Year 4 – Autumn Term

English

Handwriting

Pupils should be taught to:
- 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

	Text Type:
Reading – Word Reading • To read words with the ending –sion, -ssion, -cian and -tion. **Reading – Comprehension** • 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** • 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** • 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** • 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.	**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

	Text Type:
Reading – Word Reading • 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** • 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** • 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.	**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

• To speak audibly and fluently with an increasing command of Standard English.	Formal language
Writing – Transcription	
• To spell words with the suffix –ous and –ly.	
• To spell words with the prefixes un-, dis- and mis-.	
Writing – Composition	
• 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 form assessments of reports)	
• To proof-read for spelling and punctuation errors.	
• To present in best for display.	
Grammar & Punctuation	
• 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.	

Key Outcomes: Description of a fantasy setting, Character Profiles, Visual story map, Extended Fantasy Story	**Texts:** The Lion, The Witch and the Wardrobe – C.S. Lewis	**Cross-Curricular Links:**	**Timescale:** 5 weeks

Reading – Word Reading	**Text Type:**
• To recognise homophones and to explain the different meanings of the words.	**Success Criteria:**
• To recognise near homophones and correctly pronounce the subtle differences, e.g. affect/effect.	Settings change between the real world and the fantasy world
• To explain the meanings of near homophones.	Fantasy world is vividly described
• To correctly read words with the graphemes –sure and –ture .	Magical elements
Reading – Comprehension	Fantastical creatures which appear to be ordinary or have human characteristics
• To identify the underlying theme of the narrative.	Story has a clear theme, e.g. the value of friendship, loyalty, overcoming fear, coming of age, etc.
• To establish and sequence the key events in the story.	
• To understand how the writer helps the reader to empathise with the main characters.	Paragraphs
• 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.	Fronted adverbials – when, where and how
• To make predictions about the actions of a character or the following events based on the details stated and implied.	Commas after fronted adverbials
• To compare real life and fantasy settings.	Past tense
Compare the features of a fantastical creature and a human character.	Third person
• To understand how the writer uses time connectives and fronted adverbials to sequence events and to indicate the start of a new paragraph.	Expanded noun phrases
• To use dictionaries to understand new vocabulary.	
Spoken Language & Listening (http://www.literacyshed.com/the-fantasy-shed.html)	
• 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.	
Writing – Transcription	
• 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.	
Writing – Composition	
• 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.	
Grammar & Punctuation	
• To choose nouns or pronouns (including possessive pronouns) appropriately for clarity and cohesion and to avoid repetition.	

• 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 • 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** • 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** • 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** • To spell words with the grapheme ch, pronounced /k/. • To spell words with the grapheme ch, pronounced /sh/. **Writing – Composition** • 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** • 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 • 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 an d practical problems that involve all of the above and with increasingly large positive numbers • Count backwards through zero to include negative numbers • Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	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 • 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	Kilometres
• Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	Perimeter on a grid
• Convert between different units of measure (for example, kilometre to metre)	Perimeter of a rectangle
	Perimeter of rectilinear shapes

Number: Multiplication and Division	Multiply by 10
• Recall and use multiplication and division facts for multiplication tables up to 12 x 12	Multiply by 100
• Count in multiples of 6,7,9, 25 and 1,000	Divide by 10
• 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	Divide by 100
	Multiply by 1 and 0
	Divide by 1
• 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 *n* objects are connected to *m* objects	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
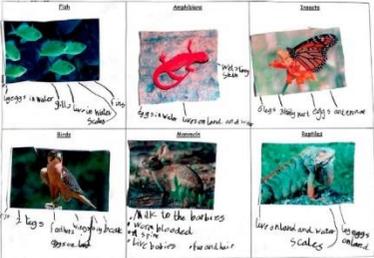
Living Things and their Habitats

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	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. Pupils should explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants	Ask children to take a thumb and rub it down the centre of their back. Tell them they cvan feel the bones in their back and ask what type of animal they are – vertebrate. Explain that the other large animal group is group is called 'invertebrate'. These are 2 groups in the animal kingdom. 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. 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. Sort plant kingdom into following groups: mosses, ferns, conifers, flowering plants. Show children pictures. Describe characteristics. 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?

	begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.	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 reasons for the ways they have grouped the animals. Classify animals and plants in chosen ways: Coniferous and deciduous trees Classify animals into mammals, amphibians, birds, fish, insects and reptiles. Label each type of animal and identify their adaptations.
explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment		Recap the two kingdoms and the subgroups. Explain that there are millions of different types of species of living things. Show children key for identifying vertebrates and explain how to use. Give children vertebrate pictures and use key to identify. 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.
recognise that environments can change and that this can sometimes pose dangers to living things.	They should identify how the habitat changes throughout the year	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. Natural habitats have a natural tidiness – plants provide food and shelter for animals, animals are arranged into food chains. Explain that when there were few people in the world they hinted animals and gathered plant s 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. Ask – how do people damage habitats? Trampling plants, riding bikes off paths, breaking wtigs, calving trees, litter, glass on ground, small mammals getting trapped in bottles, fires – children could brainstorm all the ways that humans damage habitats. 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. Children could come up with ways that any damage could be restored. Children could come up with ideas of how to improve an area of the school to develop it into a woodland habitat. Children could research how people are working to conserve plants and animals.

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.	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. Children could come up with questions that they have about electricity. Children could discuss what life would be like without electricity.
construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	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.	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. 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. Replace lamps with motors – children could redraw and explain what happens when the current is switched on. Repeat with buzzers.
recognise some common conductors and insulators, and associate metals with being good conductors. 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	Working scientifically: Making systematic and careful observations; using results to draw simple conclusions and suggest improvements.	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. Arrange cell, wires, lamp and switch in a circle but do not connect them. Discuss why the lamp doesn't light (lack of connection). 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. Children could come up with items that need to conduct electricity/insulate electricity for certain purposes and suggest which materials would be appropriate.

Computing-

Lego WeDo Awareness: That we can program robots to complete repetitive tasks Skills: - To create a model that produces sound using the loop command - 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 Evaluating: Is your code as efficient as it could be? How could I make my code more efficient? Outcome: To conduct bleep tests in teams and use their WeDo Timers to record results (Links to PE). Online Safety: Self-Image and Identity	Software – Scratch Awareness: That animation can be made using programming software Skills: - To plan a story and design any sprites and backgrounds needed - 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 Evaluating: Does my story make sense? How could I improve it? Outcome: To create a simple animation to tell a story Online Safety: Online Relationships

PSHCE

Rights, Responsibilities and the Law

- 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
- Emotional Intelligence – Explore others perspective – characters in a books

British Values
- 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
- a study of Greek life and achievements and their influence on the western world

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
- 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
- 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			
Hockey	Fitness	OAA	Dodgeball
- To develop open stick dribbling. - To develop sending the ball with a push pass. - To develop receiving the ball. - To develop dribbling using the reverse stick (Indian dribble). - To develop dribbling to beat a defender. -To develop moving into space after passing the ball. - To be able to use an open stick tackle. - To apply defending and attacking principles and skills in a hockey tournament.	- To develop an awareness of what your body is capable of. To test and record baseline fitness scores. - To develop your sprinting technique. To develop your speed. - To develop strength using my own body weight. - To complete actions to develop co-ordination. - To complete actions to develop agility. - To complete actions to develop balance. - To complete actions to develop stamina. - To re-test fitness scores and recognise improvement.	- To develop cooperation and teamwork skills. - To develop communication skills and work effectively with a partner. - To develop trust and team work. To be able to follow and give instructions. - To work effectively in small groups. To develop planning and problem solving skills. - To involve all team members in an activity and work towards a collective goal. - To develop trust and accept support. To be able to listen to others and follow instructions. - To be able to identify objects on a map. To be able to draw and follow a simple map. - To draw a route using directions. To be able to orientate a map and navigate around a grid.	- To learn the rules of dodgeball. To be able to play in a mini dodgeball game. - To develop throwing towards a target. - To develop throwing at a moving target. - To use jumps, dodges and ducks to avoid being hit. - To develop catching a dodgeball at different heights. - To use your whole body to catch a dodgeball. - To learn how to block using the ball. - To understand the rules of dodgeball and use them to play in a tournament.

French – The Olympics

- 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:

- 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)	Texts: 'Varjak Paw', S.F. Said	Cross-Curricular Links:	Timescale:
Oral debate about 'Outside' (wk2)			2 weeks
A persuasive argument (wk2)			

	Text Type: Persuasion
Reading – Word Reading • To read words with 'I' sound spelt 'y' elsewhere than at the end of words. • To read words with 'u' sound spelt 'ou'. **Reading – Comprehension** • 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** • To explore different character perspectives by acting in role. • To orally construct and practice a persuasive argument. **Writing – Transcription** • To spell word with 'I' sound spelt 'y' elsewhere than at the end of words. • To spell words with 'u' sound spelt 'ou'. **Writing – Composition** • 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** • 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.	**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

