



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Lent 1 2020

TEACHER: Miss Loscalzo Teaching Assistant: Ms Cotter

YEAR GROUP: 4



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TOPIC TITLE: Victorians/Inventions BOOK FOCUS: The Lottie Project – Jacqueline Wilson

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
English Text Type	Non- fiction - letter writing	Non- fiction - letter writing	Non- fiction - letter writing	Fiction - Stories with historical settings	Fiction - Stories with historical settings	Fiction - Stories with historical settings
Reading Comprehension	Fiction	Non-fiction	Poetry	Fiction	Non-fiction	Poetry
Spelling, Punctuation and Grammar	Paragraphs Commas in a list Sentence types - command, exclamations, statements, questions	Paragraphs Commas in a list Sentence types - command, exclamations, statements, questions	Paragraphs Commas in a list Sentence types - command, exclamations, statements, questions	Fronted adverbials with commas Expanded noun phrases Speech punctuation	Fronted adverbials with commas Expanded noun phrases Speech punctuation	Fronted adverbials with commas Expanded noun phrases Speech punctuation
Maths	Block 1: Multiplication and Division	Block 1: Multiplication and Division	Block 1: Multiplication and Division	Block 2: Area	Block 3: Fractions	Block 3: Fractions
Science Working Scientifically	<u>National Curriculum Objective</u> Asking relevant questions and using different types of scientific enquiries to answer them. setting up simple practical enquiries, comparative and fair tests	<u>National Curriculum Objective</u> Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	<u>National Curriculum Objective</u> Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	<u>National Curriculum Objective</u> Asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests	<u>National Curriculum Objective</u> Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	<u>National Curriculum Objective</u> Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions



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	Investigation one: What is the best biscuit for dunking? Ask and plan	Investigation one: What is the best biscuit for dunking? Carry out and record	Investigation one: What is the best biscuit for dunking? Explore, analyse and summaries findings	Investigation two: Child lead. Ask and plan	Investigation two: Child lead. Carry out and record	Investigation two: Child lead. Explore, analyse and summaries findings
History Victorians	<p><u>National Curriculum Objective</u> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>	<p><u>National Curriculum Objective</u> They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p><u>National Curriculum Objective</u> They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><u>National Curriculum Objective</u> They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><u>National Curriculum Objective</u> Know how Britain has had a major influence on the world.</p>	<p><u>National Curriculum Objective</u> Expert Ending - History Cat Walk</p>
	<p><u>Skills and Knowledge</u> Name and place dates of significant events from past on a timeline Use historical vocabulary e.g. century, decade, BC, AD, after, before, during. Divide recent history into present, using 21st century, and the past using 19th and 20th centuries.</p>	<p><u>Skills and Knowledge</u> Suggest sources of evidence from a selection provided to use to help answer questions. Present findings about the past in a variety of ways.</p>	<p><u>Skills and Knowledge</u> Describe features of Victorian society and daily life. Give reasons why certain inventions were needed during that time period. Describe how the Victorian inventions impacted on life over time.</p>	<p><u>Skills and Knowledge</u> Describe features of Victorian society and daily life. Give reasons why certain inventions were needed during that time period. Describe how the Victorian inventions impacted on life over time.</p>	<p><u>Skills and Knowledge</u> Present findings about the past in a variety of ways. Discuss most appropriate way to present information, realising that it is for an audience.</p>	<p><u>Skills and Knowledge</u> Expert Ending - History Cat Walk</p>



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			Transport wider knowledge links	Transport wider knowledge links		
	<p>Activity</p> <p>Look at timeline in corridor and identify Romans. Victorian Timeline</p>	<p>Activity</p> <p>Show children Victorian artifacts/sources of evidence/pictures. Children ask historical questions and try to answer.</p>	<p>Activity</p> <p>Children explore different modes of transport throughout period. See how it has changed.</p> <p>Development of transportation</p> <ul style="list-style-type: none"> • Bicycles • Trains • Cars • Ships 	<p>Activity</p> <p>Children explore different modes of transport throughout period. See how it has changed.</p> <p>Which mode of transport would you like to ride? Why?</p> <p>Development of transportation</p> <ul style="list-style-type: none"> • Bicycles • Trains • Cars • Ships 	<p>Activity</p> <p>Did you know fact file - how has the Victorian empire impacted Britain today and the world?</p>	<p>Activity</p> <p>Expert Ending - History Cat Walk</p>
<p>Art</p> <p>William Morris</p>	<p>National Curriculum Objective</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p>investigate and analyse a range of existing products</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products</p>	<p>National Curriculum Objective</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients,</p>	<p>National Curriculum Objective</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients,</p>	<p>National Curriculum Objective</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients,</p>	<p>National Curriculum Objective</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients,</p>	<p>National Curriculum Objective</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients,</p>



