





# Curriculum | Medium Term Plan – Spring 2024 – Year Four

Challenge Pack:	<b>A day at the Museum – How can we make our own pop-up museum?</b>	Challenge outcome:	To create a pop-up museum Oracy focus – (human exhibit!)	NC Year: Length of term:	<b>(5 &amp; 5 weeks)</b>
Summary:	<p>Children will look at 2 periods in World History (AE and Baghdad, capital of the Arab Civilisation). They will observe achievements of earliest civilizations while looking at key events, dates and people.</p> <p>They will explore the role of Baghdad in the Ancient Islamic Civilisation and impact of people coming to Baghdad from around the world to trade, teach and learn.</p> <p>They will move onto looking at artefacts while creating their own replicas. This will feed into their main outcome, which will involve delivering workshops. These workshops will include the following: Creating King Tut mask, delivering the game of hounds and jackals (Egyptian), House of Wisdom, HANFI- School of Islamic Law</p>				
Key texts:	<p><u>Fiction:</u> Who Let the Gods out – Maz Evans The Mystery of the Golden Pyramid by Adela Norean</p> <p><u>Non-Fiction:</u> Egypt Magnified</p>	<b>Trips and visits:</b>	Children will participate in interactive workshops to experience the conditions and historic events of this historic period led by Altru Drama CIC.	<b>Inspire parent sessions:</b>	4PA 10/4/24 4PM 1/5/24 4OS 24/4/24
		<b>Science Units</b>	States of Matter	<b>PE:</b>  <b>Music:</b>	Personal, Social, Cognitive, Creative, Applying Physical, Health and Fitness  Ukulele
 <p><b>Physical Oracy (Voice, Body Language)</b></p> <p>To consider movement when addressing an audience. To consider how tone, volume and pace influence meaning.</p>	 <p><b>Linguistic Oracy (Vocabulary, language, rhetorical techniques)</b></p> <p>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</p>	 <p><b>Cognitive Oracy (Content, Structure, clarifying and summarizing, self-regulation and Reasoning)</b></p> <p>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. To ask probing questions. To reflect on their own oracy skills and identify areas of strength and areas to improve.</p>	 <p><b>Social &amp; Emotional Oracy (Working with others, Listening and responding, Confidence in speaking, Audience Awareness)</b></p> <p>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. To ask probing questions. To reflect on their own oracy skills and identify areas of strength and areas to improve.</p>		

	<b>Maths:</b>	<b>English:</b>	<b>Phonics:</b> <b>VIPERS text:</b>	<b>NICER:</b>	<b>Discrete/Special events:</b>
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**Area of learning:**  
Multiplication

**Mental Maths:** Place value

**Knowledge and skills:**

**WALT:** multiply by 2-digit numbers (11 and 12)  
**WALT:** multiply 3 numbers  
**WALT:** find factor pairs  
**WALT:** use efficient methods of multiplication  
**WALT:** use formal written methods

**Purpose:** Inform

**Text Type:** Non-chronological report about Ancient Egypt

**Text:** Egypt Magnified

**Knowledge and Skills**

- Ancient Egypt Hook
- Examine and identify the features of a non-chronological report (Rip and Read)
- Use expanded noun phrases with prepositional phrases
- Recognise facts and opinions

Text: Retrieval using Magnificent Egypt book. Look at page 'The great pyramid' making links with Nicer (great pyramid of Giza)

Vipers  
Prediction/  
Vocabulary  
Close Reading  
Summarize as a class each table presenting one element of the story. Oracy  
Reading Plus

### **A Day at the Museum – How can we run our own pop-up museum?**

Introduction to Challenge pack. Understanding of what we will be learning about and why – what is our outcome?

TASC Wheel/ Complete 'Explore the Challenge' page.

CAFRA for trip (date of trip dependent).

Thinking hats and PMI based on Hook (tbc with trip).

**Link to challenge outcome (for weeks learning) –** children will be able to explain what the challenge outcome is. They will have begun to think about possible outcomes.

**As Geographers WALT:** identify modern day Egypt so that we can write a postcard discussing our experience in Egypt.

**Outcome:** Children can plot Egypt on a map and discuss the features of the city- thinking about where Egypt is, weather, continent, world wonder.

