



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Advent 2 2019 TEACHER: Miss Loscalzo Teaching Assistant: Ms Pritchett YEAR GROUP: 4



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TOPIC TITLE: London BOOK FOCUS: A Christmas Carol - Charles Dickens

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
English Text Type	Non- fiction - - newspaper reports	Non- fiction - - newspaper reports	Non- fiction - - newspaper reports	Fiction - classic story writing	Fiction - classic story writing	Fiction - classic story writing
Reading Comprehension	Fiction	Non-fiction	Poetry	Fiction	Non-fiction	Poetry
Spelling, Punctuation and Grammar	Paragraphs Possessive apostrophes(plurals) Standard English	Paragraphs Possessive apostrophes(plurals) Standard English	Paragraphs Possessive apostrophes(plurals) Standard English	Adjectives Determiners Possessive pronouns	Adjectives Determiners Possessive pronouns	Adjectives Determiners Possessive pronouns
Maths	Block 2: Number - Addition and subtraction	Block 3: Measurements - length and perimeter	Block 4: Number - multiplication and division	Block 4: Number - multiplication and division	Block 4: Number - multiplication and division	Consolidation
Science Sound	<u>National Curriculum Objective</u> Identify how sounds are made, associating some of them with something vibrating.	<u>National Curriculum Objective</u> Recognise that vibrations from sounds travel through a medium to the ear	<u>National Curriculum Objective</u> Find patterns between the pitch of a sound and features of the object that produced it.	<u>National Curriculum Objective</u> Find patterns between the volume of a sound and the strength of the vibrations that produced it.	<u>National Curriculum Objective</u> Recognise that sounds get fainter as the distance from the sound source increases	<u>National Curriculum Objective</u> Potentially need 2 lessons using W5 objective
	<u>Skills and Knowledge</u> Know how sound is made, associating some of them with vibrating. Know how sound travels from a source to our ears. Know that sound waves can travel through solids (such as metal, stone and wood) and gases (such as air).	<u>Skills and Knowledge</u> Know how sound is made, associating some of them with vibrating. Know how sound travels from a source to our ears. Know what happens to a sound as it travels away from its source. Know that sounds are made by vibrations.	<u>Skills and Knowledge</u> Know the correlation between pitch and the object producing a sound. Know that the pitch of a sound is how high or low the sound is. Know a high sound has a high pitch and a low sound has a low pitch. Know that sounds are made by vibrations.	<u>Skills and Knowledge</u> Know the correlation between the volume of a sound and the strength of the vibrations that produced it. Know that the volume of a sound is how quiet or loud the sound is. Know that certain materials can present insulation against sound.	<u>Skills and Knowledge</u> Know what happens to a sound as it travels away from its source. Know the correlation between the volume of a sound and the strength of the vibrations that produced it. Ask questions Use research to find out Carry out tests to see Set up a fair test	<u>Skills and Knowledge</u> Use bar charts and other statistical tables. Present findings using written explanations and include diagrams. Write up findings using a planning, doing and evaluating process. Make sense of findings and draw conclusions. Able to amend predictions according to findings.



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		<p>Know that the vibration makes the air around the object vibrate and air vibrations enter your ear. You hear the vibrations as sound.</p> <p>Know that sound travels from an object, through a medium (usually the air), travel into the ear canal and are processed by the brain.</p> <p>Know how hearing can be damaged by sound.</p>	<p>Know that the vibration makes the air around the object vibrate and air vibrations enter your ear. You hear the vibrations as sound.</p> <p>Know that sound travels from an object, through a medium (usually the air), travel into the ear canal and are processed by the brain.</p> <p>Know that sound waves can travel through solids (such as metal, stone and wood) and gases (such as air).</p> <p>Know that the pitch of a sound is how high or low the sound is.</p> <p>Know a high sound has a high pitch and a low sound has a low pitch.</p> <p>Know that the volume of a sound is how quiet or loud the sound is.</p> <p>Know that certain materials can present insulation against sound.</p> <p>Know which materials are the most effective in insulating sound.</p> <p>Know when insulating sound is important to protect our hearing e.g. loud working environments, rock concerts.</p>	<p>Know which materials are the most effective in insulating sound.</p> <p>Know when insulating sound is important to protect our hearing e.g. loud working environments, rock concerts.</p> <p>When making predictions there are plausible reasons as to why they have done so</p> <p>Carry out tests to see</p> <p>Gather and record information using a chart</p> <p>Make sense of findings and draw conclusions.</p>	<p>Explain to others why a test that has been set up is a fair one</p> <p>Measure carefully</p> <p>Gather and record information using a chart, matrix or tally chart, depending on what is most sensible.</p>	<p>Prepared to change ideas as a result of what has been found out</p>