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	that are fit for purpose, aimed at particular individuals or groups	according to their functional properties and aesthetic qualities	according to their functional properties and aesthetic qualities evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	according to their functional properties and aesthetic qualities evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	according to their functional properties and aesthetic qualities generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	according to their functional properties and aesthetic qualities evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
	<p><u>Skills and Knowledge</u> Explain some of the features of art from historical periods. Know how different artists developed their specific techniques.</p>	<p><u>Skills and Knowledge</u> Know how to use marks and lines to show texture in art. Know how to use line, tone, shape and colour to represent plant and animal life. Experiment with the styles used by other artists.</p>	<p><u>Skills and Knowledge</u> Know how to use marks and lines to show texture in art. Know how to use line, tone, shape and colour to represent plant and animal life. Experiment with the styles used by other artists.</p>	<p><u>Skills and Knowledge</u> Know how to use line, tone, shape and colour to represent plant and animal life. Experiment with the styles used by other artists.</p>	<p><u>Skills and Knowledge</u> Know how to integrate digital images into artwork. Experiment with the styles used by other artists.</p>	<p><u>Skills and Knowledge</u></p>



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	Activity Explore examples of William Morris work.	Activity Explore different pencil strokes	Activity Imitate William Morris work using pencil strokes	Activity Printing using William Morris inspiration	Activity Creating William Morris prints using IT. (ask Tess)	Activity Children create modern version on William Morris - using other patterns/images	
Computing Radio Station	National Curriculum Objective Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	National Curriculum Objective Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	National Curriculum Objective Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	National Curriculum Objective Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	National Curriculum Objective Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	National Curriculum Objective Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	
	Skills and Knowledge Recognise acceptable and unacceptable behaviour using technology. Identify ways to safely share on the internet and on computers. Recognise ways to promote safe sharing.	Skills and Knowledge Recognise acceptable and unacceptable behaviour using technology. Identify ways to safely share on the internet and on computers. Recognise ways to promote safe sharing.	Skills and Knowledge Recognise acceptable and unacceptable behaviour using technology. Identify ways to safely share on the internet and on computers. Recognise ways to promote safe sharing.	Skills and Knowledge Recognise acceptable and unacceptable behaviour using technology. Identify ways to safely share on the internet and on computers. Recognise ways to promote safe sharing.	Skills and Knowledge Recognise acceptable and unacceptable behaviour using technology. Identify ways to safely share on the internet and on computers. Recognise ways to promote safe sharing.	Skills and Knowledge Recognise acceptable and unacceptable behaviour using technology. Identify ways to safely share on the internet and on computers. Recognise ways to promote safe sharing.	Skills and Knowledge Recognise acceptable and unacceptable behaviour using technology. Identify ways to safely share on the internet and on computers. Recognise ways to promote safe sharing.
	Activity Recap general e-safety Focus on photos and videos	Activity Dangers of geotagging.	Activity Accidental sharing of personal information - school uniform, location in background etc.	Activity How quickly images spread.	Activity Who has access to images?	Activity Reporting content you're uncomfortable with	



