

Year 4 – Autumn Term

English			
Handwriting Pupils should be taught to:			
<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 			
Key Outcomes: Character description of a main character Story from Elliot’s point of view	Texts: Who Let the Gods Out – Maz Evans	Cross-Curricular Links: History and PSHCE	Timescale: 3 weeks
Reading – Word Reading <ul style="list-style-type: none"> • To read words with the ending –sion, -ssion, -cian and -tion. Reading – Comprehension <ul style="list-style-type: none"> • To establish and sequence the key events in the story. • To identify emotive and figurative language. • To understand how the writer helps the reader to empathise with the main characters. • To understand how the writer uses precise details to help the reader visualise the historical setting. • To understand the thoughts and feelings of the main characters, during key events in the story, using literal and inferred evidence in the text. Spoken Language & Listening <ul style="list-style-type: none"> • To ask questions to the main characters about the dilemma. • To respond in role as one of the main characters, using causal connectives to explain your reasons. • To express your own opinion about the way Elliot dealt with the situation/dilemma. • To ask the Elliott questions to establish their thoughts and feelings (teacher in role as pilot). • To freeze frame and thought track the events from Elliot’s point of view. • Writing – Transcription • To spell words with the ending –sion, -ssion, -cian and -tion. Writing – Composition <ul style="list-style-type: none"> • To use paragraphs to write a detailed character description. • To plan the events of the story from Elliot’s point of view. • To write the story from Elliot’s point of view. • To include contrasting descriptions of the historical and contemporary characters • To include emotive and figurative language. • To organise paragraphs around a theme. Grammar & Punctuation <ul style="list-style-type: none"> • To identify apostrophes which mark singular and plural possession. • To use apostrophes to mark singular and plural possession. • To understand how to paragraph direct speech. • To use expanded noun phrases, through the use of adjectives and prepositions and to identify the determiner in the noun phrase. 		Text Type: Success Criteria: Past tense 3rd person Historical facts Emotive language Figurative language Details to evoke feelings of empathy Details to help the reader visualise the setting Contrasts between contemporary and historical characters Paragraphs Paragraphing direct speech Apostrophes to mark possession Expanded noun phrases	
Key Outcomes: Oral news report about the Trojan Horse and the siege of Troy Newspaper article about the Trojan horse and the siege of Troy	Texts: Information texts (including online) about the Trojan horse at the siege of Troy Newspaper articles	Cross-Curricular Links: History	Timescale: 4 weeks
Reading – Word Reading <ul style="list-style-type: none"> • To read words with the suffix –ous and –ly. • To identify and understand the prefixes un-, dis- and mis- change the meaning of the root word. Reading – Comprehension <ul style="list-style-type: none"> • To identify the structural features of a newspaper article. • To identify the language features of a newspaper article. • To identify the 5Ws. • To distinguish between fact and opinion. • To summarise each paragraph and explain why a new paragraph has been started. Spoken Language & Listening <ul style="list-style-type: none"> • To listen to, ask questions and take notes about the siege of Troy • To use a set of openers and notes to orally rehearse a news report. • To use a formal tone to orally present your news report. 		Text Type: Success Criteria: Past tense Chronological Facts & opinions Evidence Quotes – direct & reported speech Photos with captions Columns Snappy/catchy headline – use of alliteration, play on words 5Ws – what, when, where, who, why Orientation paragraph Closing statement/conclusion	

<ul style="list-style-type: none"> To speak audibly and fluently with an increasing command of Standard English. <p>Writing – Transcription</p> <ul style="list-style-type: none"> To spell words with the suffix –ous and –ly. To spell words with the prefixes un-, dis- and mis-. <p>Writing – Composition</p> <ul style="list-style-type: none"> To take notes from a range of sources. To organise notes on to a chronological report planning frame (Sue Palmer). To include an orientation paragraph. To organise paragraphs around a theme. To include a closing statement/conclusion. To edit and improve writing (specific focus taken from assessments of reports) To proof-read for spelling and punctuation errors. To present in best for display. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To understand the difference between direct and reported speech. To use inverted commas for quotes. To use formal language. To review what a clause is. To identify main and subordinate clauses in complex sentences. 	<p>Formal language</p>		
<p>Key Outcomes: Description of a fantasy setting, Character Profiles, Visual story map, Extended Fantasy Story</p>	<p>Texts: The Lion, The Witch and the Wardrobe – C.S. Lewis</p>	<p>Cross-Curricular Links:</p>	<p>Timescale: 5 weeks</p>
<p>Reading – Word Reading</p> <ul style="list-style-type: none"> To recognise homophones and to explain the different meanings of the words. To recognise near homophones and correctly pronounce the subtle differences, e.g. affect/effect. To explain the meanings of near homophones. To correctly read words with the graphemes –sure and –ture . <p>Reading – Comprehension</p> <ul style="list-style-type: none"> To identify the underlying theme of the narrative. To establish and sequence the key events in the story. To understand how the writer helps the reader to empathise with the main characters. To understand the thoughts, feelings and motives of the main characters, during key events in the story, using literal and inferred evidence in the text. To make predictions about the actions of a character or the following events based on the details stated and implied. To compare real life and fantasy settings. <p>Compare the features of a fantastical creature and a human character.</p> <ul style="list-style-type: none"> To understand how the writer uses time connectives and fronted adverbials to sequence events and to indicate the start of a new paragraph. To use dictionaries to understand new vocabulary. <p>Spoken Language & Listening (http://www.literacyshed.com/the-fantasy-shed.html)</p> <ul style="list-style-type: none"> To develop new characters through the use of improvisation and hot seating. To orally describe fantasy settings, using a visual stimulus. To respond in role. To listen and ask relevant questions to gain a deeper understanding of the character. <p>Writing – Transcription</p> <ul style="list-style-type: none"> To spell words which are homophones correctly, within the context of a sentence. To spell near homophones correctly, within the context of a sentence. To spell words with apostrophes which mark singular and plural possession. To spell words with the graphemes –sure and –ture. <p>Writing – Composition</p> <ul style="list-style-type: none"> To plan the key events of a fantasy story, including the time scale and the changes in setting. To create and develop human and fantastical characters. To create and include vivid descriptions of settings, using images as a stimulus. To use time connectives and fronted adverbials to sequence events and to indicate the start of a new paragraph. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To choose nouns or pronouns (including possessive pronouns) appropriately for clarity and cohesion and to avoid repetition. 	<p>Text Type: Success Criteria: Settings change between the real world and the fantasy world Fantasy world is vividly described Magical elements Fantastical creatures which appear to be ordinary or have human characteristics Story has a clear theme, e.g. the value of friendship, loyalty, overcoming fear, coming of age, etc. Paragraphs Fronted adverbials – when, where and how Commas after fronted adverbials Past tense Third person Expanded noun phrases</p>		