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			<p>Know how hearing can be damaged by sound. Know that individuals who have hearing impairment can be supported through technology. Know how sound can be amplified. Know how instruments are designed to create different sounds and how a musician can play the instrument and make adaptations to change the sound, pitch, tone.</p>			
	<p>Activity Name that instrument game/sound walk. Vocab art - randomly pick and create art linked to word for display.</p>	<p>Activity Explore the human ear - focus on ear drum (vibrations).</p>	<p>Activity Vocab builder - pitch Exploring pitch investigation using different instruments.</p>	<p>Activity Vocab builder - volume Exploring volume investigation using different instruments. Use different materials to sound proof walls.</p>	<p>Activity Use drums and amp app (ask for download on ipads) to measure sound over distance. APP: dB Sound Level Meter - Noise volume measure.</p>	<p>Activity See previous lesson.</p>
<p>Geography London</p>	<p>Curriculum subject knowledge sheet and share holiday homework.</p>	<p><u>National Curriculum Objective</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical</p>	<p><u>National Curriculum Objective</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical</p>	<p><u>National Curriculum Objective</u> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand</p>	<p><u>National Curriculum Objective</u> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand</p>	<p><u>National Curriculum Objective</u> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle □ human geography, including: types of settlement and land use, economic activity</p>



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		characteristics and land-use patterns.	characteristics and land-use patterns.	how some of these aspects have changed over time	how some of these aspects have changed over time	including trade links, and the distribution of natural resources including energy, food, minerals and water
	<p><u>Skills and Knowledge</u> Know the physical features & landmarks of London. Choose effective recording and presentation methods e.g. tables to collect data.</p>	<p><u>Skills and Knowledge</u> Know the names of and locate at least eight counties and at least six cities in England. Know the names of and locate at least eight major capital cities across the world. Know where London is on a map of the UK. Know that London is in the county of Greater London which makes up the wider county of Middlesex. Use the 8-point compass points N, NE, E, SE, S, SW, W, NW to locate London in relation to Nottingham and other UK cities.</p>	<p><u>Skills and Knowledge</u> Know and use the eight points of a compass. Know the importance of the river in developing London as a settlement. Know the land uses of London. E.g. business, tourism, residential. Know the physical features & landmarks of London. Know that River Thames runs through London. Know the main landmarks in London. Know that coordinates mark a specific point on a map where 2 lines intersects. Use the 8-point compass points N, NE, E, SE, S, SW, W, NW to locate London in relation to Nottingham and other UK cities.</p>	<p><u>Skills and Knowledge</u> Know the importance of the river in developing London as a settlement Know the land uses of London. E.g. business, tourism, residential. Know the reasons why the London underground is an important method of transport. Know the impact of pollution on London and its links to its nickname 'the big smoke'. Know that London was named by the Romans who called it Londinium. Know how London today has changed over time since Victorian times of Charles Dickens. Compare the land use of London in the present and in the past and give reasons for why it has changed. Study maps of Anglo Saxon and Roman settlements.</p>	<p><u>Skills and Knowledge</u> Building on knowledge from previous lesson. Choose effective recording and presentation methods e.g. tables to collect data. Present data in an appropriate way using Cores to make data clear. Draw conclusions from the data.</p>	<p><u>Skills and Knowledge</u> Know how to plan a journey within the UK, using a road map. Know the reasons why the London underground is an important method of transport. Use maps and keys to plan a journey around London. Give reasons for the route designed. Create own maps and key to plot a sightseeing tour of London.</p>



