| Main text: **‘Varjak Paw’ by S.F. Said.** | **Week 1****(3 days)** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
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| **Creative Literacy** | EW: recount of holidays WednesdayBook talk / drama session Thursday.Imagination station create the house setting, descriptosaurus vocabulary. (Friday) | Descriptive writing – describing the settingCharacter work – book talk/dramaNarrative writing (3 lessons) – plan, write, editWhat will happen to Varjak when he’s escaped the house? | Narrative (revisit diary entry) EW: Diary entry | Invented diary entry – real life event  | Revisit: non chronological report Mesopotamian Blues report.EW: Imitate non chron report | Revisit: non chronological reportImagination Station: new creature / Phoenix character.EW: Innovate a non chron report | Revisit: non chronological report EW: Invent a non chron report |
| **Maths** | Recap Year 3 place value:Comparing and ordering numbers to 1000Fill in number lines and 100 squarePlace value gridsMultiples of 10 and 100Year 4: Roman numerals | Gap bustingYear 4: Round to the nearest 10 and 100 | Count in 1000s 1000s, 100s, 10s, 1sPartitioning | Number line to 10,0001000 more/lessOrdering numbers | Round to the nearest 1000Count in 25sNegative numbers | Addition and subtraction – mental methods |
| **Science –****animals** |  | Digestive system parts | Digestive system functions | Types of functions and teeth | Digestive system parts (food chains) | Fair test of different liquids effect on teeth | Analyse results from previous week – tooth decay investigation |
| **Art and design** | **LO: experiment with pen and ink methods to draw from observation**.Sketches from Varjak Paw as stimulus for own ink drawings.Work book cover. |  |  |  | **LO: experiment with pen and ink methods to draw from imagination.**Design own imaginary creature using inks and pens. | **LO: Use research to inspire drawings from memory and imagination** |  |
| **Design Technology** |  | **LO: Understand and use mechanical systems in their products. (hinge)**Design and make cat model with moving parts. (tail) |  | **LO: Understand and use mechanical systems in their products. (pulleys, cams, levers)**Design and make cat model with moving parts. |  |  | Food technology: design and make a survival food kit for Varjak |
| **Music** | Jolly Music |
| **PSHE: Jigsaw** | Setting class rules and school values | What are our special skills? | Competitive teambuilding activities | Competitive teambuilding activities | Competitive teambuilding activities | Competitive teambuilding activities | Our class identity |
| **P.E.**  | FUNS balance and coordinationSwimming |
| **Computing**  | Introduce Pic Collage | E safety  | Using Pic collage |  | Record video and sound – invented creature report |  |
| **Geography** |  |  | Local human geography – land use and human settlements | Mapping Bristol – plan an escape route for Varjak |  |  |  |
| **RE** | Discuss contracts and agreements made in school – link to school rules |  | Jewish relationship with God – the synagogue and promises |  | Jewish relationship with God – the home |  | Our relationships with special people |
| **Spanish** | \*Recap greetings\*Introduce classroom instructions | \*Recap numbers 1 – 31\*Recap days of the week | \*Consolidate numbers 1-31\*Recap months of the year | \*Consolidate days and dates | \*Seasons\*Dates | \*Recap and consolidate birthdays |  |
| **Enrichment**  | **WOW Friday: teachers dressed as Kung-Fu Cats, kung-fu wake and shake.**  |  |  |  |  |  |  |