<ul style="list-style-type: none"> To use conjunctions, adverbs and prepositions to express time and cause. To use commas after fronted adverbials. To consistently write in the past tense, third person. To identify apostrophes which mark singular and plural possession. To understand how to paragraph direct speech. 			
Key Outcomes: Poem depicting fantasy setting	Texts: The Lion, The Witch and the Wardrobe – C.S. Lewis, as a stimulus Poems with different rhyming schemes, which include the use of imagery	Cross-Curricular Links:	Timescale: 2 weeks
Reading – Word Reading <ul style="list-style-type: none"> To correctly read words with the /k/ sound, spelt ch, e.g. scheme. To correctly read words with the /sh/ sound, spelt ch, e.g. chef. Reading – Comprehension <ul style="list-style-type: none"> To identify metaphors and personification. To interpret imagery in poems. To identify the theme of a poem. To identify internal rhymes and end rhymes. To identify near rhymes and exact rhymes. To identify the rhyming scheme of a poem. Spoken Language & Listening <ul style="list-style-type: none"> To correctly use the terms ‘prose’, ‘stanza’, ‘line’. To read aloud poems, showing an awareness of the rhythm and punctuation. To orally rehearse lines, substituting rhyming words and improving the imagery. Writing – Transcription <ul style="list-style-type: none"> To spell words with the grapheme ch, pronounced /k/. To spell words with the grapheme ch, pronounced /sh/. Writing – Composition <ul style="list-style-type: none"> To use the rhyming scheme of a known poem to create their own fantasy poem. To generate rhyming words to match the imagery of the theme. To organise ideas into stanzas. To edit and improve lines/rhymes. Grammar & Punctuation <ul style="list-style-type: none"> To investigate the use of punctuation in poems and explain how it has been used 		Text Type: Success Criteria: Imagery – through the use of metaphors and personification Ideas organised into stanzas Internal rhymes and end rhymes Near rhymes and exact rhymes Clear rhyming scheme/pattern, e.g. abab, aabba, etc. Blankets of snow, The icy winds blow. Trees weeping in sorrow, Watching who will follow. (aabb)	
Maths			
Number: Place Value <ul style="list-style-type: none"> Count in multiples of 6, 7, 9, 25 and 1,000 Find 1,000 more or less than a given number Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) Order and compare numbers beyond 1,000 Identify, represent and estimate numbers using different representations Round any number to the nearest 10, 100 and 1,000 Solve number and practical problems that involve all of the above and with increasingly large positive numbers Count backwards through zero to include negative numbers 		Roman numerals to 100 Round to the nearest 10 Round to the nearest 100 Count in 1000s 1000s, 100s and 1s Partitioning Number line to 10,000 1,000 more or less Compare numbers Order numbers Round to the nearest 1,000 Count in 25s Negative numbers	
Number: Addition and Subtraction <ul style="list-style-type: none"> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Estimate and use inverse operations to check answers to a calculation Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why 		Add and subtract in 1s, 10s, 100s and 1000s Add two 4-digit numbers - no exchange Add two 4-digit numbers - one exchange Add two 4-digit numbers - more than one exchange Subtract two 4-digit numbers - no exchange Subtract two 4-digit numbers - one exchange Subtract two 4-digit numbers - more than one exchange	

	Efficient subtraction Estimate answers Checking strategies
Measurement: Length and Perimeter <ul style="list-style-type: none"> Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Convert between different units of measure (for example, kilometre to metre) 	Kilometres Perimeter on a grid Perimeter of a rectangle Perimeter of rectilinear shapes
Number: Multiplication and Division <ul style="list-style-type: none"> Recall and use multiplication and division facts for multiplication tables up to 12 x 12 Count in multiples of 6,7,9, 25 and 1,000 Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1, dividing by 1, multiplying together three numbers Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one-digit, integer scaling problems and harder correspondence problems such as <i>n</i> objects are connected to <i>m</i> objects 	Multiply by 10 Multiply by 100 Divide by 10 Divide by 100 Multiply by 1 and 0 Divide by 1 Multiply and divide by 6 6 times table and division facts Multiply and divide by 9 9 times table and division facts Multiply and divide by 7 7 times table and division facts

Science – Living Things and their Habitats, Electricity

Living Things and their Habitats



This topic lends itself to:

- asking relevant questions and using different types of scientific enquiries to answer them
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.

Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.

National Curriculum Statement	Aims	Activities and Suggestions
recognise that living things can be grouped in a variety of ways	<p>Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat.</p> <p>Pupils should explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants</p> <p>begin to put vertebrate</p>	<p>Ask children to take a thumb and rub it down the centre of their back. Tell them they can feel the bones in their back and ask what type of animal they are – vertebrate. Explain that the other large animal group is called ‘invertebrate’. These are 2 groups in the animal kingdom.</p> <p>Sub divide vertebrate group by looking at animal bodies and the way they reproduce. Show children fish, amphibians, reptiles, birds and mammal pictures. Describe characteristics of each group.</p> <p>Sub divide invertebrate group by looking at features of animal bodies. Show jellyfish, worm, arthropod, mollus and echinoderm pictures. Describe characteristics of each using key vocab.</p> <p>Sort plant kingdom into following groups: mosses, ferns, conifers, flowering plants. Show children pictures. Describe characteristics.</p> <p>Children could write a list of questions that they have based on habitats e.g. what does a fox do to keep warm in the winter? What happened to flowers when they have less daylight in the winter?</p> <p>Give children the question: how many different ways can you group these animals? And give children pictures of animals to group together. Children explain their</p>

	<p>animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.</p>	<p>reasons for the ways they have grouped the animals.</p> <p>Classify animals and plants in chosen ways: Coniferous and deciduous trees</p> <p>Classify animals into mammals, amphibians, birds, fish, insects and reptiles. Label each type of animal and identify their adaptations.</p>  
<p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>		<p>Recap the two kingdoms and the subgroups. Explain that there are millions of different types of species of living things.</p> <p>Show children key for identifying vertebrates and explain how to use. Give children vertebrate pictures and use key to identify.</p> <p>Children can make their own key – arthropod key to identify a house fly and woodlouse. Make a key to recognize an earthworm, a slug, a snail, an insect and a spider.</p>
<p>recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>They should identify how the habitat changes throughout the year</p>	<p>Tell children that they all have a habitat- their home. Ask if they are ever told to tidy. Why do you think this? Encourage responses such as falling over things/standing on things.</p> <p>Natural habitats have a natural tidiness – plants provide food and shelter for animals, animals are arranged into food chains.</p> <p>Explain that when there were few people in the world they hunted animals and gathered plants moving through habitats and causing comparatively little damage. But today, nearly all of the huge number of people on the planet live in a different way and can damage habitat and threaten the lives of plants and animals that live there.</p> <p>Ask – how do people damage habitats? Trampling plants, riding bikes off paths, breaking twigs, calving trees, litter, glass on ground, small mammals getting trapped in bottles, fires – children could brainstorm all the ways that humans damage habitats.</p> <p>Create a checklist of all of the above problems and take children to some habitats. Children can survey the habitats using the checklist and share findings.</p> <p>Children could come up with ways that any damage could be restored.</p> <p>Children could come up with ideas of how to improve an area of the school to develop it into a woodland habitat.</p> <p>Children could research how people are working to conserve plants and animals.</p>

Science – Electricity

Electricity

This topic lends itself to:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes

- using straightforward scientific evidence to answer questions or to support their findings

Pupils might work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.

As this is also taught in other year groups it is important to make sure that you are providing the children with the foundation knowledge they will need higher up the school.

