

	Year 4 - Autumn 2							
	Week 1 INSET	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8 Gaps
Themed Events/Trips			Anti-bullying Week	World Children's Day				World Arabic Language Day
English Reading	The Great Kapok Tree	The Great Kapok Tree	Rainforests	Rainforests	Rainforests	Visual Literacy	Visual Literacy	Assessment Week
English Writing	Feature of an Explanation Text / Model explanation text	Plan/Write/Improve & Publish Explanation Text	Explore/Research information about Rainforests	Analyse features of debate writing / WMG debate writing	Plan/Write/Improve & Publish debate writing	Exploring Video/Literacy Shed	Write/Improve & Publish Visual Literacy Piece	
Writing outcomes	Explanation Text	Explanation Text	Debate Argument Writing	Debate Argument Writing	Debate Argument Writing	Visual Literacy outcome	Visual Literacy outcome	
Deen	Topic: Najasah L.O: To understand the concept of Najasah and how to cleanse yourself from Najasah	Topic: Wudu L.O: To be able to perform Wudu correctly	Topic: Wudu L.O: To be able to perform Wudu correctly	Topic: Importance of Salah L.O: To explore the importance of Salah	Topic: Salah: Practical with Dua's L.O: To be able to perform the key position of Salah's	Topic: Adhaan L.O: To explore the origins of the Athaan and reciting the Athaan correctly	Topic: Adhaan & Iqamah L.O: To be able to recite the Athaan and Iqamah correctly	Topic: Assessment Week
RE	What does it mean to follow Buddha? LO: To acknowledge that, for Buddhists, the Buddha is the principle source of wisdom and that his teachings show how human life should be lived.	What does it mean to follow Buddha? Visit to Temple	How can significant figures inspire us? LO: To appreciate the enormous significance of those people who founded or established religious tradition for people of faith.	How can significant figures inspire us? LO: To recognise those qualities that distinguish special people, including foundational religious figures	How can significant figures inspire us? LO: To describe the main scriptural sources and other narratives that help us to understand the nature of significant religious figures within the history of religious traditions.	How can significant figures inspire us? LO: To appreciate the impact of religious and Humanist leaders on individuals, communities and within society more generally.	How can significant figures inspire us? LO: To recognise the way in which religious adherents may seek to follow or emulate foundational religious figures from the past.	

				and religious leaders.				
PSHE	<p>Topic: Judging by Appearances</p> <p>LO: I understand that, sometimes, we make assumptions based on what people look like.</p> <p>I try to accept people for who they are</p>	<p>Topic: Understanding influences</p> <p>LO: I understand what influences me to make assumptions based on how people look.</p> <p>I can question why I think what I do about other people</p>	<p>Topic: .Understanding Bullying</p> <p>LO: I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.</p> <p>I know how it might feel to be a witness to and a target of bullying</p>	<p>Topic: Problem-solving</p> <p>LO: I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.</p> <p>I can problem-solve a bullying situation with others</p>	<p>Topic: .Special Me</p> <p>LO: I can identify what is special about me and value the ways in which I am unique.</p> <p>I like and respect the unique features of my physical appearance</p>	<p>Topic: Celebrating Difference: how we look</p> <p>LO: I can tell you a time when my first impression of someone changed when I got to know them.</p> <p>I can explain why it is good to accept people for who they are</p>	Consolidation GAPS	Consolidation GAPS
Maths	<p>Measurement: Area To explore area To count squares To make shapes To compare areas</p>	<p>Measurement: Area End of Block assessment</p> <p>Number: Multiplication and Division A Multiples of 3 To multiply and divide by 6 6 times table and division facts</p>	<p>Number: Multiplication and Division A To multiply and divide by 9 9 times table and division facts The 3,6- and 9-times table To multiply and divide by 7</p>	<p>Number: Multiplication and Division A 7 times table and division facts 11 times table and division facts 12 times table and division facts To multiply by 1 and 0</p>	<p>Number: Multiplication and Division A To divide a number by 1 and itself To multiply three numbers End of Block assessment</p>	<p>Number: Multiplication and Division B To explore factor pairs To use factor pairs To multiply by 10 To multiply by 100</p>	<p>Number: Multiplication and Division B To divide by 10 To divide by 100 To use related facts- multiplication and division To use informal written methods for multiplication</p>	Consolidation GAPS
Science	<p>Living things and their habitats</p> <p>L.O: How is it helpful to group living things?</p>	<p>Living things and their habitats</p> <p>L.O: How is it helpful to group living things?</p>	<p>Living things and their habitats</p> <p>L.O: What types of plants and animals live in our local area?</p>	<p>Living things and their habitats</p> <p>L.O: What types of plants and animals live in our local area?</p>	<p>Living things and their habitats</p> <p>L.O: What is special about our local environment?</p>	<p>Living things and their habitats</p> <p>L.O: What dangers are posed to habitats and the environment?</p>	<p>Living things and their habitats</p> <p>L.O: How can we develop our local area to protect living things?</p>	Assessment

