



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Lent 2 2020 TEACHER: Miss Loscalzo Teaching Assistant: Ms Cotter YEAR GROUP: 4



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TOPIC TITLE: Water World – Rivers BOOK FOCUS: Floodlands by Marcus Sedgwick

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
English Text Type	Non- fiction - explanation texts	Non- fiction - explanation texts	Non- fiction - explanation texts	Poetry	Poetry	Poetry
Reading Comprehension	Fiction	Non-fiction	Poetry	Fiction	Non-fiction	Poetry
Spelling, Punctuation and Grammar	Conjunctions Range of punctuation for effect Apostrophes for omission	Conjunctions Range of punctuation for effect Apostrophes for omission	Conjunctions Range of punctuation for effect Apostrophes for omission	Adjectives Plural s or possessive s? Expanded noun phrases	Adjectives Plural s or possessive s? Expanded noun phrases	Adjectives Plural s or possessive s? Expanded noun phrases
Maths	Block 3: Fractions	Block 3: Fractions	Block 3/4:Fractions/Decimals	Block 4: Decimals	Block 4: Decimals	Consolidate
Science States of Matter	<u>National Curriculum Objective</u> compare and group materials together, according to whether they are solids, liquids or gases	<u>National Curriculum Objective</u> observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)	<u>National Curriculum Objective</u> observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) 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> observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	<u>National Curriculum Objective</u> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	<u>National Curriculum Objective</u> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature



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				gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 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		
	<p><u>Skills and Knowledge</u> Know how to group materials based on their state of matter (solid, liquid or gas).</p>	<p><u>Skills and Knowledge</u> Know about and explore how some materials can change state.</p>	<p><u>Skills and Knowledge</u> Know the temperature at which materials change state.</p> <p>Ask questions Use research to find out Carry out tests to see Set up a fair test Explain to others why a test that has been set up is a fair one Measure carefully Gather and record information using a chart, matrix or tally chart, depending on what is most sensible.</p>	<p><u>Skills and Knowledge</u> Know the temperature at which materials change state.</p> <p>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. When making predictions there are plausible reasons as to why they have done so.</p>	<p><u>Skills and Knowledge</u> Know the part played by evaporation and condensation in the water cycle.</p>	<p><u>Skills and Knowledge</u> Consolidation</p>



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			Group information according to common factors.	Able to amend predictions according to findings. Prepared to change ideas as a result of what has been found out during a scientific enquiry.		
	Activity Science vocab glossary in books and S, L, G posters.	Activity Provide before and afters of state changes - children identify how they have changed.	Activity Changing states investigation - carrying out a fair test	Activity Changing states investigation - present and interpret findings.	Activity Water cycle diorama	Activity Children swap and evaluate dioramas
Geography Rivers	National Curriculum Objective 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 including trade links, and the distribution of natural resources including energy, food, minerals and water	National Curriculum Objective 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 including trade links, and the distribution of natural resources including energy, food, minerals and water	National Curriculum Objective 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 including trade links, and the distribution of natural resources including energy, food, minerals and water	National Curriculum Objective 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 including trade links, and the distribution of natural resources including energy, food, minerals and water	National Curriculum Objective 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 including trade links, and the distribution of natural resources including energy, food, minerals and water	National Curriculum Objective 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 including trade links, and the distribution of natural resources including energy, food, minerals and water
	Skills and Knowledge Know, name and locate the main rivers in the UK. Know why most cities are located by a river	Skills and Knowledge Know and label the main features of a river.	Skills and Knowledge Know the name of and locate a number of the world's longest rivers.	Skills and Knowledge Compare how river use has changed over time and research the impact on trade in history. (build on prior	Skills and Knowledge Explain the features of a water cycle.	Skills and Knowledge Consolidation



