<table>
<thead>
<tr>
<th>Year 4</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
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<tbody>
<tr>
<td><strong>English</strong></td>
<td>Scary/Spooky Stories</td>
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<tr>
<td><strong>Maths</strong></td>
<td>Statistics</td>
<td>Measures</td>
<td>Measures</td>
<td>Assessment Week</td>
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<tr>
<td><strong>Music - Ukulele</strong></td>
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<tr>
<td>• To hold and play the Ukulele in the correct way, sing a simple song and strum open string patterns rhythmically and in time.</td>
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<tr>
<td>• To hold and play the Ukulele in the correct way, strum open string patterns rhythmically, in time and pluck open strings. To begin playing chord of C.</td>
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<tr>
<td>• To hold and play the Ukulele correctly, strum and pluck open string patterns. Playing chord of C and begin to play chord of F</td>
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<tr>
<td>• To play 'Sur le Pont d’Avignon' on the Ukulele, with confidence, changing between the chords C and F fluently, in time.</td>
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<td>• To play 'Sur le Pont d’Avignon' and begin learning 'One Man Went to Mow' changing between chords fluently, in time</td>
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<td><strong>Topic -</strong></td>
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<td>• To present information about a plant, its uses and growth to gain 'funding' for its conservation from classmates.</td>
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<td>• To understand how Europe’s far northern forests are sustainably used to supply us with paper – another growing solution to single use plastic.</td>
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<td><strong>Art/ Art and Design</strong></td>
<td>Light boxes</td>
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<td>• To investigate and analyse illuminated signs.</td>
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<td>• To develop ideas for a decorative illuminated sign.</td>
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<td>• To select and use tools, equipment, materials and components to make the enclosure of a decorative illuminated sign.</td>
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<td><strong>PE</strong></td>
<td>4S - Cricket and Rounders</td>
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<td>4J – Gymnastics and Tag Rugby</td>
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<td>4L – Swimming every Monday</td>
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<td><strong>Science - States of Matter</strong></td>
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<td>• To compare and group materials together according to whether they are solids, liquids or gases</td>
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<td>• To compare and group materials together, according to whether they are solids, liquids or gases</td>
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<td>• To 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)</td>
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<td>• To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</td>
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<td><strong>RE - Salvation</strong></td>
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<td>• To understand how some events in Holy week were important in showing the disciples what Jesus came to do</td>
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<td>• To explore Peter’s denial</td>
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<td>• To explore issues that could impact upon how we think and live</td>
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<td>• To understand the Jewish Festival of the Passover</td>
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<td><strong>French - Describing People</strong></td>
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<td>• To be able to describe face</td>
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<td>• To be able to explain what I am doing</td>
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<td>• To explain what hurts</td>
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<td>• To be able to describe and name some fairy tale characters</td>
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<td><strong>PSHE - Healthy Me</strong></td>
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<td>• Healthier friendships</td>
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<td>• Group dynamics</td>
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<td>• Smoking</td>
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<td>• Alcohol</td>
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<td>• Assertiveness</td>
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<td>• Peer pressure and celebrating inner strength</td>
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Fantastic Plants and where to find them.