#### **Back in time!**

**H2.1a - As Historians WALT:** place AE on a timeline that includes BC and AD time periods.

**Outcome:** Understand the difference between BC and AD and where different time periods belong on a timeline.

**RHE- A2.9 As Citizens WALT:** recognise that different people have different beliefs, choices or preferences.

**Outcome:** Children to explore different lifestyles, identifying comparisons and similarities

**RE as Theologians: WALT:** Make links between teachings and how people live.

**Outcome:** Children understand where we get our values/ directions for living a good life from; how we show love and obedience in our own lives.

Monday Staff Training

Homework	<b>Number bond or timetables practise:</b>	<b>Spellings:</b> <b>Week 1 Homophones &amp; Near Homophones</b> accept, except, affect, effect, aloud, allowed, weather, whether, whose, who's	<b>Rocket Phonics Levelled reader Reading Plus</b>	<b>Flipped homework:</b> <b>Maths:</b> Multiplying 2 by 1 digit <b>English:</b> Identify features of a non-chronological report <b>NICER:</b> Research key events from AE times	
15.01.24 (2)	<b>Area of learning:</b> Multiplication  <b>Mental Maths:</b> Palace Value  <b>Knowledge and skills:</b>  <b>WALT:</b> multiply 2-digits by 1-digit <b>WALT:</b> multiply 2-digits by 1-digit <b>WALT:</b> multiply 3-digits by 1-digit <b>WALT:</b> divide 2 digit numbers by 1 digit <b>WALT:</b> divide 2 digit numbers by 1 digit	<b>Purpose:</b> Inform <b>Text Type:</b> Non-chronological report about Ancient Egypt <b>Text:</b> Egypt Magnified  <b>Knowledge and Skills</b> <ul style="list-style-type: none"> <li>• Write and use themed paragraphs that link</li> <li>• Compose and orally rehearse a non-chronological report about Ancient Egypt (oracy)</li> <li>• Use the features of a non-chronological report</li> <li>• Plan a non-chronological report</li> </ul>	Text: Retrieval using Magnificent Egypt book. Look at page 'The Nile and the dessert,' making links with Nicer – Key events  Vipers Prediction/ Vocabulary Close Reading Explain/ Retrieval/ Summarise Oracy Reading Plus	<b>H2.1b- As Historians WALT:</b> identify and sequence key events from Ancient Egyptian times  <b>H2.3a - As Historians WALT:</b> understand how cause and effect of key events impacted AE  <b>Outcome:</b> Children will produce a fact file after identifying key events and understanding the cause and effect these events had on AE)  <b>Killer Question</b> When and where did the ancient Egyptian period exist?  <b>S2.1z As Scientists WALT:</b> Compare and group materials together, according to whether they are solids, liquids or gases. (Lesson 1)  <b>RHE A2.8 As Citizens WALT:</b> describe what being respectful to others means and looks like.  <b>Outcome:</b> Children understand what respect is and how to be respectful to others at all times.  <b>RE As Theologians- WALT:</b> Identify and describe the specific core beliefs and concepts of religions studied-part 1  <b>Outcome-</b> Children will have an understanding of why Holy Week is important to Christians	Martin Luther King Day  Winnie the Pooh day  Lunar New Year  Chinese New Year
	<b>Number bond or timetables practise:</b>	<b>Spellings:</b> <b>Week 2 Homophones &amp; Near Homophones</b> cereal, serial, check, cheque, through, threw, draft, draught, stares, stairs	<b>Rocket Phonics Levelled reader Reading Plus</b>	<b>Flipped homework:</b> <b>Maths:</b> Divide 2 digits by 1 <b>English:</b> Research facts for non-chronological report <b>NICER:</b> Research key facts about Tutankhamun	
Homework					

