	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	Charlotte's Web **Fiction – Story** WALT: use direct speech WALT: use a wide range of verb tenses	Charlotte's Web **Fiction – Story – a new arrival at the farm** WALT: plan their writing by discussing and recording ideas WALT: draft and write by composing by building a rich and varied vocabulary and increasing range of sentence structures WALT: assess their own writing (set their own targets)	Charlotte's Web **Fiction – Story** **Independent Writing – OWN CHOICE but must be narrative** WALT: plan their writing by discussing and recording ideas WALT: draft and write by composing by building a rich and varied vocabulary and increasing range of sentence structures WALT: assess their own writing (set their own targets)	Chalotte's Web Non-fiction: Debate Animal debate – Should animals be bred for eating? WALT: plan writing by discussing and recording ideas WALT: participate in discussions and take turns and listening to what others are saying WALT: read their writing to the class	Charlotte's Web: Non-fiction: Persuasive Letter – letter to the government about whether animals should be bred for eating. WALT: draft and write by organising paragraphs around a theme WALT: use fronted adverbials WALT: use a wide range of conjunctions	Non-fiction: **Independent Writing:** Recount of trip/school or a letter about their trip/time at school WALT: draft and write by organising paragraphs around a theme WALT: use fronted adverbials WALT: use a wide range of conjunctions	
Maths	**Shape:** WALT: complete a simple symmetric figure with respect to a specific line of symmetry WALT: describe positions on a 2-D grid as coordinates in the first quadrant;	**Shape:** WALT: describe movements between positions as translations of a given unit to the left/right and up/down WALT: plot specified points and draw sides to complete a given polygon.	**Time** WALT: read, write and convert time between; analogue and digital 12- and 24-hour clocks;	**Time** WALT: read, write and convert time between; analogue and digital 12- and 24-hour clocks;	**Time** WALT: solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days; Recap and opportunities for problem solving	**Bar Graphs** WALT: Bar graphs; presented in interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs; solve comparison, sum and difference problems; using information presented in bar charts, pictograms, tables and other graphs	
History	Local Study of Southsea Local studies to include: • A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	Local Study of Southsea Local studies to include: • A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	Local Study of Southsea Local studies to include: • A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	Local Study of Southsea Local studies to include: • A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	Local Study of Southsea Local studies to include: • A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	Local Study of Southsea Local studies to include: • A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	Local Study of Southsea Local studies to include: • A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
RE	Pentecost and Mission	Pentecost and Mission	Pentecost and Mission	Pentecost and Mission	Sacraments	Sacraments	Sacraments

Term: Summer 2

Year group: 4

Topic: Now and Then – Local Study of Southsea

Science **Longitudinal study**	**Sound** • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it. • recognise that sounds get fainter as the distance from the sound source increases	**Sound** • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it. • recognise that sounds get fainter as the distance from the sound source increases	**Sound** • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it. • recognise that sounds get fainter as the distance from the sound source increases	**Sound** • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it. • recognise that sounds get fainter as the distance from the sound source increases	**Sound** • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it. • recognise that sounds get fainter as the distance from the sound source increases	**Sound** • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it. • recognise that sounds get fainter as the distance from the sound source increases	**Sound** • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it. • recognise that sounds get fainter as the distance from the sound source increases
Computing	**Rising Stars** **4.6** **We are meteorologists** **Presenting the weather** • Work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work. • Use search technologies effectively, appreciate how results	**Rising Stars** **4.6** **We are meteorologists** **Presenting the weather** • Work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work. • Use search technologies effectively, appreciate how results	**Rising Stars** **4.6** **We are meteorologists** **Presenting the weather** • Work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work. • Use search technologies effectively, appreciate how results	**Rising Stars** **4.6** **We are meteorologists** **Presenting the weather** • Work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work. • Use search technologies effectively, appreciate how results	**Rising Stars** **4.6** **We are meteorologists** **Presenting the weather** • Work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work. • Use search technologies effectively, appreciate how results	**Rising Stars** **4.6** **We are meteorologists** **Presenting the weather** • Work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work. • Use search technologies effectively, appreciate how results	**Rising Stars** **4.6** **We are meteorologists** **Presenting the weather** • Work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work. • Use search technologies effectively, appreciate how results

are selected and ranked, and be discerning in evaluating digital content. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	are selected and ranked, and be discerning in evaluating digital content. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	are selected and ranked, and be discerning in evaluating digital content. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	are selected and ranked, and be discerning in evaluating digital content. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	are selected and ranked, and be discerning in evaluating digital content. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	are selected and ranked, and be discerning in evaluating digital content. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	are selected and ranked, and be discerning in evaluating digital content. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.