our successes and what we need to do to build on them as we move into the New Year.

GPS: We will review our results from DC2 and set targets for ourselves for moving forward.

Reading Tree: In this session we will review our results from DC2, creating perfect answers, identifying where points have been dropped and the types of questions that students are finding challenging.

Maths in the Movies / STEM:

Our arithmetic focus will be on strategies for quick mental calculations and we will be taking part in a range of Christmas themed Maths activities.

Skills:

ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- using a wide range of devices to build cohesion within and across paragraphs
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- how to use layout devices such as headings, sub-headings, bullets, and tables to structure text
- using a range of cohesive devices and shifting levels of formality through vocab and grammatical structures
- analyse own progress and identify areas of success and where further development is needed.
- Be able to suggest ways of improving own work
- Be able to comment on works of art
- Be able to choose materials and techniques which are appropriate for their task
- Be able to talk about works of art, giving reasons for their opinions

- Be able to communicate through visual and tactile forms