	Text Type: recount
Reading – Word Reading • To identify and understand how the prefixes –in and -im change the meaning of the root word. **Reading – Comprehension** • 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** • 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** • To spell words with the prefixes –in and –im. **Writing – Composition** • 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**	**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

• 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

Reading – Word Reading • To identify and understand the prefixes - il, and -ir change the meaning of the root word. **Reading – Comprehension** • 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. **Spoken Language & Listening** • To orally rehearse an explanation text using causal connectives. **Writing – Transcription** • To spell words with the prefixes – il, and –ir. **Writing – Composition** • 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. **Grammar & Punctuation** • 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.	**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

Key Outcomes: Narrative – writing a chapter from another perspective	**Texts:** Varjak Paw	**Cross-Curricular Links:**	**Timescale:** 2 weeks

Reading – Word Reading • To read words with the 'g' sound spelt –gue and the 'k' sound spelt –que • To read words with the 's' sound spelt 'sc'. **Reading – Comprehension** • 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. **Spoken Language & Listening** • To explore a scene from Holly's perspective through sculpting. • To communicate effectively in a group to sculpt a freeze-frame. **Writing – Transcription** • To spell words with the 'g' sound spelt –gue and the 'k' sound spelt –que. • To spell words with the 's' sound spelt 'sc'. **Writing – Composition** • 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. **Grammar & Punctuation** • 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.	**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

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

Reading – Word Reading
- 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.

Reading – Comprehension
- 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.

Spoken Language & Listening
- 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.

Writing – Transcription
- To spell words with the prefix 'inter', 're' and 'sub'.

Writing – Composition
- 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.

Grammar & Punctuation
- 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.

Text Type: Script
Success Criteria:
- 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

Voice-over and Pitch:
- 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)

Key Outcomes: An explanation text about the water cycle | **Texts:** Children's science books and texts about the water cycle (including online) | **Cross-Curricular Links:** Science – States of Matter | **Timescale:** 2 weeks

Reading – Word Reading
- 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.

Reading – Comprehension
- 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.

Spoken Language & Listening
- To orally explain processes clearly and concisely using the correct scientific vocabulary and precise language.

Writing – Transcription
- To spell and write a glossary of scientific terms, including words ending in '-tion'.

Writing – Composition
- 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.

Grammar & Punctuation
- 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.

Text Type:
Success Criteria:
General introduction to topic
Linked main & sub-headings – organise the process in order
Scientific annotated diagrams
Additional information/interesting facts, e.g. weather data/statistics
Scientific captions for close up diagrams of particles in solids, liquids and gases
Present tense
Temporal connectives and adverbial phrases used as openers
Illustrating and causal connectives
Technical vocabulary
Conclusion focuses on the importance of the water cycle
Glossary

| | • To consistently write in the present tense. | |

Maths

Number: Multiplication and Division • 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 commutatively 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	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
Measurement: Area • Find the area of rectilinear shapes by counting squares	What is area? Counting squares Making shapes Comparing area
Number: Fractions • 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	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
Number: Decimals • 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)	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

Science – States of Matter

States of Matter
This is 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: 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 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).	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. 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) Children could measure the size of balloons at before and after and record changes. 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. **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.
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)	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. Note: Teachers should avoid using materials where heating is associated with chemical change, for example, through baking or burning.	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. 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. Investigate what melts in the sun and record findings.
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	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. Window water cycle https://www.mobileedproductions.com/blog/how-to-make-a-water-cycle-in-a-bag
Computing		
Software – iMovie Awareness: • That video can be improved with editing		Software – Scratch Awareness: • That coding is writing instructions for a computer to understand

Skills:	Skills:
• To use storyboarding and scripts to plan a video • To use a camera effectively to frame and capture video • To capture video successfully • To add clips and photos to timeline and trim them • To add fine-tune edits, add titles, transitions and sound effects then export finished video	• To plan a maths quiz • To use if/else (condition statements) blocks to decide whether response is correct or incorrect • To use sensing blocks to ask the question and allow user input • To use operators to create the answers • To add a variable and change it in response to an action
Evaluating: Does my video make sense? How could I fine-tune the edits?	Evaluating: Does my code produce the desired effect? If not, how can I debug it?
Outcome: To create and edit film trailer (English link)	Outcome: Create a maths quiz (Maths link)
Online Safety: Online reputation	Online Safety: Online bullying

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
- improvise and compose music for a range of purposes using the inter-related dimensions of music