National Curriculum Statement	Aims	Activities and Suggestions
identify common appliances that run on electricity	Pupils might use the terms current and voltage, but these should not be introduced or defined formally at this stage. Pupils should be taught about precautions for working safely with electricity.	<p>Ask the children to name all of the appliances that they know of which run on electricity. Children could work in groups to create mind maps of these appliances.</p> <p>Children could come up with questions that they have about electricity.</p> <p>Children could discuss what life would be like without electricity.</p>
<p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p>	Pupils might work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.	<p>Give the children a cell, three wires, a switch and a lamp and ask them to make the lamp light up – let the children experiment with the equipment and see if they can work it out.</p> <p>Show children a working circuit and how to set it up. Give children opportunity to correct their circuit. Children could then draw and label their circuit.</p> <p>Replace lamps with motors – children could redraw and explain what happens when the current is switched on.</p> <p>Repeat with buzzers.</p>
<p>recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p>	Working scientifically: Making systematic and careful observations; using results to draw simple conclusions and suggest improvements.	<p>Give each group: a cell, three wires with crocodile clips, a lamp, a switch, a torch, wood, brick, string, copper wire, cardboard, foil, ceramic plate, paper plate, iron nail, steel spoon.</p> <p>Arrange cell, wires, lamp and switch in a circle but do not connect them. Discuss why the lamp doesn't light (lack of connection).</p> <p>Explain that materials which let electricity pass through them are called 'electrical conductors' and materials which do not let electricity pass through them are called 'electrical insulators'. Children could test materials to find out whether they are conductors or insulators – record in a table.</p> <p>Children could come up with items that need to conduct electricity/insulate electricity for certain purposes and suggest which materials would be appropriate.</p>

Computing	
<p>Visual</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>Outcome: Create a simple animation to tell a story (Fall of Troy, Greek Myth, Who let the Gods out, Lion the Witch and the Wardrobe)</p> <p>Software – Scratch</p> <p>Awareness: That animation can be made using programming software</p> <p>Skills:</p> <ul style="list-style-type: none"> • To make a sprite move to the left and right • To add sound to a movement and loop a movement and link to a flag click • To make sprite change colour • To make a sprite say something • To plan a story and design any sprites needed <p>Evaluating: Does my story make sense? How could I improve it?</p> <p>E-Safety: Do I need to consider copyright with any images I use?</p>	<p>Control</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>Outcome: To conduct a fair test from a science experiment using an on-screen timer and robot to complete a task</p> <p>LEGO – WeDo</p> <p>Awareness: That we can program robots to complete repetitive tasks</p> <p>Skills:</p> <ul style="list-style-type: none"> • To create a model that produces sound using the loop command (airplane) • To use the wait command to determine when an action occurs • To know how to use loop commands to create efficient, repeated code • To add a text/number display to accompany an action • To use an on-screen display to create a timer <p>Evaluating: Is your code as efficient as it could be? How could I make my code more efficient?</p> <p>E-Safety: Don't lose any parts!</p>

PSHCE			
Rights, Responsibilities and the Law			
<ul style="list-style-type: none"> to differentiate between the terms, 'risk', 'danger' and 'hazard' to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices to work collaboratively towards shared goals that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) 			
Values			
<ul style="list-style-type: none"> Emotional Intelligence – Explore others perspective – characters in a books 			
British Values			
<ul style="list-style-type: none"> Democracy – origins of democracy and other systems of governance – Greeks Rule of law – Rights of the child 			
History – Ancient Greeks and what they did for us			
Ancient Greece			
<ul style="list-style-type: none"> a study of Greek life and achievements and their influence on the western world 			
Pupils should:			
<ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world note connections, contrasts and trends over time and develop the appropriate use of historical terms ('empire', 'civilisation', 'parliament' and 'peasantry'). understand how our knowledge of the past is constructed from a range of sources. construct informed responses that involve thoughtful selection and organisation of relevant historical information. inspire pupils' curiosity to know more about the past ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. 			
Music – An Olympic Odyssey			
Composition of a piece of music depicting an Olympic event in action or telling the story of a Greek legend			
<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations improvise and compose music for a range of purposes using the inter-related dimensions of music 			
PE – Swimming, Football, Swimming, Dance			
Football	Swimming	Dance	Swimming
<ul style="list-style-type: none"> To master dribbling skills without looking at the ball. To become competent in controlling the ball with new parts of their body (chest, head, thigh), particularly heading for defending. To learn how to shoot towards goal without the need for power (this will involve dribbling to a goal before shooting and receiving a pass to shoot). To learn how to mark an opponent and close down space to an attacker. To learn to make an attacking run without the ball to receive a pass. To play competitive games of equal teams that involve passing with accuracy to a single goal. 		<ul style="list-style-type: none"> To identify and practise the patterns and actions of chosen dance style. To demonstrate an awareness of the music's rhythm and phrasing when improvising. To create an individual dance that reflects the chosen dancing style. To create partnered dances that reflects the dancing style and apply the key components of dance. To perform dance using a range of movement patterns. To perform and evaluate own and others' work. 	
French – The Olympics			
<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing 			
RE - Judaism			

Judaism 3 – The Synagogue

Judaism 4 – Jewish Life

Year 4 – Spring Term


English			
Handwriting Pupils should be taught to:			
<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 			
Key Outcomes: A recount of the argument in role (wk1) Oral debate about 'Outside' (wk2) A persuasive argument (wk2)	Texts: 'Varjak Paw', S.F. Said	Cross-Curricular Links:	Timescale: 2 weeks
Reading – Word Reading <ul style="list-style-type: none"> To read words with 'l' sound spelt 'y' elsewhere than at the end of words. To read words with 'u' sound spelt 'ou'. Reading – Comprehension <ul style="list-style-type: none"> To make predictions about a text, focusing on words and phrases that capture the reader's interest To use evidence from the text to explore relationships between characters in Chapter 1 To use deduction to answer questions about character feelings towards an event. To identify structural features of a persuasive text, analysing elaboration of key points using evidence and examples. To identify language features of a persuasive text. Spoken Language & Listening <ul style="list-style-type: none"> To explore different character perspectives by acting in role. To orally construct and practice a persuasive argument. Writing – Transcription <ul style="list-style-type: none"> To spell word with 'l' sound spelt 'y' elsewhere than at the end of words. To spell words with 'u' sound spelt 'ou'. Writing – Composition <ul style="list-style-type: none"> To write a recount of the family argument from a particular characters perspective using specific language relevant to the character from the book. To write a persuasive argument. To edit and improve a persuasive argument, focusing on assertion. Grammar & Punctuation <ul style="list-style-type: none"> To construct complex sentences by adding a subordinate clause. To alter sentence structure by moving the position of the subordinate clause. To write short, simple sentences for emphasis. To identify and use illustrating connectives. 		Text Type: Persuasion Success Criteria: emotive language rhetorical questions illustrating connectives (This proves that... So it's clear... Therefore...) positive words and phrases facts to back up your points short sentences for emphasis address reader directly (This is just what you have been waiting for...) assertion (Everyone knows that... Surely you must agree...) paragraphs organised around persuasive points	
Key Outcomes: Diary entry in the role of Varjak, experiences of 'Outside'	Texts: Varjak Paw	Cross-Curricular Links:	Timescale: 1 week
Reading – Word Reading <ul style="list-style-type: none"> To identify and understand how the prefixes –in and –im change the meaning of the root word. Reading – Comprehension <ul style="list-style-type: none"> To identify the features of a diary. To identify the use of temporal connectives to order events. To analyse author's choice of powerful verbs and suggest alternatives. Spoken Language & Listening <ul style="list-style-type: none"> To explore the new experiences Varjak faces through role play, focusing on emotive language. To take on different roles to create a role play, listening to others in the group. Writing – Transcription <ul style="list-style-type: none"> To spell words with the prefixes –in and –im. Writing – Composition <ul style="list-style-type: none"> To carry out research on different cultures' martial arts focusing on note-taking. To make notes from reading using key words/phrases and abbreviations. To write a diary in the role of Varjak focusing on powerful verbs and adverbial phrases. Grammar & Punctuation		Text Type: recount Success Criteria: past tense first person chronological order temporal connectives informal language anecdotal story-telling (just imagine-I'm in the park and I suddenly see... emotive language powerful verbs and adverbial phrases commas after fronted adverbials	