22.01.24 (3)	<p>Area of learning: Division</p> <p>Mental Maths: Multiplication</p> <p>Knowledge and skills:</p> <p><b>WALT:</b> divide 2 digit numbers by 1 digit  <b>WALT:</b> divide 2 digit numbers by 1 digit  <b>WALT:</b> divide 3 digit numbers by 1 digit  <b>WALT:</b> solve division problems  <b>WALT:</b> solve division problems</p>	<p><b>Purpose:</b> Inform  <b>Text Type:</b> Non-chronological report about Ancient Egypt  <b>Text:</b> Egypt Magnified</p> <p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Draft a non-chronological report</li> <li>• Draft a non-chronological report</li> <li>• Edit and up-level a non-chronological report</li> <li>• Write a non-chronological report about Ancient Egypt</li> </ul>	<p>Text: The Egyptians by Chaaya Prabhat</p> <p>Vipers  Prediction/  Vocabulary  Close Reading  Explain/ Retrieval/  Summarise  Oracy  Reading Plus</p>	<p><b>H2.2g As Historians WALT:</b> identify key people during ancient Egyptian times so that we can understand their role in key events.</p> <p><b>H2.2d As Historians WALT:</b> how the beliefs influenced the lifestyle and decisions of the AE</p> <p><b>Outcome:</b> Children will spend the week understanding the power key people had during AE times e.g. pharaoh, god/ goddesses and how this impacted the people of AE and their decisions</p> <p><b>RHE A2.9 As Citizens WALT:</b> Recognise that different people have different beliefs, choices or preferences.</p> <p><b>Outcome:</b> Understand that we are all unique and have different beliefs to each other.</p> <p><b>S2.1z As Scientists WALT:</b> Compare and group materials together, according to whether they are solids, liquids or gases. (Lesson 2)</p> <p><b>RE As Theologians- WALT:</b> Identify and describe the specific core beliefs and concepts of religions studied- part 2</p> <p><b>Outcome-</b> Children will discuss and offer informed suggestions about what sources of authority can mean- Reflect on Holy Week from the point of view of Mary</p>	<p><b>World Handwriting day</b></p> <p>Burns Night</p> <p><b>Big Garden Birdwatch</b></p> <p>Holocaust memorial day</p>
	Homework	<p><b>Number bond or timetables practise:</b></p>	<p><b>Spellings:</b></p> <p><b>Week 3 Nouns ending in the suffix -ation</b>  information, adoration, sensation, preparation, education, location, exaggeration, concentration, imagination, organisation</p>	<p><b>Rocket Phonics Levelled reader Reading Plus</b></p>	<p><b>Flipped homework:</b></p> <p><b>Maths:</b> Sheet on area of shapes.  <b>English:</b> Features of an explanation text.  <b>NICER:</b> Sheet on AE inventions</p>

29.01.24 (4)	<p>Area of learning: Shape (area)</p> <p>Mental Maths: Division</p> <p>Knowledge and skills:</p> <p><b>WALT:</b> investigate area  <b>WALT:</b> find the area of shapes (counting squares)  <b>WALT:</b> compare the area of shapes  <b>WALT:</b> solve problems involving shape  <b>WALT:</b> solve problems involving shape</p>	<p><b>Purpose:</b> Inform</p> <p><b>Text Type:</b> Explanation of the mummification process</p> <p><b>Text:</b> Egypt Magnified</p> <p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Examine and identify the features of an explanation text (Rip and Read)</li> <li>Make appropriate verb tenses for a task</li> <li>Use a range of sentence starters in our writing</li> <li>Compose and orally rehearse an explanation of the mummification process (oracy)</li> </ul>	<p>Text: The Egyptians by Chaaya Prabhat</p> <p>Vipers</p> <p>Prediction/ Vocabulary</p> <p>Close Reading</p> <p>Explain/ Retrieval/ Summarise</p> <p>Oracy</p> <p>Reading Plus</p>	<p><b>H2.2g- As Historians WALT:</b> identify AE inventions so that we can understand how these inventions inspired the world we live in today.</p> <p>Get your detective on!</p> <p><b>H2.2e- As Historians WALT:</b> experience how artefacts have taught us so much about AE.</p> <p><b>Killer question: Were there key discoveries about what this time period was like and how do we know?</b></p> <p><b>Outcome:</b> Children will spend the week observing inventions and artefacts while thinking about why and how these inspired inventors in the modern day)</p> <p><b>S2.2a As Scientists WALT:</b> 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). (Lesson 1)</p> <p><b>RE- As Theologians WALT-</b>Make links between stories and how people live</p> <p><b>Outcome-</b>Children will have a better understanding of the meaning and significance of Good Friday and Easter Sunday</p>	<p><b>National storytelling week</b></p> <p>Time to talk day</p> <p>Rosa Parks Day</p> <p>LGBT History month</p> <p>World Cancer day</p>
	Homework	<p><b>Number bond or timetables practise:</b></p>	<p><b>Spellings:</b></p> <p><b>Week 4 Nouns ending in the suffix -ation</b>  creation, radiation, indication, ventilation, relegation, dedication, demonstration, abbreviation, translation, vibration</p>	<p><b>Rocket Phonics</b></p> <p><b>Levelled reader</b></p> <p><b>Reading Plus</b></p>	<p><b>Flipped homework:</b></p> <p><b>Maths:</b> Introduction to fractions sheet</p> <p><b>English:</b> Draft an explanation text of the mummification process</p> <p><b>NICER:</b> Research different artefacts and replicas from AE times.</p>