PE			
Football	Cricket	Dance	Basketball
- To develop control whilst dribbling the ball. - To develop controlling the ball and dribbling under pressure. - To develop passing to a teammate. - To develop passing and moving. - To be able to control the ball with different parts of the body. - To develop changing direction with the ball using an inside and outside hook. - To be able to jockey / track an opponent. - To be able to apply the rules and tactics you have learnt to play in a football tournament.	- To develop overarm throwing and catching. - To develop underarm bowling. - To learn how to grip the bat and develop batting technique. - To develop the batting technique. - To be able to field a ball using a two handed pick up and a short barrier. - To develop overarm bowling technique. - To be able to play the role of bowler, batter, wicket keeper and fielder in a game. - To play apply skills learnt to mini cricket.	- To copy and create actions in response to an idea. To use changes of space to adapt the set material. - To choose actions which relate to the theme. To work with a partner to show action and reaction. - To use actions, dynamics, spacing and timing to represent a state of matter. - To use actions, dynamics, spacing and timing to represent a state of matter. - To remember and repeat actions and create dance ideas in response to a stimulus. - To use action and reaction when creating ideas with a partner. - To remember, repeat and create actions to represent an idea. - To use choreographing ideas to change how actions are performed.	- To develop the attacking skill of dribbling. - To be able to use protective dribbling against an opponent. - To develop the bounce and chest pass and begin to recognise when to use them. - To be able to perform a jump stop and pivot. - To be able to lose a defender. - To develop tracking and defending an opponent. - To develop the technique for the set shot. - To be able to apply the skills, rules and tactics you have learnt to a mini tournament.

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:

- 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?

- 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:
- 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 • To recognise and read uncommon words with the 'long a' sound, spelt –ei, -eigh, -ey, e.g. vein, weigh, obey. **Reading – Comprehension** • 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** • To use predictions to improvise the outcome of a dilemma. **Writing – Transcription** • To spell uncommon words with the 'long a' sound spelt –ei, eigh, ey. **Writing – Composition** • 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** • 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 boy at the back of the class' – Onjali Rauf	**Cross-Curricular Links:** PSHCE	**Timescale:** 4 weeks

Reading – Word Reading • To practise reading words with the suffix –ation and to use dictionaries to find out their meaning, e.g. adoration, admiration, sensation. **Reading – Comprehension** • 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** • 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** • 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** • To organise wider themes into chapters.	**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

- 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
- 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

Reading – Word Reading • 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. **Reading – Comprehension** • 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. **Spoken Language & Listening** • To orally rehearse changing sentences in the active voice to the passive voice. • To orally uplevel sentences/paragraphs to add precision to descriptions. **Writing – Transcription** • To spell words with the prefix 'super...' and 'anti...'. • To spell new topic specific words. **Writing – Composition** • 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. **Grammar & Punctuation** • 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.	**Text Type:** **Success Criteria:** Opening statement/orientation paragraph Paragraphs organised around themes with sub-headings Points move from general to specific Examples and elaboration Descriptions for precision Language of comparison and contrast – superlatives, e.g. largest and comparative, e.g. larger Third person Present tense Passive voice Tables, diagrams or images Dashes to add extra information

Key Outcomes: Story set in South America	**Texts:** Stories from the Amazon ideally Traditional Tales from South America	**Cross-Curricular Links:** Geography	**Timescale:** 3 weeks

Reading – Word Reading • 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. **Reading – Comprehension** • 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. • Spoken Language & Listening • To orally generate ideas for the plot of a story based around a special cultural object. • To freeze frame events in chronological sequence. **Writing – Transcription** • 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.	**Text Type:** **Success Criteria:** Opening starts with either action, description of setting or dialogue Fronted adverbials Commas after fronted adverbials Inverted commas for direct speech Paragraphs Appropriate choice of pronoun/noun Emotive language Resolution Commas after reported clause Varying sentence length Temporal connectives Dashes Ellipses

Writing – Composition	Dialogue and descriptions reflect culture, language and traditions of setting
• 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. **Grammar & Punctuation** • To vary sentence length for effect. • To use dashes to separate clauses in a sentence. • To use ellipses for pauses and to create suspense.	

Maths

Number: Decimals	
• 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 1/4, 1/2, and 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	
• 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	
• 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	
• Interpret and preset 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	
• 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	
• 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:
- 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 sounds can be changed in a variety of ways.	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?

Rub hands together and listen for sound – show how a guiro makes a sound when scraped.

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.