<ul style="list-style-type: none"> To construct adverbial phrases to give more information on action taking place. To use commas after fronted adverbials. 			
Key Outcomes: Explanation of 'The Way'	Texts: Varjak Paw	Cross-Curricular Links:	Timescale: 1 week
<p>Reading – Word Reading</p> <ul style="list-style-type: none"> To identify and understand the prefixes - il, and -ir change the meaning of the root word. <p>Reading – Comprehension</p> <ul style="list-style-type: none"> To identify the language features of an explanation text. To identify the use of causal connectives in explanation texts. To analyse the structure of paragraphs, using temporal openers then causal connectives to elaborate. <p>Spoken Language & Listening</p> <ul style="list-style-type: none"> To orally rehearse an explanation text using causal connectives. <p>Writing – Transcription</p> <ul style="list-style-type: none"> To spell words with the prefixes – il, and –ir. <p>Writing – Composition</p> <ul style="list-style-type: none"> To plan an explanation text, using time openers and causal connectives to structure notes. To write an explanation text, focusing on temporal and causal connectives. To include an introduction and conclusion. To edit and improve an explanation text, talking directly to the reader. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To construct complex sentences by adding a subordinate clause. To use causal connectives to link clauses in a sentence. To use brackets after subject-specific vocabulary to explain meaning. 		<p>Text Type: Success Criteria: causal connectives (because of this, consequently, as a consequence of, therefore, as a result...) temporal connectives present tense diagram/flow chart/text box to aid explanation Introduction that talks directly to the reader (You'll be surprised to know that...) Conclusion that talks directly to the reader relating the subject to their own experience (So next time you take part in martial arts...) Brackets to explain subject-specific vocabulary</p>	
Key Outcomes: Narrative – writing a chapter from another perspective	Texts: Varjak Paw	Cross-Curricular Links:	Timescale: 2 weeks
<p>Reading – Word Reading</p> <ul style="list-style-type: none"> To read words with the 'g' sound spelt –gue and the 'k' sound spelt –que To read words with the 's' sound spelt 'sc'. <p>Reading – Comprehension</p> <ul style="list-style-type: none"> To analyse author's style of using punctuation for pace and rhetorical questions. To analyse features that create suspense, focusing on sentence length and punctuation. To analyse the imagery created through expanded noun phrases and verb phrases. To explore Holly's characteristics using evidence from the text. To identify author's choice of language associated with Holly. <p>Spoken Language & Listening</p> <ul style="list-style-type: none"> To explore a scene from Holly's perspective through sculpting. To communicate effectively in a group to sculpt a freeze-frame. <p>Writing – Transcription</p> <ul style="list-style-type: none"> To spell words with the 'g' sound spelt –gue and the 'k' sound spelt –que. To spell words with the 's' sound spelt 'sc'. <p>Writing – Composition</p> <ul style="list-style-type: none"> To plan a chapter from an alternative perspective. To write the opening to a chapter from an alternative perspective, focusing on punctuation for pace. To continue writing a chapter from an alternative perspective, focusing on expanded noun and verb phrases for detail. To include flashbacks within the narrative. To publish a chapter for display. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To create tension using punctuation for dramatic pauses. To construct expanded noun phrases and verb phrases that provide extra detail. To use dashes to separate clauses in a sentence. To vary sentence length for effect. 		<p>Text Type: Success Criteria: Punctuation for pace ... and – for pauses. Author's style of rhetorical questions Expanded noun phrases and verb phrases for detail Emotive language Adverbial openers Commas after adverbials Flash backs to previous moments Varying sentence length for effect Dashes</p>	
Key Outcomes: Writing and performing scripts for a film trailer and voice-over Pitching trailer to a board of directors from a well-known film company	Texts: Examples of dramatic persuasive scripts Examples of persuasive pitches of other products	Cross-Curricular Links:	Timescale: 4 weeks

<p>Reading – Word Reading</p> <ul style="list-style-type: none"> To read words with the prefix ‘inter’, ‘re’ and ‘sub’, and to explain how the prefix changes the meaning of the root word. To use thesaurus’ to find alternative/more dramatic verbs and adjectives and use dictionaries to ensure the appropriate use of new vocabulary. <p>Reading – Comprehension</p> <ul style="list-style-type: none"> To identify the structural features of a script. To identify persuasive language features. To identify the language and techniques used to hook the audience and to explain why they are effective. To comment on the writers choice of certain words and to identify the word class that they belong to. To identify persuasive points and supporting evidence in a pitch. <p>Spoken Language & Listening</p> <ul style="list-style-type: none"> To select and use appropriate registers for effective communication. To act out scenes for the trailer, following the script. To record, evaluate and improve speech. To participate in discussions to generate persuasive points and evidence. To orally rehearse and improve their pitch. To speak audibly and fluently with an increasing command of Standard English when presenting to an audience. <p>Writing – Transcription</p> <ul style="list-style-type: none"> To spell words with the prefix ‘inter’, ‘re’ and ‘sub’. <p>Writing – Composition</p> <ul style="list-style-type: none"> To storyboard ideas for a trailer. To write the script for a trailer. To write the voice-over for a trailer, ending on a cliff hanger. To write the pitch for the film and orally present this to an audience. To organise persuasive points from general to specific and provide supporting evidence for each point. To end the pitch with a rhetorical question. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To identify how punctuation is used for dramatic effect, e.g. ellipsis, exclamation marks. To identify and write short sentences for dramatic effect and to explain their purpose. To use commas after adverbial openers. To use powerful verbs and adjectives. 		<p>Text Type: Script</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> Name of person speaking written in the margin Use of colon after the name of the person speaking Directions for speech, intonation, volume, etc. in brackets Orientation paragraphs for each change of scene to include stage directions Adverbial openers Ellipsis for pauses Capitals or italics to emphasis words <p>Voice-over and Pitch:</p> <ul style="list-style-type: none"> Adverbial openers Powerful verbs and adjectives Dramatic punctuation Rhetorical questions Exaggeration Short sentences for dramatic effect Points move from general to specific Cliff hanger (voice-over) 	
<p>Key Outcomes: An explanation text about the water cycle</p>	<p>Texts: Children’s science books and texts about the water cycle (including online)</p>	<p>Cross-Curricular Links: Science – States of Matter</p>	<p>Timescale: 2 weeks</p>
<p>Reading – Word Reading</p> <ul style="list-style-type: none"> To practise reading words with the ending –tion. To use a dictionary to check the meaning of a word they have read, by looking at the first and second letter. <p>Reading – Comprehension</p> <ul style="list-style-type: none"> To identify the structural features of a range of scientific explanation texts. To evaluate the effectiveness of different explanation texts and explain why the writer has chosen to organise the text in a certain way. To efficiently use the index, contents, glossary, skimming and scanning techniques to find literal information quickly. <p>Spoken Language & Listening</p> <ul style="list-style-type: none"> To orally explain processes clearly and concisely using the correct scientific vocabulary and precise language. <p>Writing – Transcription</p> <ul style="list-style-type: none"> To spell and write a glossary of scientific terms, including words ending in ‘-tion’. <p>Writing – Composition</p> <ul style="list-style-type: none"> To take notes from a range of sources. To organise information (notes) onto a flow diagram. To organise information into an introduction, main headings, sub-headings and paragraphs and a conclusion. To include annotated diagrams and captions. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To identify the clause which is the ‘cause’ and the clause which is the ‘effect’. To identify illustrating connectives and the clause it relates to. 		<p>Text Type:</p> <p>Success Criteria:</p> <p>General introduction to topic</p> <p>Linked main & sub-headings – organise the process in order</p> <p>Scientific annotated diagrams</p> <p>Additional information/interesting facts, e.g. weather data/statistics</p> <p>Scientific captions for close up diagrams of particles in solids, liquids and gases</p> <p>Present tense</p> <p>Temporal connectives and adverbial phrases used as openers</p> <p>Illustrating and causal connectives</p> <p>Technical vocabulary</p> <p>Conclusion focuses on the importance of the water cycle</p> <p>Glossary</p>	