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				<p>Draw conclusions about the location of the settlements based on prior knowledge. Compare with current maps and make suggestions about change.</p> <p>Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed.</p>		
	<p>Activity</p> <p>Curriculum subject knowledge sheet and pop quiz and share holiday homework (Intriguing Into).</p> <p>Vocab art - randomly pick and create art linked to word for display.</p>	<p>Activity</p> <p>Children identify 8 key counties (including UK) and then 8 capital cities (including London) on a map.</p>	<p>Activity</p> <p>Using co-ordinate map and 8 point compass. Children identify key landmarks, rivers, parks around London.</p>	<p>Activity</p> <p>Independent study - explore how London has changed over time: Romans, GFOL, Victorians and Now. Share using chocolate bars.</p>	<p>Activity</p> <p>Independent study - when would you rather live in London? Romans, GFOL, Victorians or Now. Share and explain</p>	<p>Activity</p> <p>Children are given information about different characters and they have to find 2-3 landmarks when might want to visit and plan journey using the tube.</p>
<p>Art</p> <p>London architecture and sculpture</p>	<p>National Curriculum Objective</p> <p>Know about great artists, architects and designers in history</p>	<p>National Curriculum Objective</p> <p>Know about great artists, architects and designers in history.</p>	<p>National Curriculum Objective</p> <p>To 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>National Curriculum Objective</p> <p>To 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>National Curriculum Objective</p> <p>To 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>National Curriculum Objective</p> <p>To 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>



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	<p>Skills and Knowledge</p> <p>Know that the design & construction of buildings through time has developed as the availability & development of resources and technology has improved.</p> <p>Know that architects today use computer programmes to assist designs and this helps with accuracy and speed of design.</p> <p>Know that the role of the architect is not just to design buildings creatively but also to make them accessible for all users.</p> <p>Know what a skyline is and how this can change over time as buildings are erected.</p> <p>Select and record from first hand observation, secondary sources (eg. photos and videos), experiences and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and</p>	<p>Skills and Knowledge</p> <p>Explain some of the features of art from historical periods.</p> <p>Know how the work of different architects inspired the work of future architects.</p> <p>Know how the designs of buildings have changed through time and how computers have made a difference.</p> <p>Know the Core architects who created the London landscape eg. Christopher Wren, Norman Foster.</p> <p>Know the names of some famous London landmarks. E.g. the Shard, the Gherkin, St Paul's cathedral, the different bridges.</p> <p>Know that Sir Christopher Wren was asked to design the rebuild of London after the great Fire of London 1666 and that this began with St Paul's cathedral.</p> <p>Know that London has also needed a rebuild after the damage done in WWII.</p> <p>Select and record from first hand observation, secondary sources (eg. photos and videos),</p>	<p>Skills and Knowledge</p> <p>Know how to sculpt clay and other malleable materials.</p> <p>Know that when working with clay this has to be done in a cool environment.</p> <p>Know how to correct/change designs in clay using water without needing to reshape the clay.</p> <p>Know how to shape, cut and model clay tiles with accuracy.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work.</p> <p>Begin to show an awareness of objects having a third dimension when drawing.</p> <p>Experiment with different drawing implements to demonstrate line and tone e.g. pencils of different grading, pens, etc.</p> <p>Plan, design and make models from observation and imagination</p>	<p>Skills and Knowledge</p> <p>Know how to sculpt clay and other malleable materials.</p> <p>Know that when working with clay this has to be done in a cool environment.</p> <p>Know how to correct/change designs in clay using water without needing to reshape the clay.</p> <p>Know how to shape, cut and model clay tiles with accuracy.</p> <p>Create surface patterns and textures in clay to create a clay tile that is equal in size to other tiles.</p>	<p>Skills and Knowledge</p> <p>Know how to sculpt clay and other malleable materials.</p> <p>Know that when working with clay this has to be done in a cool environment.</p> <p>Know how to correct/change designs in clay using water without needing to reshape the clay.</p> <p>Know how to shape, cut and model clay tiles with accuracy.</p> <p>Create surface patterns and textures in clay to create a clay tile that is equal in size to other tiles.</p>	<p>Skills and Knowledge</p> <p>Know how to integrate digital images into artwork.</p>



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	designers working in different times and cultures.	experiences and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.				
	<u>Activity</u> Job application for an architect	<u>Activity</u> Explore different pieces of architecture around London.	<u>Activity</u> Design sculpture - inspiration from Peter Pan statue. Children create own statue based on famous story characters.	<u>Activity</u> Make sculpture	<u>Activity</u> Make/decorate sculpture	<u>Activity</u> Sculpture gallery and exhibition using Seesaw.
Computing HTML	<u>National Curriculum Objective</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems Solve problems by decomposing them into smaller parts	<u>National Curriculum Objective</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	<u>National Curriculum Objective</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part	<u>National Curriculum Objective</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	<u>National Curriculum Objective</u> Design, write and debug programs that accomplish specific goals Solve problems by decomposing them into smaller parts	<u>National Curriculum Objective</u> Design, write and debug programs that accomplish specific goals Solve problems by decomposing them into smaller parts
	<u>Skills and Knowledge</u> Recognise some HTML tags	<u>Skills and Knowledge</u> Identify and remix some parts of HTML code	<u>Skills and Knowledge</u> Change the size of some of the elements	<u>Skills and Knowledge</u> Use the inspect elements tool to explore the different	<u>Skills and Knowledge</u> Find images that are permitted for reuse	<u>Skills and Knowledge</u> Consolidation