Area of learning: Fractions

Mental Maths: Shape (area)

Knowledge and skills:

**WALT:** investigate fractions

**WALT:** identify unit and non-unit fractions

**WALT:** identify tenths

**WALT:** count on in tenths

**WALT:** find equivalent fractions

**Purpose:** Inform

**Text Type:** Explanation of the mummification process

**Text:** Egypt Magnified

**Knowledge and Skills**

- Use the features of an explanation text (mini-write)
- Plan an explanation text
- Write an explanation text
- Edit and up-level an explanation text

Text: Use retrieval skill using Magnificent Egypt book. Look at page 'death and mummies,' making links with Nicer

Vipers  
Prediction/  
Vocabulary

Close Reading  
Explain/ Retrieval/  
Summarise  
. Oracy  
Reading Plus

**PSHE (B2.7)** I understand that there is a consequence to my online actions.

**Outcome** – Internet safety activities

**PSHE/ICT (B2.8/C2.4a)** I understand what bullying looks like in real life and online.

**Outcome** – Internet safety activities. Children will show the difference between real life and online bullying. Whole class discussion on how to behave responsibly.

**PSHE (C2.4C)** Identify a range of ways to report concerns about online content

**Outcome** – Internet safety activities.

**D2.1d- As Design Technicians WALT:** produce a labelled (INCLUDING TOOLS) plan so that we can design a replica artefact.

**Outcome:** Children will produce a labelled plan of an Egyptian cartouche or canopic jar and explain the process of their production

**D2.3a As Design Technicians WALT:** select the most appropriate tools for a given task

**Outcome:** Children will create replica artefacts which will be used in their exhibition.

**D2.4a As Design Technicians WALT:** evaluate our product against its original design purpose

**Outcome:** Children will evaluate their completed replicas against the design criteria

**S2.2a As Scientists WALT:** 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). (Lesson 2)

**RE- As Theologians WALT:** Describe how people show their beliefs in worship

**Outcome**–Children will compare what different churches do over the three important days.

Waitangi day

**Safer Internet Day**

Charles Dickens  
Birthday

Homework	<b>Number bond or timetables practise:</b>	<b>Spellings:</b>  <b>Week 5 Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')</b> submerge, subheading, submarine, subordinate, subway, superman, supervise, supersede, superpower, superhuman	<b>Rocket Phonics Levelled reader Reading Plus</b>	<b>Flipped homework:</b>  <b>Maths:</b> Sheet on equivalent fractions <b>English:</b> Features of a letter <b>NICER:</b> Practise hieroglyphics at home.	<b>5SC Class assembly</b> <b>2OP INSPIRE</b>
20.02.23	<b>Half Term</b>				Shrove Tuesday Ash Wednesday