<ul style="list-style-type: none"> To consistently write in the present tense. 	
Maths	
<p>Number: Multiplication and Division</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for multiplication tables up to 12 x 12 Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1, dividing by 1, multiplying together three numbers Recognise and use factor pairs and commutativity in mental calculations Multiply two-digit and three-digit numbers by one digit number using formal written layout Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one-digit, inter scaling problems and harder correspondence problems such as n objects are connected to m problems 	<p>11 and 12 times-table Multiply 3 numbers Factor pairs Efficient multiplication Written methods Multiply 2-digits by 1-digit Multiply 3-digits by 1-digit Divide 2-digits by 1-digit (1) Divide 2-digits 1-digit (2) Divide 3-digits by 1-digit Correspondence problems</p>
<p>Measurement: Area</p> <ul style="list-style-type: none"> Find the area of rectilinear shapes by counting squares 	<p>What is area? Counting squares Making shapes Comparing area</p>
<p>Number: Fractions</p> <ul style="list-style-type: none"> Recognise and show, using diagrams, families of common equivalent fractions Count up and down in hundredths, recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number Add and subtract fractions with the same denomination 	<p>What is a fraction? Equivalent fractions (1) Equivalent fractions (2) Fractions greater than 1 Count in fractions Add 2 or more fractions Subtract 2 fractions Subtract from whole amounts Calculate fractions of a quantity Problem solving - calculate quantities</p>
<p>Number: Decimals</p> <ul style="list-style-type: none"> Recognise and write decimal equivalents of any number of tenths or hundredths Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths Solve simple measure and money problems involving fractions and decimals to two decimal places Convert between different units of measure (for example kilometre to metre) 	<p>Recognise tenths and hundredths Tenths as decimals Tenths on a place value grid Tenths on a number line Divide 1-digit by 10 Divide 2-digits by 10 Hundredths Hundredths as decimals Hundredths on a place value grid Divide 1 or 2-digits by 100</p>
Science – States of Matter	
<p>States of Matter</p> <p>This is topic lends itself to:</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 	
<p>Pupils might work scientifically by: grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes)</p>	

and ice-cream for a party). They could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. They might observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.

National Curriculum Statement	Aims	Activities and Suggestions
compare and group materials together, according to whether they are solids, liquids or gases	Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container).	<p>Ballooning Around Present sealed balloons containing: Ice Water Air Children to label and explore the balloons by feeling for themselves how solids can be hard, with a fixed shape whilst liquids and gases can feel 'squashy', with a changing shape. Children can note down properties of each of the balloons.</p> <p>Children to observe what happens when they cut and remove the outer skin of the balloons and discuss how solid keeps its shape, liquid flows and takes shape of container whilst the gas spreads out to fill all space available (although we can't see it)</p> <p>Children could measure the size of balloons at before and after and record changes.</p> <p>From this, children could talk about criteria for grouping, sorting and classifying. They could then sort a range of solids, liquids and gases based on these criteria.</p> <p>Working Scientifically Making systematic and careful observations and where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Identifying differences, similarities or changes related to simple scientific ideas and processes.</p>
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)	<p>Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.</p> <p>Note: Teachers should avoid using materials where heating is associated with chemical change, for example, through baking or burning.</p>	<p>Use small amounts of materials such as wax, butter, chocolate, ice, and cheese placed in to foil cases and floated in large open bowls filled with different temperatures of water.</p> <p>Take careful observations of which materials begin to melt as well as take measurements of the temperature of the water when they see this happening.</p> <p>Investigate what melts in the sun and record findings.</p>
Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting	<p>Pour hot water into a clear bowl and cover it with cling film. Place a few ice cubes in the centre of the cling film and observe how the hot water begins to evaporate as a gas in an upwards direction but then cools on contact with the cling film, turns back to liquid and drips down into the bowl again.</p> <p>Window water cycle https://www.mobileedproductions.com/blog/how-to-make-a-water-cycle-in-a-bag</p> 

Computing	
<p>Image and Sound</p> <ul style="list-style-type: none"> 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a 	<p>Visual Coding</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in

<p>range of ways to report concerns about content and contact.</p> <p>Outcome: Create and edit film trailer (English link)</p> <p>Software – iMovie, iPod Touch</p> <p>Awareness: That video can be improved with editing</p> <p>Skills:</p> <ul style="list-style-type: none"> To use a camera effectively to frame and capture video To use storyboarding and scripts to plan a video To capture video successfully To import video into iMovie and add clips to timeline To add fine-tune edits, add titles, transitions and sound effects, and then export finished video <p>Evaluating: Does my video make sense? How could I fine-tune the edits?</p> <p>E-Safety: To be aware of the possible risks of sharing photos and videos on the Internet</p>	<p>algorithms and programs</p> <ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>Outcome: Create a self-solving maths worksheet (Maths link)</p> <p>Software – IDLE, Terminal</p> <p>Awareness: That coding is writing instructions for a computer to understand</p> <p>Skills:</p> <ul style="list-style-type: none"> To know that we use the >>> prompt to enter code To program the computer to produce text (strings) using the >>> print () function To use the \n escape sequence to add multiple lines of text To use \t to create a tab in text and the backslash to produce punctuation on screen To solve maths calculations <p>Evaluating: Does my code produce the desired effect? If not, how can I debug it?</p> <p>E-Safety: We should only run code that we understand, not code we find on the internet!</p>
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PSHCE

Keeping Safe and Healthy – Physical and Mental Wellbeing

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (Self-care and managing feelings)
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.
- how and when to seek support including which adults to speak to in school if they are worried about their health.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- why social media, some computer games and online gaming, for example, are age restricted.
- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle. (see SRE plan)

Values

- Innovation – create a sugar free recipe book to print and sell
- Determination – dealing with failure – what to do when things go wrong

British Values

- Individual liberty – Values, needs and wants

History – Saxon Settlement in Britain

Britain’s settlement by Anglo-Saxons and Scots

This could include:

- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture

Pupils should:

- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- know and understand how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- note connections, contrasts and trends over time and develop the appropriate use of historical terms (‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’).
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- have their curiosity inspired to know more about the past

Art – Sculptures and Sculptors

Focus on Michelangelo sculptures and other art work. Create a sculpture of a human.