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PE Gymnastics	<p><u>National Curriculum Objective</u> Develop flexibility, strength, technique, control and balance</p>	<p><u>National Curriculum Objective</u> Develop flexibility, strength, technique, control and balance</p>	<p><u>National Curriculum Objective</u> Develop flexibility, strength, technique, control and balance</p>	<p><u>National Curriculum Objective</u> Develop flexibility, strength, technique, control and balance</p>	<p><u>National Curriculum Objective</u> Develop flexibility, strength, technique, control and balance</p>	<p><u>National Curriculum Objective</u> Develop flexibility, strength, technique, control and balance</p>
	<p><u>Skills and Knowledge</u> Know how to move in a controlled way. Perform a linked sequence of leaps.</p>	<p><u>Skills and Knowledge</u> Know how to effectively change speed and direction in a sequence. Perform a linked sequence of rolls.</p>	<p><u>Skills and Knowledge</u> Know how to effectively change speed and direction in a sequence. Perform a linked sequence of balances.</p>	<p><u>Skills and Knowledge</u> Know how to create and improve a sequence with at least three phases. Perform a linked sequence including 3 different elements</p>	<p><u>Skills and Knowledge</u> Know how to create and improve a sequence with at least three phases. Perform a linked sequence including 3 different elements</p>	<p><u>Skills and Knowledge</u></p>
	<p><u>Activity</u> Explore and share ways of moving in a controlled space. Discuss grouping them into types of movement: Leap, roll, balance etc. Focus on different leaps.</p>	<p><u>Activity</u> Explore different rolls.</p>	<p><u>Activity</u> Focus on different balances</p>	<p><u>Activity</u> Review and combine all 3 within movement.</p>	<p><u>Activity</u> Review and combine all 3 within movement.</p>	<p><u>Activity</u> Evaluate and improve sequences</p>
RE Community Giving and Receiving.	Big Question Activity	LF1 Jesus chooses people to work with him.	LF2 Extended Write The parish community.	LF4 Ministries in the parish - reaching out to the community.	LF5 Extended Write Joining together as a loving community.	Respond and Encounter Activity + Liturgy
	Green pen last topics Big Question. Write initial knowledge for this topic's Big Question	I can discuss and describe the actions of Christians living out their lives as 'apostles' of Jesus, giving reasons for what they say and do.	Information booklet about the different roles Mark	Children create poster encouraging others Mark	Write a letter explaining the good work of the charity and how others can help/contribute. Mark	Remembering, celebrating and responding to belonging to a community and the life of the local Christian community
	Explore Activity and Wonder	LF2 Extended Write - The	LF3 How people within the	LF5 Extended Write - The	LF6 The parish community	Assessment Activity?



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	Wall.	Hook The parish community.	parish serve the community in church.	Hook Joining together as a loving community.	celebrations.	
	I can explore, discuss and compare with others my own and their ideas about 'belonging to a community'. Heart or cloud.	Role play different parts of parish community.	Look at the wider community and explore how they can participate within the parish. Heart or Cloud	Research Banardo's charity and explore their roles in supporting the community.	Spider-diagram what they have learnt about community and the parish - add in green Heart or Cloud	TBD
PSHE Being Safe	Self-Assessment Wheel H10 - Exploring how to recognise, predict and assess risks in different situations. H11 - Understanding that increased independence brings increased responsibility to keep themselves safe. H15 - Understanding how rules can keep them safe. H15 - Identifying where and how to get help. A1 'Green Cross Code' and why it is so important. Explore the different type of road crossings. Explore what other hazards exist for children when they are playing out.	H2 - Understanding how to make informed choices. H21 - Developing strategies for keeping physically and emotionally safe in different situations. A2 NSPCC PANTS lesson - it uses the underwear rule. The underwear rule can also be used to underpin a whole set of lessons to help children to keep themselves safe. Possible scenario activity: Create a freeze frame.	H2 - Understanding how to make informed choices H15 - Understanding how rules can keep them safe. H21 - Developing strategies for keeping physically and emotionally safe in different situations. A3 Explore what 'consent' means. Use scenarios will help explore consent. freeze frame. Discuss the techniques that they used and how successful they were.	H10 - Exploring how to recognise, predict and assess risks in different situations. H11 - Understanding that increased independence brings increased responsibility to keep themselves safe. H22 - Understanding the importance of protecting information particularly online A5 Having fun online! Brainstorm all the ways children enjoy using technology. Create an online character and use speech bubbles to identify the ways of having fun online. What are	H10 - Exploring how to recognise, predict and assess risks in different situations. H11 - Understanding that increased independence brings increased responsibility to keep themselves safe. H22 - Understanding the importance of protecting information particularly online. H23, H25 - Understanding how to become digitally responsible. A6 Explore different safety and online scenarios using a traffic light system to clearly think through the risks involved. Get the children to	H22 - Understanding the importance of protecting information particularly online. H24, H25 - Understanding how to become digitally responsible. A8 Create masks or alter egos of super heroes to explain the idea that people are not always who they appear to be when online. Play the game 'Guess Who' Evaluation: What is the most important thing you have learnt about keeping yourself safe? Useful PSHE Matters Passport Idea Knowing how to stay safe online matters because...