<p>Area of learning: Fractions</p> <p>Mental Maths: Fractions</p> <p>Knowledge and skills:</p> <p><b>WALT:</b> find equivalent fractions  <b>WALT:</b> compare fractions  <b>WALT:</b> compare fractions  <b>WALT:</b> find fractions greater than a whole 1  <b>WALT:</b> count in fractions</p>	<p><b>Purpose:</b> Inform</p> <p><b>Text Type:</b> Letter telling someone about a significant archaeological discovery of Ancient Egypt</p> <p><b>Text:</b> Egypt Magnified</p> <p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Examine and identify the features of a letter</li> <li>• Use apostrophes to show singular and plural possession</li> <li>• Use fronted adverbials</li> <li>• Compose and orally rehearse a letter to inform our planning</li> </ul>	<p>Text: The Story of Tutankhamun by Patricia Cleveland Peck</p> <p>Vipers  Prediction/  Vocabulary  Close Reading  Explain/ Retrieval/  Summarise  Oracy  Reading Plus</p>	<p><b>A3.3a As Artists WALT:</b> know which secondary colours mix to make tertiary colours and use this successfully</p> <p><b>Outcome:</b> Children will create a colour wheel to represent the secondary colours and how these make tertiary colours</p> <p><b>A3.1a- As Artists WALT:</b> make thoughtful observations of styles and artists influenced by Ancient Egypt</p> <p><b>Outcome:</b> Children to explore a range of art work from Ancient Egypt, such as hieroglyphics and side profiles of Pharaohs, and compare ideas/ methods used.</p> <p><b>A3.1a- As Artists WALT:</b> compare ideas and methods used in side portraits and figures</p> <p><b>Outcome:</b> Children to develop the skill of drawing side portraits and figures to replicate drawings of pharaohs and Egyptian gods, using the size of figures to represent their status</p> <p><b>A3.3b- As Artists WALT:</b> use our knowledge of different types of paints to choose the most suitable</p> <p><b>Outcome:</b> Children will create paintings using hieroglyphics, exploring how colours relate to symbolism</p> <p><b>S2.2b As Scientists WALT:</b> Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><b>RE- As Theologians WALT</b> Describe and Explain how beliefs and practices might make a difference to how people think and live.</p> <p><b>Outcome-</b> Children will explore the emotions of Holy Week and how it impact lives of Christians today and reflect on their own feelings of joy and sadness.</p>	<p>World Wildlife day</p> <p>St David's Day</p> <p>Fair Trade Fortnight</p>
<p><b>Number bond or timetables practise:</b></p>	<p><b>Spellings:</b></p> <p><b>Week 6 Plural possessive apostrophes with plural words</b>  girls', boys', babies', parents', teachers', women's, men's, children's, people's, mice's</p>	<p><b>Rocket Phonics Levelled reader Reading Plus</b></p>	<p><b>Flipped homework:</b></p> <p><b>Maths:</b> Adding fractions sheet  <b>English:</b> Draft letter about the discovery of Tutankhamun  <b>NICER:</b> Research the Ancient Islamic Civilisation</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">26.02.24 (7)</p>	<p>Area of learning: Adding/subtracting fractions</p> <p>Mental Maths: Equivalent fractions</p> <p>Knowledge and skills:</p> <p><b>WALT:</b> add fractions  <b>WALT:</b> add 2 or more fractions  <b>WALT:</b> subtract fractions  <b>WALT:</b> subtract 2 fractions  <b>WALT:</b> subtract fractions from whole amounts</p>	<p><b>Purpose:</b> Inform</p> <p><b>Text Type:</b> Letter telling someone about a significant archaeological discovery of Ancient Egypt</p> <p><b>Text:</b> Egypt Magnified</p> <p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Plan a letter</li> <li>• Draft a letter</li> <li>• Edit and up-level a letter</li> <li>• Write a letter</li> </ul>	<p>Text: The Golden Age of Baghdad by Richard Platt</p> <p>Vipers Prediction/ Vocabulary Close Reading Explain/ Retrieval/ Summarise Oracy Reading Plus</p>	<p><b>4.1a As Historians WALT:</b> Use understanding of time periods studied to create a timeline through history.</p> <p><b>Outcome:</b> Children will have an understanding of how the early Islamic civilisation shaped world history.</p> <p>Killer Question When and how did Baghdad develop into a major world power? What is the House of Wisdom known for?</p> <p><b>S.2.1 b As Scientists WALT:</b> Set up simple practical enquiries, comparative and fair tests. (Lesson 1)</p> <p><b>Outcomes:</b> Understand which materials are solids, liquids and gases, Carry out simple experiments to tests these.</p> <p><b>C2.4b As Digital technicians WALT:</b> Use search engines effectively so that we can research the Ancient Islamic Civilisation</p> <p><b>Outcome:</b> Children use there devices and google to research different facts about the Ancient Islamic Civilisation</p>	<p>World Wildlife day</p> <p>St David's Day</p> <p>Fair Trade Fortnight</p>
	<p>Homework</p>	<p><b>Number bond or timetables practise:</b></p>	<p><b>Spellings:</b></p> <p>Consolidation of previous spelling patterns (Statutory 100 words)</p>	<p><b>Rocket Phonics Levelled reader Reading Plus</b></p>	<p><b>Flipped homework:</b></p> <p><b>Maths:</b> Fractions of set objects  <b>English:</b> Features of a narrative text  <b>NICER:</b> Research the Ancient Islamic civilisation</p>

