| 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 Wednesday  Book talk / drama session Thursday.  Imagination station create the house setting, descriptosaurus vocabulary. (Friday) | Descriptive writing – describing the setting  Character work – book talk/drama  Narrative writing (3 lessons) – plan, write, edit  What 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 report  Imagination 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 1000  Fill in number lines and 100 square  Place value grids  Multiples of 10 and 100  Year 4: Roman numerals | | Gap busting  Year 4: Round to the nearest 10 and 100 | Count in 1000s  1000s, 100s, 10s, 1s  Partitioning | Number line to 10,000  1000 more/less  Ordering numbers | Round to the nearest 1000  Count in 25s  Negative 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 coordination  Swimming | | | | | | |
| **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.** |  |  |  |  |  |  |