Computing	iSafe L.O: Generate solutions for dealing with cyberbullying	iData L.O: To understand that computers represent data as numbers and count using switches of 'on' and 'off' (0 and 1)	iData L.O: To sort record cards using field names	iData L.O: To understand that storing information in an organised way helps answer questions	iData L.O: To search a database to answer questions	iData L.O: To use the information in a database to create a simple chart		
History	How have children's lives changed? L.O: What do sources tell us about how children's lives have changed?	How have children's lives changed? L.O: Why did Tudor children work and what was it like?	How have children's lives changed? L.O: What jobs did children have in Victorian England and what were they like?	How have children's lives changed? L.O: How did Lord Shaftesbury help to change the lives of children?	How have children's lives changed? L.O: How and why has children's leisure time changed?	How have children's lives changed? L.O: What were the diseases children caught and how were they treated?	How have children's lives changed? Assessment	Consolidation GAPs
Art/DT								
Music	Anti-bullying/Black history Musical Focus Notation	Anti-bullying/Black history Musical Focus Notation	Anti-bullying/Black history Musical Focus Composition	Anti-bullying/Black history Musical Focus Composition	Anti-bullying/Black history Musical Focus Structure	Anti-bullying/Black history Musical Focus Structure	Anti-bullying/Black history Musical Focus Performances	Anti-bullying/Black history Musical Focus Performances
PE	Topic: Multi-skills L.O: To keep possession of a ball.	Topic: Multi-skills L.O: To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation.	Topic: Multi-skills L.O: To use accurate passing and dribbling in a game	Topic: Multi-skills L.O: To identify and apply ways to move the ball towards an opponent's goal.	Topic: Multi-skills L.O: To learn concepts of attack and defence.	Topic: Multi-skills L.O: To play in a mini football competition.	Topic: Assessment Week	Consolidation GAPs
Arabic	Telling the time Tell the time including minutes Prepositions <u>and</u> when you add (١)	Where people work Names of Different work places Prepositions <u>and</u> when you add (١)	Earning money Vocabulary related to earning and work Prepositions <u>and</u> when you add (١)	Spending money Items that we buy Vocabulary related to spending and buying Prepositions <u>and</u> when you add (١)	Numbers 21-30 Count from 21 to 30 Prepositions <u>and</u> when you add (١)	Telling the time Tell the time Daily routine Prepositions <u>and</u> when you add (١)	Revision and assessment	Consolidation GAPs

<p>Quran</p>	<p>Memorisation Al- Burooj 1-4 Revision Ash-Shams Ad-Dhuha Al-Layl Reading Words and verses from Al-Qaida book H/A Individual targets to be completed</p>	<p>Memorisation Al- Burooj 4-8 Revision Ash-Shams Ad-Dhuha Al-Layl Reading Words and verses from Al- Qaida book H/A Individual targets to be completed</p>	<p>Memorisation Al- Burooj 8-12 Revision Ash-Shams Ad-Dhuha Al-Layl Reading Words and verses from Al-Qaida book H/A Individual targets to be completed</p>	<p>Memorisation Al- Burooj 12-16 Revision Ash-Shams Ad-Dhuha Al-Layl Reading Words and verses from Al-Qaida book H/A Individual targets to be completed</p>	<p>Memorisation Al- Burooj 16-22 Revision Ash-Shams Ad-Dhuha Al-Layl Reading Words and verses from Al- Qaida book H/A Individual targets to be completed</p>	<p>Memorisation Al- Burooj 1-22 Revision Ash-Shams Ad-Dhuha Al-Layl Reading Words and verses from Al-Qaida book H/A Individual targets to be completed</p>	<p>Revision and Assessment</p>	<p>Consolidation GAPs</p>
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