04.3.24 (8)	<p>Area of learning: Fractions of a whole set</p> <p>Mental Maths: adding/subtracting fractions</p> <p>Knowledge and skills:</p> <p><b>WALT:</b> find fractions of a set of objects  <b>WALT:</b> find fractions of a set of objects  <b>WALT:</b> find fractions of amounts  <b>WALT:</b> find fractions of amounts  <b>WALT:</b> solve problems involving fractions</p>	<p><b>Purpose:</b> Entertain  <b>Text Type:</b> Time travelling story back to ancient Baghdad  <b>Text:</b> Egypt Magnified</p> <p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Examine and identify the features of a story</li> <li>Use expanded noun phrases with prepositional phrases</li> <li>Use the rule of 3 to show emotion in our writing</li> <li>Identify and use metaphors in our writing</li> </ul>	<p>Text: The Golden Age of Baghdad by Richard Platt</p> <p>Vipers  Prediction/  Vocabulary  Close Reading  Explain/ Retrieval/  Summarise  Oracy  Reading Plus</p>	<p><b>H2.2d As Historians WALT:</b> Know some key facts about Baghdad</p> <p><b>Outcome:</b> Children will describe what the House of Wisdom is and know some key individuals who studied there.</p> <p><b>H2.2d / 3a As Historians WALT:</b> Describe some other important discoveries and inventions that came from the early Islamic civilisation</p> <p><b>Outcome:</b> Children will identify the strengths of the Ancient Islamic exhibition and consider their legacy.</p> <p><b>RHE A2.10- As Citizens WALT:</b> explain types of bullying and how to help if someone is being bullied/ B2. 8 I understand what bullying looks like in real life and online</p> <p><b>Outcome:</b> Children produce posters to show signs of bullying and how to report.</p> <p><b>S.2.1 b As Scientists WALT:</b> Conduct and evaluate practical enquiries, comparative and fair tests. (Lesson 2)</p> <p><b>Outcomes:</b> Understand which materials are solids, liquids and gases, Carry out simple experiments to tests these.</p> <p><b>RE As Theologians WALT</b> Identify and describe the specific core beliefs and concepts of religions studied</p> <p><b>Outcome-</b> Children will understand the significance of the story of Pentecost</p>	<p>Purim</p> <p>Holi</p> <p><b>World Book Day</b></p> <p><b>International Woman’s day</b>  <b>Start of Ramamdan</b></p> <p><b>British Science Week</b>  Mother’s day</p>
	Homework	<p><b>Number bond or timetables practise:</b></p>	<p><b>Spellings:</b></p> <p><b>Week 1: Words with the /s/ sound spelled with ‘sc’</b>  science, crescent, discipline, fascinate, scent, scissors, ascent, descent, scientist, scenery</p>	<p><b>Rocket Phonics Levelled reader Reading Plus</b></p>	<p><b>Flipped homework:</b></p> <p><b>Maths:</b> Identify tenths and hundredths  <b>English:</b> Features of a setting description.  <b>NICER:</b> Research three time periods.</p>

Area of learning: decimals

Mental Maths: fractions of a whole set

Knowledge and skills:

**WALT:** identify tenths and hundredths  
**WALT:** fins tenths and hundreds  
**WALT:** represent tenths and hundreds as decimals  
**WALT:** put tenths on a place value grid  
**WALT:** find tenths on a number line

**Purpose:** Entertain  
**Text Type:** Time travelling story back to ancient Bahgdad  
**Text:** Egypt Magnified

**Knowledge and Skills**

- Use inverted commas to show direct speech
- Compose and orally rehearse a time travelling story
- Write a setting description (mini-write)
- Plan a time travelling story

Text: The Golden Horsemen of Baghdad by Saviour Pirotta

Vipers  
 Prediction/  
 Vocabulary  
 Close Reading  
 Explain/ Retrieval/  
 Summarise  
 Oracy  
 Reading Plus

**H2.3a- As Historians WALT:** Choose relevant material to build up a picture of an aspect of life.

**Outcome:** Children will study the work of two Islamic doctors Razi and Al- Zahrawi

**Killer Questions:**  
 How do you think the work of these significant people have influenced modern medicine

**H2.2d As Historians: WALT:** Question if a source is useful or not

**Outcome:** Children will investigate what life was like in the early Islamic Civiloisation through exploring a variety of artefacts.

**H2.2e As Historians WALT:** ,Understand the difference between an artefact and replica and why both exist

Science: Unit Retrieval, assessment and Evaluation  
 \*States of Matter

**D2.3a As Designers WALT:** create appropriate replicas and explain their significance.

**Outcome:** Children will understand the origins and significance of traditional worry dolls before creating their own replicas

**D2.4a As designers WALT:** Evaluate my product against its original design purpose and if it is appealing

**Outcome:** Children will evaluate their product against their labelled plan

**British Science week**

St Patrick’s Day

International day of Maths

**Number bond or timetables practise:**

**Spellings:**

**Week 2 words with a ‘soft c’ spelled with ‘ce’**  
 Centre, century, certain, recent, experience, sentence, notice, celebrate, ceremony, certificate

**Rocket Phonics Levelled reader Reading Plus**

**Flipped homework:**

**Maths:** divide integers by 10.  
**English:** Draft a time travel story.  
**NICER:** Sheet on solids, liquids and gases

**1TG Class assembly 6MC INSPIRE**

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">18.02.24 (10)</p>	<p>Area of learning: decimals</p> <p>Mental Maths: dividing by 10 and 100</p> <p>Knowledge and skills:</p> <p><b>WALT:</b> divide by 100  <b>WALT:</b> use efficient methods to divide  <b>WALT:</b> solve problems involving tenths and hundredths  <b>WALT:</b> solve problems involving tenths and hundredths  <b>WALT:</b> solve problems involving tenths and hundredths</p>	<p><b>Purpose:</b> Entertain  <b>Text Type:</b> Poem about Baghdad  <b>Text:</b></p> <p><b>Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Examine and identify the features of a poem (read and rip)</li> <li>• Identify and use similes</li> <li>• Identify and use personification</li> <li>• Identify and use alliteration</li> </ul>		<p><b>C2.2c- As digital technicians WALT:</b> Use pages to design and create logos for our museum.</p> <p><b>Outcome:</b> Children will be introduced to pages and show how to make logos for our museum before making their own. Children will then evaluate their design</p> <p><b>C2.4c - As digital technicians WALT:</b> Identify a range of ways to report concerns about online content.</p> <p><b>PSHE B2.11 As Citizens WALT:</b> reflect on changes and how we felt during these times</p> <p><b>Outcome:</b> Children to explore and range of scenarios and the feelings that may be evoked during this time.</p>	<p><b>World Poetry Day</b></p> <p>Spring Equinox</p> <p>World Water Day</p> <p>Daylight Saving Time</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Homework</p>		<p><b>Week 3 words with a 'soft c' spelled with 'ci'</b></p> <p>Circle, decide, medicine, exercise, special, cinema, decimal, accident, city, citizen</p>		<p><b>Flipped homework:</b></p> <p><b>Maths:</b> divide integers by 10.  <b>English:</b> Draft a time travel story.  <b>NICER:</b> Sheet on solids, liquids and gases</p>	<p><b>1MH class assembly</b>  <b>4PA INSPIRE</b></p>