

Lesson/Week	21 st – 25 th Feb	28 th – 4 th March	7 th – 11 th March	14 th – 18 th March	21 st – 25 th March	28 th – 1 st April	4 th – 8 th April
Numeracy – Measures	To measure lines in metres and centimetres. Write lengths in metres and centimetres. Know that 100cm = 1 m.	Measuring height and length. Measure perimeter and use addition to calculate it.	Calculate the perimeter and area of a square and rectangle. Counting squares to find the area. Use multiplication to find the area.	Reading mass volumes and measuring mass. Comparing mass of a number of different objects.	Read, measure and compare the capacity and volume of liquids and containers. Counting in increments of 100.	Read, measure and compare temperatures. Use a thermometer and read the scale. (science lab). Order temperatures...	Continue with last weeks LO but link with science to complete an investigation into temperature/heating or cooling.
Key Vocab	Lines, metres, centimetres, perimeter, area, mass, grid, capacity, millitres, litres, estimate, thermometer.						
Literacy – Non-Fiction: recount text and persuasive writing.	Debate – speak within a group and deal with opposing views. Hold a debate about a popular subject. Develop debate rules.	Fact and opinion – Use debate to identify whether something is fact or opinion.	Recount and persuasive text- diaries, autobiographies, newspaper articles, leaflets, brochures, adverts.	Reason, persuasion, explanation and description. Explore specialist language.	Use and adapt the features of forms of writing. Produce own piece of persuasive writing.		Peer and self-assess their persuasive writing pieces.
Key Vocab	Persuasive, explain, debate, fact, opinion, opposing, description						
Science – Forces and Magnets	What is a force? How do we measure force? Use newton metres, practice graph skills.	Compare force needed on different surfaces. Plan and carry out a fair test, record results and plot a bar chart.	What is magnetism? Compare a range of materials and group together depending on whether they are magnetic or not.	Can objects be attracted to a magnet through a material? Floating paperclip practical. Make a fridge magnet.	What are contact and non-contact forces? Paper clip chain, attract through paper practical. Record results and discuss findings.	Is magnetism a contact force? Create a magnetic paper clip.	Exploring attraction and repulsion of magnets. Explore north and south poles.
PSHE – Friends and Family	What is friendship? Explore using friendship games 9musical friends, human knot).	What do friends do, who are your friends? Use stories and role play to show that it is ok to say NO to a friend.	What qualities make a good friend? Do all friends need the same traits? What traits would you want in every friend?	What is peer pressure and how can it affect friendships? Would you do anything your best friend asked? Discuss scenarios about peer pressure.	How are families different? What is a family? Draw a picture of your family. Discuss differences between our families.	Revisit friendships – have they changed throughout the term? What makes you a good friend?	Class rewards time.
RSE – Keeping Safe and Looking After Myself	How can I look after my growing body? Class discussion, circle time. What do we need to keep clean? How often? Why?	What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable? Re-look at PSHE from last term about saying no. When do you feel safe/ when do you feel scared?	Warning signs – what happens to our body when we are scared, anxious or feel unsafe?	Feeling safe – who makes us feel safe? Why do we feel safe? What is trust?	Body language – how do we know if someone is scared? Good/safe, bad/unsafe touches.	When is it good or bad to keep secrets? Circle time.	Summary of RSE this term, what do we still need to work on?
History – Roman Empire	Explain the spread of the Roman empire and recall key facts about the invasion of Britain. Look at key people from the time, introduce topic.	Understand why the Romans built new roads. To know how the roads were made. Discuss reasons why the Romans built new roads. Use maps/atlasses to identify Roman built roads.	To know how the Roman empire affected different people and how they felt and reacted to the changes. Look at the changes from different points of view. Write in role.	To describe who Emperor Hadrian was. To know how and why he built a wall. Use maps to locate the start and finish of Hadrian's wall and some key places along it. Produce a report in the character of a Roman soldier.	Understand the religious beliefs of the Romans and know some of the gods and goddesses. Research Roman gods and goddesses.	Explain what Roman baths were and the amenities they contained. Answer questions such as: how were the baths heated? Was it sociable? How were they decorated? Where did the water come from?	Continue from last week – look at examples of Roman baths. Design your own Roman bath.
PE – Tennis							
Music – African music	How sounds and music can be used descriptively to tell a story. Create a class composition. Practice class chants. Use the story 'bringing the rain to Kapiti plain.	Understand how a rainforest can influence how music is created and performed. Study the music and instruments of the Baka people.	Design and make an instrument out of junk materials.	Experiment with sounds using appropriate instruments to create rainforest music and record this music in a variety of ways. Look at recording music using dots, wiggles, pictures etc.	Recognise the main features of African music. Performing a rhythmic pattern. Focus on African drumming. Play a drumming rhythm alongside an African clip.	Know the main skills needed to perform an ensemble. Discuss the skills needed to play well in an ensemble.	Know and perform some key techniques used in African drumming. Discuss the meaning of: mnemonic, polyrhythm, call and response.
Computing – Making and recording sound	Create a 'make that sound!' song. How does sound convey information? Give examples such as: a whistle blowing to signify the end of break, police siren etc. Create a class sound for tidying up.	How are live sounds and electronic sounds combined? Discuss the meaning of 'live sound' and 'electronic sound'. Create a mixture of live and electronic sounds.	To understand how electronic sounds are created. Play musical games to distinguish between electronic and non-electronic sounds. Use Garage Band to create music.	To understand how electronic sounds are created. Play musical games to distinguish between electronic and non-electronic sounds. Use Garage Band to create music.	Record sounds that can be stored and played back. Look at examples of audio podcasts. Create own audio podcast.	Record sounds that can be stored and played back. Look at examples of audio podcasts. Create own audio podcast.	Time to prepare for end of term party.
RE – Why are prayers and praying important to some people?	Share examples of what you want and hope for in life. Choose from a range of symbols for things they would like in life. Water lily practical.	Understand that prayers are used for believers to ask for help, to thank and feel closer to god. Discuss the lord's prayer, what does the word prayer mean?	Look at and listen to a range of prayers from different faiths - Hindu	Look at and listen to a range of prayers from different faiths - Jewish	Look at and listen to a range of prayers from different faiths - Sikh	To make a school prayer that will make everyone feel calm and happy.	Add music to the school prayer and record

MFL – German	To recognise numbers from 20-30. Recap 1-20. Play odd and even game.	To recognise numbers from 20-30. Recap 1-20. Play odd and even game.	Understand the months of the year – link to class birthdays. Practice saying own birthday.	Understand the months of the year – link to class birthdays. Practice saying own birthday.	To understand clothes. Recap items of clothing from last lesson, add by including the type of material the clothes are made from.	To understand clothes. Recap items of clothing from last lesson, add by including the type of material the clothes are made from.	Review
Art – Can we change places?	What is an environment? How can we make an environment better? How has art and design improved a place?	Research a sculpture from a local area: clock tower, sporting success, Alex Hawkins, Vichai, Thomas Cook, statue of liberty, Mahatma Gandhi.	Choose a nearby area and talk about its design and purpose.	Explore ideas for a new sculpture at a specific site. How would it make the area better?	Build a small scale sculpture – a maquette. Explore materials and how they can be assembled.	Build a small scale sculpture – a maquette. Explore materials and how they can be assembled	Create a presentation persuading people to vote for their sculpture.

Dahl term 4 Planning

* (Outdoor Education PPA)