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	<p>know that each line of code has a start tag and an end tag Make some changes to some HTML code Predict what I think the effect of the changes will be</p>	<p>Change the text size and content</p>	<p>Change the colour of some of the elements</p>	<p>components that make up a web page Spot and identify a fake news story on a web page Explain that the changes I have made to a web page are not permanent</p>	<p>Use the Inspect Elements tool Change the elements of a website in regard to both the text and images</p>	
	<p>Activity Intro to HTML treasure hunt</p>	<p>Activity Edit HTML to create poster</p>	<p>Activity Changing HTML and Css storyboard.</p>	<p>Activity Web hacking - fake news/stories</p>	<p>Activity Replacing images to own news story</p>	<p>Activity Replacing images to own news story</p>
	<p>National Curriculum Objective Swim competently, confidently and proficiently over a distance of at least 25 metres.</p>					
	<p>Skills and Knowledge</p>					
PE Swimming	<p>Know how to float on your front and back. Know how to jump in from the poolside safely. Know the names of the 3 most common swimming strokes. Know how to push and glide using a streamlined body position. Know how to exit the water safely without using the steps. Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged. Push and glide on the front and back with arms extended. Fully submerge to pick up an object. Push and glide and travel 10 metres on the back. Push and glide and travel 10 metres on the front.</p>					
	<p>Activity Swimming is taught by qualified instructors at Portland L.C.</p>					
RE Called,	<p>LF5 - LO: To understand how people can live in the light. X2</p>	<p>Judaism LOOK LO: To explore the Torah (Jewish sacred text).</p>	<p>Judaism Judaism RESPECT LO: To show respect for Jewish Traditions.</p>	<p>LEARNING FOCUS 1: God's gift of love and friendship.</p>	<p>LEARNING FOCUS 3: Isaiah looked forward to God's gift: The Messiah.</p>	<p>LEARNING FOCUS 5: The birth of Jesus: Wise Men.</p>



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Judaism and Gift.	<p>What do you think 'living in the light of Jesus' means? Give some examples. Give ways in which you can live in the light, giving several reasons for actions. They could also make links to the actions of some of the Apostles or scripture e.g Matthew 21:28-32 Hook and extended write - mark with next step.</p>	<p>Learn the names of the 5 books of the Torah - Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. Research a Torah story e.g. Rebecca at the well (Genesis 24: 10-20), or the call of Moses (Exodus 3: 1-12), explain how the story shows God's care for the people.</p>	<p>Find out about Bar and Bat Mitzvah, from a Jewish person or from a video or a book. Describe how a Jewish young person would prepare and feel about their Bar or Bat Mitzvah. Design a Bar and Bat Mitzvah card to send to a Jewish friend.</p>	<p>Children to produce a list of good deeds or prayers in the form of an advent calendar. Mark and next steps</p>	<p>Describe how each line of the hymn 'prepare the way' could be achieved through real life</p>	<p>Children to explain the symbolism of the Wise Men's gifts</p>
	<p>LF6 - LO To know about the life of someone who witnessed the call to be a Christian.</p>	<p>Judaism DISCOVER LO: To discover how the Torah is made.</p>	<p>ADVENT/CHRISTMAS - LOVING Explore The gift of love and friendship BIG Q: what is important in friendship?</p>	<p>LEARNING FOCUS 2: God sent Jesus as a gift for everyone. X2</p>	<p>LEARNING FOCUS 4: Gaudete Sunday.</p>	<p>LEARNING FOCUS 6: The Church celebrates the gift of Jesus.</p>
	<p>Read 'Love is...' from 1 Corinthians. Read about the work of Missionary Sean Devereux. Make links between the scripture reading Sean's work. Heart/cloud</p>	<p>Make a quill and try copying some Hebrew writing. Design a cover for a Sefer Torah. Describe how a scribe produces a scroll. Write an article about the Torah, for a magazine about Jewish people. In it show how they give such great reverence and respect for the Torah and the reasons why.</p>	<p>Post-it notes on RE board and take photos and stick in I CAN STATEMENTS.</p>	<p>Write a thank you letter to God, giving reasons for why we are glad that Jesus lived among us Hook and extended write - mark and next step</p>	<p>Children to explain why the parts of the Christingle represent Heart/cloud</p>	<p>Write their own verses of 'The Peace Child' making links to the gift of Jesus.</p>