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Music – To the Beat

Composition with a focus on the beat and rhythm of the music to accompany different kinds of exercise (running, boxing, using gym equipment)

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- use and understand staff and other musical notations

<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music 			
PE – Swimming, Gymnastics, Cricket, Swimming			
Gymnastics <ul style="list-style-type: none"> Master use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes Develop strong control when balancing on combinations of 1/2/3/4 “points” as a pair or in a small group, e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand Explore balancing with a partner: facing, beside, behind and on different levels Move in and out of balance with exact movements, in a gymnast like manner. Perform a gymnastic sequence with clear changes of speed, 4 different balances with 4 different ways of travelling with a partner or as a group. Use a variety of rolling actions to travel on the floor and along apparatus Travel with a partner in time; move away from and together on the floor and on apparatus Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing) Add a quarter or half turn into a jump before landing Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action 	Swimming	Cricket <ul style="list-style-type: none"> To strike the ball with greater accuracy and begin to learn about hitting the ball away from the fielders. To learn how to score points in the game (Kwik cricket) To master movement to catch a ball in the air. To play small sided games of kwik cricket using just one batsperson. To bowl with increasing accuracy from a stationary position 	Swimming
D&T – Carbon Neutral Piece of Exercise Equipment			
Pupils will design and manufacture a piece of carbon neutral exercise equipment (Eco & PE Link) Pupils should: <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 			
French - What is the Date?			
What is the Date? <ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly 			
RE - Islam			
Islam 3 – Ramadan Islam 4 - Hajj			

Year 4 – Summer Term

English			
Handwriting Pupils should be taught to:			
<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 			
Key Outcomes: An alternative ending to the story/dilemma	Texts: ‘The Balaclava Story’, George Layton	Cross-Curricular Links: PSHCE	Timescale: 1 week
Reading – Word Reading <ul style="list-style-type: none"> To recognise and read uncommon words with the ‘long a’ sound, spelt –ei, -eigh, -ey, e.g. vein, weigh, obey. Reading – Comprehension <ul style="list-style-type: none"> To identify the dilemma in a story and the possible resolutions. To answer deductive and inference questions about the dilemma and the impact it has on the main character. To identify emotive language and the effect it has on the reader. Spoken Language & Listening <ul style="list-style-type: none"> To use predictions to improvise the outcome of a dilemma. Writing – Transcription <ul style="list-style-type: none"> To spell uncommon words with the ‘long a’ sound spelt –ei, eigh, ey. Writing – Composition <ul style="list-style-type: none"> To use knowledge of the story plot, characters and setting to write an alternative ending to the story/dilemma. To use emotive language to have an impact on the reader. Grammar & Punctuation <ul style="list-style-type: none"> To use inverted commas to demarcate direct speech. To start a new paragraph when another character speaks. To choose appropriate pronoun or noun within and across sentences to aid cohesion and to avoid repetition. 		Text Type: Success Criteria: Fronted adverbials Commas after fronted adverbials Inverted commas for direct speech Paragraphs Appropriate choice of pronoun/noun Emotive language Resolution	
Key Outcomes: Chapter book - dilemma story written in the style of JW (chapter each week)	Texts: ‘The Suitcase Kid’ and other stories by Jacqueline Wilson which deal with social issues/dilemmas	Cross-Curricular Links: PSHCE	Timescale: 4 weeks
Reading – Word Reading <ul style="list-style-type: none"> To practise reading words with the suffix –ation and to use dictionaries to find out their meaning, e.g. adoration, admiration, sensation. Reading – Comprehension <ul style="list-style-type: none"> To identify the dilemma and the social issues that the main character faces. To identify the key features of each chapter of ‘The Suitcase Kid’. To explain why the author uses both direct and indirect speech. To understand and identify the relationships between Andy and the other key characters. To understand how sentence structure can convey how the character feels to the reader. To reconstruct a chapter, identifying the structural features which allowed you to do this, e.g. temporal connectives, adverbial openers, etc. To identify hyphens and ellipses and explain why the author has used them. Spoken Language & Listening <ul style="list-style-type: none"> To orally explore and rehearse the possible outcomes of different dilemmas, which centre around specific social issues that the children can relate to (conscience alley), e.g. parent losing their job and not being able to pay for both a school trip and new trainers – child has to choose. To improve the outcomes of the dilemma and the emotional impact on the main character. Writing – Transcription <ul style="list-style-type: none"> To investigate the rules and spell polysyllabic words where the suffix begins with a vowel letter, e.g. forgetting, forgotten (double the last letter of the root word), gardening, gardener (the consonant letter is not doubled) To spell words with the suffix –ation. To investigate the rules and spell words with the suffix –ly, e.g. sadly, finally. Writing – Composition <ul style="list-style-type: none"> To organise wider themes into chapters. To organise paragraphs around a theme, e.g. summary of issues, characters feelings regarding the dilemma. To use temporal connectives and adverbial openers to structure the events in a story. To edit and publish your chapter book. Grammar & Punctuation		Text Type: Success Criteria: Fronted adverbials Commas after fronted adverbials Inverted commas for direct speech Chapters Paragraphs Appropriate choice of pronoun/noun Emotive language Resolution Commas after reported clause Varying sentence length Temporal connectives Dashes Ellipses	

<ul style="list-style-type: none"> To vary sentence length for effect. To identify and write both direct and indirect speech To use inverted commas for direct speech. To use a comma after the reporting clause when using direct speech, e.g. The conductor shouted, 'Sit down!' To choose appropriate pronoun or noun within and across sentences to aid cohesion and to avoid repetition. 			
Key Outcomes: Non-chronological report about the Amazon	Texts: Non-chronological reports about other places Information books and online information about the Amazon	Cross-Curricular Links: Geography	Timescale: 3 weeks
<p>Reading – Word Reading</p> <ul style="list-style-type: none"> To use dictionaries and encyclopedias to find out the meaning of new topic specific vocabulary. To read words with the prefix 'super...' and 'anti..' and to know how the meaning of the prefix changes the meaning of the root word. <p>Reading – Comprehension</p> <ul style="list-style-type: none"> To explain the purpose and organisation of a non-chronological report. To identify comparative and superlative language and explain the purpose of this in non-chronological reports. To identify words and phrases which add precision to descriptions and then explain the effect this has on the reader. <p>Spoken Language & Listening</p> <ul style="list-style-type: none"> To orally rehearse changing sentences in the active voice to the passive voice. To orally uplevel sentences/paragraphs to add precision to descriptions. <p>Writing – Transcription</p> <ul style="list-style-type: none"> To spell words with the prefix 'super...' and 'anti...'. To spell new topic specific words. <p>Writing – Composition</p> <ul style="list-style-type: none"> To write an orientation paragraph. To plan and organise paragraphs around logical themes using sub-headings. To organise points within paragraphs from general to specific, by elaborating and giving examples. To include tables, diagrams and images for a specific purpose. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To know the difference between the passive and active voice and to write in the passive voice to aid formality. To use dashes to separate clauses in a sentence. 		<p>Text Type:</p> <p>Success Criteria:</p> <p>Opening statement/orientation paragraph</p> <p>Paragraphs organised around themes with sub-headings</p> <p>Points move from general to specific</p> <p>Examples and elaboration</p> <p>Descriptions for precision</p> <p>Language of comparison and contrast – superlatives, e.g. largest and comparative, e.g. larger</p> <p>Third person</p> <p>Present tense</p> <p>Passive voice</p> <p>Tables, diagrams or images</p> <p>Dashes to add extra information</p>	
Key Outcomes: Story set in South America	Texts: The Great Snake – Stories from the Amazon by Sean Taylor and Fernando Vilela (Traditional Tales from South America)	Cross-Curricular Links: Geography	Timescale: 3 weeks
<p>Reading – Word Reading</p> <ul style="list-style-type: none"> To use dictionaries and encyclopaedias to find out the meaning of new topic specific vocabulary. To read words with the prefix 'auto...' and to know how the meaning of the prefix changes the meaning of the root word. <p>Reading – Comprehension</p> <ul style="list-style-type: none"> To identify the culture, language and traditions of India through a narrative and make comparisons with life in our local area. To identify stories which start with either action, description or dialogue and the reasons why authors make these choices. To understand how the author helps the reader to build up empathy for the main character. To identify how events and descriptions build up suspense or questions in the readers mind. <p>Spoken Language & Listening</p> <ul style="list-style-type: none"> To orally generate ideas for the plot of a story based around a special cultural object. To freeze frame events in chronological sequence. <p>Writing – Transcription</p> <ul style="list-style-type: none"> To spell words with the prefix 'auto...'. To spell words with the ending -sion, where they make the 'zh' sound, e.g. confusion, decision, etc. To spell new topic specific words. <p>Writing – Composition</p> <ul style="list-style-type: none"> To ensure the dialogue and descriptions reflect the culture, language and traditions of the setting. To include events and descriptions which build up empathy for the main character. To plan a series of events/descriptions which build up suspense and/or create questions in the readers mind about what may happen next. To organise events, descriptions and dialogue into chronological paragraphs. <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> To vary sentence length for effect. To use dashes to separate clauses in a sentence. 		<p>Text Type:</p> <p>Success Criteria:</p> <p>Opening starts with either action, description of setting or dialogue</p> <p>Fronted adverbials</p> <p>Commas after fronted adverbials</p> <p>Inverted commas for direct speech</p> <p>Paragraphs</p> <p>Appropriate choice of pronoun/noun</p> <p>Emotive language</p> <p>Resolution</p> <p>Commas after reported clause</p> <p>Varying sentence length</p> <p>Temporal connectives</p> <p>Dashes</p> <p>Ellipses</p> <p>Dialogue and descriptions reflect culture, language and traditions of setting</p>	