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	<p>knowledge, understanding and skills needed to engage in an iterative process of designing and making. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>knowledge, understanding and skills needed to engage in an iterative process of designing and making. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>knowledge, understanding and skills needed to engage in an iterative process of designing and making. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>knowledge, understanding and skills needed to engage in an iterative process of designing and making. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>knowledge, understanding and skills needed to engage in an iterative process of designing and making. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p>
	<p><u>Skills and Knowledge</u> Use ideas from other people when designing. Produce a plan and explain it. Persevere and adapt work when original ideas do not work. Communicate ideas in a range of ways, including by sketches and drawings which are annotated.</p>	<p><u>Skills and Knowledge</u> Know which tools to use for a particular task and show knowledge of handling the tool. Know which material is likely to give the best outcome. Measure accurately. Evaluate and suggest improvements for design. Know the materials used in building bridges.</p>	<p><u>Skills and Knowledge</u> Know which tools to use for a particular task and show knowledge of handling the tool. Know which material is likely to give the best outcome. measure accurately Evaluate and suggest improvements for design. Know the materials used in building bridges.</p>	<p><u>Skills and Knowledge</u> Know which tools to use for a particular task and show knowledge of handling the tool. Know which material is likely to give the best outcome. Measure accurately. Evaluate and suggest improvements for design. Know the materials used in building bridges.</p>	<p><u>Skills and Knowledge</u> Evaluate and suggest improvements for design. Evaluate products for both their purpose and appearance. Explain how the original design has been improved.</p>	<p><u>Skills and Knowledge</u> Consolidation</p>



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Computational Thinking	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve
	<p><u>Skills and Knowledge</u> Select and use software to accomplish given goals. Decompose a problem. Use past experience to understand how to solve new problems. Combine thinking skills to solve a problem. Know that computational thinking is made up of four key strands: decomposition, pattern recognition. Abstraction and algorithms.</p>	<p><u>Skills and Knowledge</u> Select and use software to accomplish given goals. Decompose a problem. Use past experience to understand how to solve new problems. Combine thinking skills to solve a problem. Know what decomposition is and how to apply it to solve problems.</p>	<p><u>Skills and Knowledge</u> Select and use software to accomplish given goals. Decompose a problem. Use past experience to understand how to solve new problems. Combine thinking skills to solve a problem. Know how to recognise patterns.</p>	<p><u>Skills and Knowledge</u> Select and use software to accomplish given goals. Decompose a problem. Use past experience to understand how to solve new problems. Combine thinking skills to solve a problem. Know how to abstract key information.</p>	<p><u>Skills and Knowledge</u> Select and use software to accomplish given goals. Decompose a problem. Use past experience to understand how to solve new problems. Combine thinking skills to solve a problem.</p>	<p><u>Skills and Knowledge</u> Consolidation</p>
	<p><u>Activity</u> What Computational Thinking is and unplugged activity carousel.</p>	<p><u>Activity</u> Decomposition activity - analysing code from scratch.</p>	<p><u>Activity</u> Abstraction and pattern recognition - solving problem.</p>	<p><u>Activity</u> Algorithm Design</p>	<p><u>Activity</u> Applying Computational thinking activity</p>	<p><u>Activity</u> Applying Computational thinking activity</p>



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	<p><u>National Curriculum Objective</u> play competitive games, modified where appropriate</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><u>National Curriculum Objective</u> play competitive games, modified where appropriate</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><u>National Curriculum Objective</u> play competitive games, modified where appropriate</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><u>National Curriculum Objective</u> play competitive games, modified where appropriate</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><u>National Curriculum Objective</u> play competitive games, modified where appropriate</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><u>National Curriculum Objective</u> play competitive games, modified where appropriate</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>
PE Handball	<p><u>Skills and Knowledge</u> Know how to throw and catch accurately with one hand Know the names of and how to perform 3 techniques for passing. Know how many steps are allowed. Know the basic rules of handball. Know the positions on a handball court. Demonstrate a bounce pass Demonstrate an overhead pass</p>	<p><u>Skills and Knowledge</u> Know how to throw and catch accurately with one hand Know the names of and how to perform 3 techniques for passing. Know how many steps are allowed. Know the basic rules of handball. Know the positions on a handball court. Demonstrate a bounce pass</p>	<p><u>Skills and Knowledge</u> Know how to throw and catch accurately with one hand Know a technique for shooting Know the best areas to aim a shot. Know how many steps are allowed. Know the basic rules of handball. Know the positions on a handball court.</p>	<p><u>Skills and Knowledge</u> Know how to close down an attacker's space. Know how many steps are allowed. Know the basic rules of handball. Know the positions on a handball court.</p>	<p><u>Skills and Knowledge</u> Know how to vary tactics and adapt skills depending on what is happening in a game Know the importance of listening to teammates ideas. Know how many steps are allowed. Know the basic rules of handball. Know the positions on a handball court. Play in different positions on a handball court.</p>	<p><u>Skills and Knowledge</u> Know how to vary tactics and adapt skills depending on what is happening in a game Know the importance of listening to teammates ideas Know how many steps are allowed. Know the basic rules of handball. Know the positions on a handball court. Play in different positions on a handball court.</p>