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	Even though we know the rules of keeping safe, what things can stop us from following them?			the possible risks to look out for? How do we stay SMART? Add risks to look out for in a different colour.	write as many direct consequences of each event as possible. Make a consequences chain.	Self-assessment Wheel
	<u>National Curriculum Objective</u> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<u>National Curriculum Objective</u> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<u>National Curriculum Objective</u> listen with attention to detail and recall sounds with increasing aural memory	<u>National Curriculum Objective</u> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<u>National Curriculum Objective</u> improvise and compose music for a range of purposes using the inter-related dimensions of music	<u>National Curriculum Objective</u> improvise and compose music for a range of purposes using the inter-related dimensions of music
Music Woodwind Dood notes.	<u>Skills</u> Be able to play 3 more notes E D and C in isolation <u>Knowledge</u> Know what a slur is and the effect it has on music be able to identify when one is used	<u>Skills</u> Be able to play the note Bb <u>Knowledge</u> What is meant by the flat sign and how it is written in a piece of music	<u>Skills</u> Be able to play some simple dotted rhythms Play a new note D <u>Knowledge</u> Learn what a dotted note is and the effect this has on the duration of a note	<u>Skills</u> Be able to integrate the note D into a piece with a dotted rhythm <u>Knowledge</u> How to integrate a woodwind part into a piece of music using a backing track	<u>Skills</u> Play the dood part in time with the ukulele part <u>Knowledge</u> How to integrate a woodwind part into a piece of music using a ukulele backing	<u>Skills</u> Play the dood part in time with the ukulele part and introduce a percussion line <u>Knowledge</u> How to integrate a woodwind part into a piece of music using a ukulele and percussion backing
	<u>Activity</u> Hot Cross Buns using slurs	<u>Activity</u> Play B Tall B Flat B Tuneful	<u>Activity</u> Recap note values and explain how the dotted note works Play Oh When the Saints	<u>Activity</u> Play Next to me using the high note D and the dotted rhythm	<u>Activity</u> Start to integrate other instruments into our classroom orchestra - Ukulele C Am and G Chords	<u>Activity</u> Developing our classroom performance of Next to Me Individual parts to be identified and Drums to be added RL rrL



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French Hobbies	<p>National Curriculum Objective Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words</p>	<p>National Curriculum Objective Understand basic grammar in French</p>	<p>National Curriculum Objective Read carefully and show understanding of words, phrases and simple writing</p>	<p>National Curriculum Objective Write sentences from memory and adapt these to create new sentences</p>	<p>National Curriculum Objective Listen attentively and show understanding by joining in and responding</p>	<p>National Curriculum Objective Write phrases from memory and adapt these to form new sentences</p>
	<p>Skills and Knowledge Know at least five phrases describing what sports they play/do</p>	<p>Skills and Knowledge Know how to form negative phrases about sports they don't play/do</p>	<p>Skills and Knowledge Pupils understand how sentences are formed through reading Know various sports someone does</p>	<p>Skills and Knowledge Know how to form sentences about free time activities</p>	<p>Skills and Knowledge Listen for key language in sentences about free time activities</p>	<p>Skills and Knowledge Write sentences in diary form</p>
	<p>Activity Introduce sport phrases through various games and pupils share information about what sports they play/do</p>	<p>Activity Introduce how to form negative sentences through various activities and then students listen to/translate sentences with both positive and negative sections</p>	<p>Activity Reading comprehension where pupils work out what sports someone does throughout the week with some understanding opinions</p>	<p>Activity Pupils write about free time activities they do during the week with some including an example of a negative phrase and opinions</p>	<p>Activity Listening comprehension where pupils find key information about what someone does during free time</p>	<p>Activity Using ICT if available, pupils write a diary of what activities they do throughout a typical week</p>
Special Events	Intriguing into - Victorian school taster				Black Country Living Museum Trip	Expert Ending - Historical Cat walk
British Values	The rule of law - reboot Class rules and team ethos.	Individual liberty - right to choose.	Individual liberty - right to choose Victorian transport topic.	Democracy - voting for science experiment.	Democracy - voting for science experiment.	Democracy - voting for science experiment.



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