<ul style="list-style-type: none"> To use ellipses for pauses and to create suspense. 		
Maths		
Number: Decimals <ul style="list-style-type: none"> Compare numbers with the same number of decimal places up to two decimal places Round decimals with one decimal place to the nearest whole number Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$ Understand the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths 		Make a whole Write decimals Compare decimals Order decimals Round decimals Halves and quarters
Measurement: Money <ul style="list-style-type: none"> Estimate, compare and calculate different measures, including money in pounds and pence Solve simple measure and money problems involving fractions and decimals to two decimal places 		Pounds and pence Ordering money Estimating money Four operations
Measurement: Time <ul style="list-style-type: none"> Read, write and convert time between analogue and digital 12 and 24-hour clocks Solve problems involving converting from hours to minutes to seconds, years to months, weeks to days 		Hours, minutes and seconds Years, months, weeks and days Analogue to digital - 12 hour Analogue to digital - 24 hour
Statistics <ul style="list-style-type: none"> 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 		Interpret charts Comparison, sum and difference Introducing line graphs Line graphs
Geometry: Properties of shape <ul style="list-style-type: none"> Identify acute and obtuse angles and compare and order angles up to two right angles by size Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Identify lines of symmetry in "d shapes presented in different orientations Complete a simple symmetric figure with respect to a specific line of symmetry 		Identify angles Compare and order angles Triangles Quadrilaterals Lines of symmetry Complete a symmetric figure
Geometry: Position and direction <ul style="list-style-type: none"> Describe positions on a 2D grid as coordinates in the first quadrant Plot specified points and draw side to complete a given polygon Describe movements between positions as translations of a given unit to the left / right and up / down 		Describe position Draw on a grid Move on a grid Describe a movement on a grid
Science – Sounds, Animals including Humans		
Sounds This topic lends itself to: <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 		
Working Scientifically		
National Curriculum Statement	Aims	Activities and Suggestions
identify how sounds are made, associating some of them with something vibrating	Pupils should explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of	Children to sit in silence for 2minutes – what can you hear? Create a list. Children could group these sounds. Explain that sound can be made my striking two surfaces together – clapping/clicking/stamping. What else? Could extend this to bells/shakers. Sound can be made by moving air – whistling. What instruments produce a sound when they are blown?

	sounds can be changed in a variety of ways.	<p>Rub hands together and listen for sound – show how a guiro makes a sound when scraped.</p> <p>Show a violin – how is sound created with this instrument? Look into the vibration of the strings. Get a drum and some rice and ask children how the rice could be used to see if the skin of the drum vibrates.</p> <p>Look into how sound reaches the ear.</p>
recognise that vibrations from sounds travel through a medium to the ear	<p>Working Scientifically: Asking relevant questions and using different types of scientific enquiry to answer them; recording findings in tables and bar charts; identifying changes related to simple scientific ideas and processes</p> <p>Scientific enquiry type: Fair tests; pattern seeking</p>	<p>Tuning fork: https://www.youtube.com/watch?v=h1H_GaajDak</p> <p>Pupils might work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses.</p> <p>https://www.outstandingscience.co.uk/index.php?action=view_page&page=view_unit&unit=4d</p> <p>This shows how sounds are made from vibrations – lesson could be based around playing instruments and observing what the children see and hear.</p> <p>Children could investigate how our ears work. Create an information text about how our ears work:</p>  <p>The children could make earmuffs from a variety of different materials to investigate which provides the best insulation against sound.</p>
find patterns between the pitch of a sound and features of the object that produced it	make and play their own instruments by using what they have found out about pitch and volume.	<p>Look at a guitar and observe the relationship between the pitch of the sound and the size of the string.</p> <p>Make a model guitar using different size elastic bands and a box. Experiment with the pitch of sound from each string.</p> <p>Tighten the strings to see how it changes the pitch.</p> <p>Children could blow across the top of different plastic bottles and listen to the sounds made. They could arrange the bottles in terms of their pitch.</p>
find patterns between the volume of a sound and the strength of the vibrations that produced it	Working scientifically: making comparative tests and fair tests.	<p>Lay out a rope and ask a child to hold one end and shake it gently – this is a model of a quiet sound and how far it travels. Then ask a child to shake the rope more strongly – this is a model of louder sound – the wave travels further.</p> <p>Show children a phone, piece of wood and a balloon and ask: how could you use these things to compare how sound passes through solid, liquid and gas? Children could plan, set up and carry out an experiment using these pieces of equipment and record their findings.</p> <p>Children could experiment with how far sound travels depending on the volume and record the results on a bar graph.</p> <p>Set up a sound source and find out how far they must go before it cannot be heard. Wrap the sound source in a material (cloth, bubble wrap, cotton sheet, plastic) and measure how far they must go before it cannot be heard. Record data in a table and present in a bar graph.</p>
recognise that sounds get fainter as the distance from the sound source increases.		
<p>Animals including Humans</p> <p>This topic lends itself to:</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. <p>Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the</p>		