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	Pass to a teammate in a game. Demonstrate a one-handed overarm shot.	Demonstrate an overhead pass Pass to a teammate in a game. Demonstrate a one-handed overarm shot.				
	Activity Passing games	Activity Passing games	Activity Passing and shooting games.	Activity Defending and attacking games	Activity Full game.	Activity Full game.
	LF 2 discuss and describe how God loves and gives advice to us on how to love better - making links to other sources.	LF3 describe the different words and actions in the Penitential Rite and give some reasons for these	LF4&5 discuss and describe ways in which Christians can 'live out' the Our Father prayer, giving some reasons for their actions.	Liturgy/Green Pen spider-diagram and respond strip	LF1 describe what happens on Ash Wednesday, giving some reasons for this.	LF3 describe some of the ways in which belief in self-giving is lived out, giving some reasons for these actions.
	Hook - hearts with examples of love	How images and children identify symbols and purpose Heart or Cloud	Children give examples of how they could act this out. Hook with extended Write		Diary entry Mark with next step	Give examples of living out Heart and cloud
RE	LF2 discuss and describe how God loves and gives advice to us on how to love better - making links to other sources.	LF4&5 discuss and describe ways in which Christians can 'live out' the Our Father prayer, giving some reasons for their actions.	LF6 (Change order for RE Assessment) reflect St. Paul's advice and describe ways in which these can be 'lived out', making links to other sources.	Big Q and explore.	LF2 describe ways in which I can live during Lent, giving some reasons for my actions.	LF4 describe what happens during Holy Week, making links to Christian beliefs.
	Extended Write and Mark	Scripture/prayer detectives. Mark with next step	Analyse St Pauls advice and explain what it means to use. Heart or cloud	explore, discuss and compare with others my own and their ideas about the importance of self-discipline	Look at examples of artwork and link to scripture. Hook and extended write	Mark with next step Other LF: LF5 - I can describe one of the Stations of the Cross through words and pictures,



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						making links to Scripture. LF6 - I can retell the story of the Empty Tomb, making some links to other sources and Christian beliefs.
PSHE Money Matters	<p>Wheel self-assessment</p> <p>L13 - Exploring how to manage money. L13 - Explaining the importance of money in people's lives and how money is obtained.</p> <p>A1 Brainstorm in pairs where they think money comes from. Ask pupils to create a sentence which would explain what money is. In pairs create mind maps of how they might receive money and what they might do with it. Look through the ideas created and identify if they are 'needs' or 'wants?' What is the difference? Is saving for things in the future important</p>	<p>L13 - Exploring how to manage money. L13 - Explaining the importance of money in people's lives and how money is obtained.</p> <p>A2 Child, a teenager and an adult and brainstorm different jobs they could do to earn money. What is the point of having a job? What skills will they need? How might they learn these skills? Explore why some jobs pay more than others. Does this make the job or the person less important? Draw a picture of what job you would like to do when you are older and explain why. Share and compare ideas.</p>	<p>L12 - Understanding different values and customs.</p> <p>A3 Introduce the poem: 'Two Sides of the Same Coin' Discuss what the poem is about. Draw a picture of both sides of the coin using evidence from the poem. What would you like to say to each character? Provide speech bubbles to plan ideas and then hot seat each character.</p>	<p>L14 - Understanding the concepts of interest, loan, debt and tax.</p> <p>A5 Introduce the words - interest, loan, debt and tax. Can you come up with a class definition and examples? Create an A-Z list of words related to money using this as a starting point.</p>	<p>L16 - Understanding enterprise and begin to develop enterprise skills.</p> <p>A8 Write 'enterprise' on the board and brainstorm its meaning. Why is it important? Introduce the The Big 13 Enterprise Skills. Set the class a real challenge based on something that could be improved in school. For example, encouraging more children to read in school, drink more water, calmer playtimes, etc.</p>	<p>L10 - Identify the role of voluntary and charity groups.</p> <p>A10 Use the resource to explore how much water is used in a household in a day The average daily use of water in the UK is 150 litres. The average water for someone in Gambia is 4.5 litres. How might they use water differently if they had to walk 10 miles every day? Introduce the charity: www.wateraid.org and discuss the purpose. How do people decide which charities to give money to?</p> <p>Wheel Self- assessment</p> <p>PSHE Matters Passport Idea Learning about spending money matters because...</p>



