



New City Primary School

Please send completed work to: year4@newcity.boleyntrust.org

Year 4	Monday	Tuesday	Wednesday	Thursday	Friday
08:30 – 8:50	Independent Reading	Independent Reading	Independent Reading	Independent Reading	Independent reading
9:00 – 10:30	English – Comprehension	English – Short Write	English – Long Write	English – Edit and Improve	English – Comprehension
Learning Objective/ Component: Text:	To discuss words that capture the reader's interest and imagination.	To plan a character description	To compose a detailed character description	To edit and improve my work	To draw inferences and justify these with evidence
Success Criteria: The Lion, The Witch and The Wardrobe by C.S Lewis	I can identify interesting words in the story. I can explain why certain words are interesting. I can explain how interesting words create a vivid image in my head as I read.	I can use adjectives to describe a character. I can use a range of sentences with different punctuation. I can include details from the book.	I can use adjectives to describe a character. I can use a range of sentences with different punctuation. I can include details from the book.	I can read over my work and identify what needs to be improved. I can edit and correct the punctuation I have used. I can include the features of a character description in my writing.	I can make a prediction about a character I can draw inferences such as characters' feeling thoughts and motives I can justify my inferences with evidence
Education for Change – Social justice/ Anti-racism:	Theological symbolism - e.g The Witch represents the devil, Turkish delights represent sin and temptation Types of families - The Pevensie				
Break Time					
10:45 – 11:45	Maths	Maths	Maths	Maths	Maths
Learning Objective/ Component:	To compare and order angles.	To identify different types of triangles.	To compare quadrilaterals.	To draw lines of symmetry on 2D shapes.	To complete symmetric figures.
Success Criteria:	I know the different types of angles. I can identify the different angles in a shape. I can compare and order angles.	I can identify the different types of triangles. I can understand the properties of the different types. I can draw triangles with given properties.	I understand the properties of different quadrilaterals. I can compare quadrilaterals. I can identify a quadrilateral by its properties.	I understand what a line of symmetry is. I know how to draw lines of symmetry. I can explain why shapes have different lines of symmetry.	I understand what a symmetric figure is. I know how to make a figure symmetrical. I can complete a symmetric figure.
11:45 – 12:30	Geography	RE	Art	Computing	DT
Learning Objective/ Component:	To identify the structure of the rainforest. What are the different layers of the rainforest?	To explain why Palm Sunday is remembered by Christians.	To design a rainforest print in the style of Morris	To develop a design that includes two or more loops which run at the same time.	To <u>make</u> my own torch.
Success Criteria:	I can name the different layers of the rainforest.	I can talk about the significance of Palm Sunday.	I can comment on an artwork.	I can choose which action will be repeated for each object.	I can list the resources I need to make a torch.



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	I can draw and label a diagram. I can describe each layer of the rainforest.	I can explain why Palm Sunday is important to Christians. I can rewrite the story in my own words.	I can borrow ideas from other artworks. I can use my own ideas .	I can explain what the outcome of the repeated action should be. I can evaluate the effectiveness of the repeated sequences used in my program.	I can explain what a 'prototype' is. I can create a circuit for my torch using my design.
Education for Change - Social justice/ Anti-racism:	3 rd March - World Wildlife Day How do the layers of the rainforest impact animals?	15 th - 18 th March - Easter			
Lunch Time					
1:30 - 2:50	Science	PSHE	PE	Music	Mandarin
Learning Objective/ Component:	To explore when a series circuit will make a lamp light.	To understand that influences on physical, mental and emotional health can influence individuals to different extents.	To compose and combine dances.	To imitate rhythms in different time signatures	To explain which pastimes I like
Success Criteria:	I know what a series circuit is. I can discuss the parts of a series circuit. I can explain how to make a lamp light up in a series circuit.	To develop empathy for others. To consider that people are more/less influenced by different circumstances. To consider different factors that can affect health and strategies for overcoming these.	To explore and improvised ideas for dances working in a group. To combine movement ideas fluently and effectively. To compose dances by using adapting and developing steps.	I know the meaning of 2/4, 3/4 and 4/4. I can listen to different rhythms and identify the time signatures. I can play music within different time signatures.	I know common pastimes I use full sentences I say what I like and don't like to do in my free time
Education for Change - Social justice/ Anti-racism:	How can we make a light bulb brighten up?	Why is empathy important?			
2:35 - 2:45	Story Time				