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PSHE Drug Education	<p>Wheel Self Assessment</p> <p>H17 - Distinguishing between safe and harmful and to know some substances can be harmful if misused.</p> <p>A1 Discuss and explore the difference between having to and choosing to take medicines. Explore and discuss how characters may feel /freeze frame to show the feeling. Choose a character and create a spider diagram to demonstrate how friends/teachers/family members/community could support them.</p>	<p>H21, H23 - Learning rules about staying safe.</p> <p>A4 Using the story 'George's Marvellous Medicine' by Roald Dahl, discuss how George misused medicine. Discuss the importance of rules and the possible risks and dangers if not followed. How should we use medicines safely? What advice would you give to George? Write George a short letter.</p>	<p>H2 - Recognising how to make informed choices. H10, H11 - Recognising, predicting and assessing risks in different situations. H14 - Where to get help and how to ask for help. H17 - Distinguishing between safe and harmful and to know some substances can be harmful if misused. H21, H23 - Learning rules about staying safe.</p> <p>A5 Discuss the meaning of a 'consequence' and the difference between positive and negative consequences. Scenario cards. The pair have to think of as many possible consequences (positive and negative). Work through the lists created and highlight in two different colours whether the consequences are positive or negative.</p>	<p>H10, H11 - Recognising, predicting and assessing risks in different situations.</p> <p>A6 Children draw 2 things they consider to be a risk. Using these examples try and define the term risk. Complete the sentence stem together: A risk is... Give the children a traffic light sheet and provide the children with risk statements for children to place</p>	<p>H9 - Understanding that people have different attitudes to risk.</p> <p>H14 - Where to get help and how to ask for help</p> <p>H21, H23 - Learning rules about staying safe.</p> <p>A7 Choose three risks from the previous activity and for each one ask the children to explain how they could manage this risk, giving reasons. Question: If you are faced with risks or difficult choices who could you ask for help? Create a circle of support.</p>	<p>H2 - Recognising how to make informed choices. H9 - Understanding that people have different attitudes to risk.</p> <p>H17 - Distinguishing between safe and harmful and to know some substances can be harmful if misused.</p> <p>A3 Provide a continuum - safe at one end and harmful at the other end of the continuum. Provide objects used in the previous activity (A2). Place the objects on the continuum.</p> <p>PSHE Matters Passport Idea Managing risks matters because...</p> <p>Wheel Self Assessment</p>
Music Woodwind - Dood	<u>National Curriculum Objective</u> Listen with attention to detail.	<u>National Curriculum Objective</u> Play and perform in solo and ensemble contexts.	<u>National Curriculum Objective</u> Use and understand staff and other musical notations.	<u>National Curriculum Objective</u> Listen with attention to detail.	<u>National Curriculum Objective</u> Use and understand staff and other musical notations.	<u>National Curriculum Objective</u> Play and perform in solo and ensemble contexts.



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	Practice standing and holding the Dood attempt to make a sound by adopting the correct embouchure	Copy cat playing Stepping up and stepping down notes	Musical notation quiz Revision of previous notes playing B A and G Theme	Take a part and play their individual line. Baggy Pants 1 2 and 3	Clapping subdivisions Playing subdivisions	Copy cat playing
Special Events	Intriguing Introduction - Children are lead learners and share their London Holiday Homework.					Expert Ending - Geography day
British Values	Rule of Law: We all have the right to learn and to grow in confidence - the importance of following their class rules/school rules.	Democracy - Links to London topic. UK is a democracy.	Democracy - Links to London topic. UK is a democracy.	Democracy - Links to London topic. UK is a democracy.	Mutual respect and tolerance - links to London Topic. London is a very diverse city.	Mutual respect and tolerance - links to London Topic. London is a very diverse city