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Music Brass Instrument Family	<p><u>National Curriculum Objective</u> Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p><u>National Curriculum Objective</u> Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p><u>National Curriculum Objective</u> Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p><u>National Curriculum Objective</u> Explore the inter-dimensions of Music Playing as a musical ensemble</p>	<p><u>National Curriculum Objective</u> improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p><u>National Curriculum Objective</u> improvise and compose music for a range of purposes using the inter-related dimensions of music</p>
	<p><u>Skills</u> working as a musical ensemble playing C F and G chord using a range of strumming patterns</p> <p><u>Knowledge</u> How to run an effective rehearsal in preparation for a concert Play Shake Rattle and Roll</p>	<p><u>Skills</u> working as a musical ensemble playing C F and G chord using a range of strumming patterns</p> <p><u>Knowledge</u> How to run an effective rehearsal in preparation for a concert Play Shake Rattle and Roll</p>	<p><u>Skills</u> working as a musical ensemble playing C F and G chord using a range of strumming patterns</p> <p><u>Knowledge</u> How to run an effective rehearsal in preparation for a concert Play Shake Rattle and Roll</p>	<p><u>Skill</u> Working as a musical ensemble Playing a range of instruments with an awareness of other parts</p> <p><u>Knowledge</u> How their part fits with the other people playing</p>	<p><u>Skill</u> Working as a musical ensemble Playing a range of instruments with an awareness of other parts</p> <p><u>Knowledge</u> How their part fits with the other people playing</p>	<p><u>Skill</u> Working as a musical ensemble Playing a range of instruments with an awareness of other parts</p> <p><u>Knowledge</u> How their part fits with the other people playing</p>
	<p><u>Activity</u> Rehearsal for performance 16-3-20 Play Shake Rattle and Roll</p>	<p><u>Activity</u> Rehearsal for performance 16-3-20 Play Shake Rattle and Roll</p>	<p><u>Activity</u> Rehearsal for performance 16-3-20 Play Shake Rattle and Roll</p>	<p><u>Activity</u> Learning the rhythmic pattern that accompanies the piece Learning the lyrics Counting Stars</p>	<p><u>Activity</u> Counting Stars Addition of the bass and drums to the ukulele and keys</p>	<p><u>Activity</u> video or audio assessment</p>
French Weather	<p><u>National Curriculum Objective</u> Explore the sounds and patterns of language through songs and rhymes and link the sound, spelling and meaning of words</p>	<p><u>National Curriculum Objective</u> Listen attentively and show understanding by joining in and responding</p>	<p><u>National Curriculum Objective</u> Engage in conversations asking and answering questions</p>	<p><u>National Curriculum Objective</u> Write phrases from memory and adapt these to form new sentences</p>	<p><u>National Curriculum Objective</u> Read carefully and show understanding of words, phrases and simple writing</p>	<p><u>National Curriculum Objective</u> Write phrases from memory and adapt these to form new sentences</p>



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	<p>Skills and Knowledge Know at least five types of weather in French</p>	<p>Skills and Knowledge Listen for key words and phrases</p>	<p>Skills and Knowledge Know how to form sentences about weather and free time activities</p>	<p>Skills and Knowledge Know how to write sentences using conjunctions</p>	<p>Skills and Knowledge Find key information in a written text</p>	<p>Skills and Knowledge Use a written stimulus to form new sentences about the weather</p>
	<p>Activity Introduce various weather phrases through songs, games and simple spoken activities</p>	<p>Activity Listening comprehension where pupils work out what people do in various types of weather</p>	<p>Activity Pupils speak partnered conversations exchanging information about what they do in various types of weather</p>	<p>Activity Pupils write sentences about the weather and free time activities with some including opinions/reasons</p>	<p>Activity Reading comprehension where pupils find information about someone and what they do in various types of weather</p>	<p>Activity Create simple weather forecast in French</p>
Special Events	Intriguing Intro - Spaghetti bridge construction					Expert Ending - bridge testing
British Values	Tolerance of those of different faiths and beliefs.	Individual liberty - right to choose.	Tolerance of those of different faiths and beliefs.	Tolerance of those of different faiths and beliefs.	Mutual respect.	Tolerance of those of different faiths and beliefs.