digestive system and compare them with models or images.		
National Curriculum Statement	Aims	Activities and Suggestions
describe the simple functions of the basic parts of the digestive system in humans	<p>Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.</p> <p>They might draw and discuss their ideas about the digestive system and compare them with models or images.</p>	<p>Ask children what they feel happening to food when it is in their mouth. Encourage answers linking to it being chewed up and moistened. Explain that the tongue also makes it into pellets and the moisture helps you swallow it. Point to neck and say that the food goes down a tube called the 'gullet' or 'oesophagus' then point to just below right ribcage and say it goes to the stomach.</p> <p>Digestive system experiment: What will you need? Resources (per group):</p> <ul style="list-style-type: none"> • 1/3 banana • 1 cream cracker • Paper cup with hole in the bottom • 50ml water • Orange juice • Sealable plastic sandwich bag • Scissors • A stocking (or one leg cut from a pair of tights) • Paper towels • A plastic or aluminium tray <p>What will you do?</p> <ol style="list-style-type: none"> 1. Put down plenty of newspaper to cover a table, and use a plastic tray to catch any mess. 2. Place the cream cracker, banana and orange juice (which represents stomach acid) into the plastic sandwich bag. The bag represents the stomach. 3. Add the water, which represents saliva. 4. Squeeze all the air out and seal the bag. 5. Squeeze the bag for 2 or 3 minutes to smash up the mixture inside. This mimics the action of our stomach walls breaking down food. 6. Place the plastic sandwich bag and stocking over a tray. Cut a small hole in the corner of the bag and transfer the contents into the stocking. The stocking represents the small intestine. 7. Squeeze the food through the stocking. The liquid that ends up in the tray represents the nutrients that are absorbed by the body and used for growth and energy. The food that remains inside the stocking represents the waste that can't be absorbed by the body. 8. Cut the toe off the stocking and squeeze the remaining food out of the end and into the plastic cup. The cup represents the large intestine. 9. Finally, push the food (waste) through the bottom of the cup. This represents going to the toilet. <p>In partners, one person lies on large piece of paper and partner to draw around them for body outline. Show picture of digestive system and let children draw it inside the outline.</p>
identify the different types of teeth in humans and their simple functions	<p>Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them.</p>	<p>Learn about types of teeth – milk teeth and adult teeth. Ask children to point to gaps in own teeth.</p> <p>Learn what each tooth is called and the function of each type of tooth (incisors, canines and molars)</p> <p>Give children a mirror and let them draw and label their teeth.</p> <p>Remind children about healthy eating and effects of sugar on teeth.</p> <p>Experiment: using eggshells Place each eggshell on graph paper and photograph. Place it in a beaker and pour 11ml of one of the drinks on it. Leave eggshells for a few days and let the children at them over time. Remove the drinks, let shells dry and take another photograph to compare to original.</p>
construct and interpret a variety of food chains, identifying producers, predators and prey		<p>Recap animals and their habitats.</p> <p>Learn about carnivore, omnivore and herbivore – sort animals into different groups to recap for next part of learning.</p> <p>Identify predators and prey and the differences between them. Children could have pictures of animals and write if they are a predator and prey and how they have adapted to be good at this role e.g. fast at running to catch prey, shape of beak, position of eyes, teeth.</p> <p>Children to notice that some animals can be predator and prey.</p>

		<p>Introduce the word producer. Children can give examples of producers they know of.</p> <p>Children could label a food chain – producer, primary consumer, secondary consumer, tertiary consumer, predator, prey, carnivore, herbivore. Describe the qualities of each animal.</p> <p>Ask children to choose an animal to create a food chain for. This could from a range of scales e.g. global – temperate, polar/arctic, desert, rainforest seas or it could be local – hedge, pond, tree, rock pool.</p> <p>Once they have chosen their animal they can research using books and/or internet to find suitable creatures and plants. They can then draw the members of the food chain or use the internet to find images and arrows. They can create the food chain and label it using appropriate vocabulary.</p>
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Computing	
<p>Productivity</p> <ul style="list-style-type: none"> 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>Outcome: Create data and graphs for the comparison of the different locations studied (Geography link) Software – Numbers, Excel Awareness: That spreadsheets can perform calculations Skills:</p> <ul style="list-style-type: none"> To know that spreadsheets are organised into cells with a cell reference To be able to use the ‘=’ sign to write simple addition and subtraction formulas To write ‘SUM’ formulas To use * and / to write multiplication and division formula To choose the best type of graph to show my data <p>Evaluating: Are my formulas correct? Did I choose the best graph? E-Safety: Adjusting the screen and keyboard so its comfortable</p>	<p>Internet</p> <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact <p>Outcome: Create a wiki for the history of Greenwich (History Link) Software - Safari Awareness: To know that not everything on the internet is correct or relevant Skills:</p> <ul style="list-style-type: none"> To generate useful search criteria to find the answer to a question To read the description of a website to find out if it is relevant To use the “advanced search” feature To skim and scan websites to find relevant information To consider whether the information I have found is most likely to be correct/reliable <p>Evaluating: Have I found useful and accurate websites? Could I have used a more effective search term? E-Safety: To know what to do if I come across inappropriate content and that not everything on the internet is what it seems</p>

PSHCE
<p>Drugs</p> <ul style="list-style-type: none"> Limits To Drinking Alcohol Legal And Illegal Drugs Attitudes To Drugs <p>Relationship Education</p> <ul style="list-style-type: none"> that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <p>Values</p> <ul style="list-style-type: none"> Collaboration – Develop skills of compromise Integrity – identifying character traits <p>British Values</p> <ul style="list-style-type: none"> Mutual respect – challenging stereotypes

History – Greenwich
<p>a local history study To include:</p> <ul style="list-style-type: none"> 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. <p>Pupils should:</p> <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study know and understand how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world

- understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- note connections, contrasts and trends over time and develop the appropriate use of historical terms (e.g. ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’).
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- have their curiosity inspired to know more about the past
- ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

Geography – Comparison between a place in Britain, Europe and South America

Written comparison of a place in Britain, Europe and South America
 This will include the location and characteristics of a range of the world’s most significant human and physical features.

- Locational knowledge**
- locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- Place knowledge**
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

- Geographical skills and fieldwork**
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- Pupils should:
- have knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.
 - understand the interaction between physical and human processes, and of the formation and use of landscapes and environments.
 - develop contextual knowledge of the location of globally significant places – both terrestrial and marine
 - knowledge of places defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

PE – Swimming, Multi-Sports, Swimming, Athletics

<p>Multi-sports This half term is dedicated towards Sportathon preparation. During this time, children will need to practise skills such as:</p> <ul style="list-style-type: none"> • Netball shooting • Hockey shooting. • Putting and chipping onto a target in golf. • To pass and catch using a rebounder. • To improve their agility of static hurdles • Standing long jump. <p>These events are liable to change.</p>	<p>Swimming</p>	<p>Athletics</p> <ul style="list-style-type: none"> • To be able to choose a suitable pace for a different race and increase their effort over longer distances • Recognise and record how the body works in different types of challenges over different distances • Carry out stretching and warm-up safely • To be competitive against their previous records set of times to achieve when: <ul style="list-style-type: none"> ○ running over a short and longer distance ○ length when throwing ○ jumping for distance for or height (with guidance) • Choose different styles of jumping for a suitable task. • Explore different styles of throwing, e.g. pulling, pushing and slinging (using a Vortex in preparation for Sportathon) 	<p>Swimming</p>
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D&T – Animal Study

- Design and create a piece of equipment to humanely capture a creature**
 Pupils should:
- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
 - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
 - investigate and analyse a range of existing products
 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
 - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
 - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
 - apply their understanding of computing to program, monitor and control their products.

French – Classroom

Classroom

- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

RE - Sikhism

Sikhism 3 – The Gudwara and the Guru Granth Sahib

Sikhism 4 – Belonging to the Sikh Community