Look into how sound reaches the ear. |
| recognise that vibrations from sounds travel through a medium to the ear | 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 Scientific enquiry type: Fair tests; pattern seeking | Tuning fork: https://www.youtube.com/watch?v=h1H_GaajDak

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.

https://www.outstandingscience.co.uk/index.php?action=view_page&page=view_unit&unit=4d

This shows how sounds are made from vibrations – lesson could be based around playing instruments and observing what the children see and hear.

Children could investigate how our ears work. Create an information text about how our ears work:
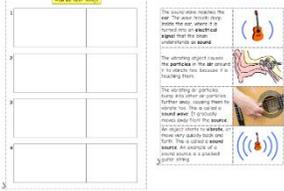
The children could make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. |
| find patterns between the pitch of a sound and features of the object that produced it | make and play their own instruments by using what they have found out about pitch and volume. | Look at a guitar and observe the relationship between the pitch of the sound and the size of the string.

Make a model guitar using different size elastic bands and a box. Experiment with the pitch of sound from each string.

Tighten the strings to see how it changes the pitch.

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. |
| find patterns between the volume of a sound and the strength of the vibrations that produced it

recognise that sounds get fainter as the distance from the sound source increases. | Working scientifically: making comparative tests and fair tests. | 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.

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.

Children could experiment with how far sound travels depending on the volume and record the results on a bar graph.
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. |

Animals including Humans
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

- 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.

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 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	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. They might draw and discuss their ideas about the digestive system and compare them with models or images.	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 assay 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. Digestive system experiment: What will you need? Resources (per group): • 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 What will you do? 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. 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.
identify the different types of teeth in humans and their simple functions	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.	Learn about types of teeth – milk teeth and adult teeth. Ask children to point to gaps in own teeth. Learn what each tooth is called and the function of each type of tooth (incisors, canines and molars) Give children a mirror and let them draw and label their teeth. Remind children about healthy eating and effects of sugar on teeth. 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.
construct and interpret a variety of food chains,		Recap animals and their habitats.

identifying producers, predators and prey		Learn about carnivore, omnivore and herbivore – sort animals into different groups to recap for next part of learning. 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. Children to notice that some animals can be predator and prey. Introduce the word **producer.** Children can give examples of producers they know of. Children could label a food chain – producer, primary consumer, secondary consumer, tertiary consumer, predator, prey, carnivore, herbivore. Describe the qualities of each animal. 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. Once they have chosen their animal they can research using books and/or internet to find suitable creatures and plants. They can them 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.

Computing

Software – Numbers, Excel Awareness: That spreadsheets can perform calculations Skills: • 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 Evaluating: Are my formulas correct? Did I choose the best graph? Outcome: Create data and graphs for the comparison of the different locations studied (Geography link) Online Safety: Privacy and Security	Software – Safari, Keynote, Explain Everything Awareness: To understand that information found on the internet is not always trustworthy. NOTE: Teachers need to refer to the NOS resources on Managing Online Information – Play the introductory video Skills: • To generate useful search criteria to find the answer to a question and use the "advanced search" feature and read the description of a website to find out if it is relevant • To skim and scan websites to find relevant information and consider whether the information I have found is most likely to be correct/reliable • To plan my presentation and create a new file • To link information between slides using hyperlinks • To add multimedia Evaluating: Have I found useful and accurate websites? Could I have used a more effective search term? Outcome: Create an interactive presentation about the history of our local area (History Link) Online Safety: Copyright and Ownership

PSHCE

Drugs
• Limits To Drinking Alcohol
• Legal And Illegal Drugs
• Attitudes To Drugs
Relationship Education
• 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.
Values
• Collaboration – Develop skills of compromise
• Integrity – identifying character traits
British Values
• Mutual respect – challenging stereotypes

History – Greenwich

a local history study

To include:

- 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.

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 (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
- identify the position and significance of latitude, longtitude, Equator, Northern Hemishere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

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

Athletics	Tennis	Gymnastics	Tag Rugby
- To develop stamina and an understanding of speed and pace in relation to distance. - To develop power and speed in the sprinting technique. - To develop communication skills and technique in relays. - To develop technique when jumping for distance. - To develop fluency and technique in the vertical jump. - To develop power and technique when throwing for distance. - To develop a pull throw for distance and accuracy.	- To develop underarm feeding. To use the ready position. - To develop ball control using a tennis racket. - To develop hitting the ball using a forehand. - To develop returning the ball using a forehand. - To develop the backhand and understand when to use it. - To work cooperatively with a partner to keep a continuous rally going. - To use simple tactics in a game to outwit an opponent. - To demonstrate honesty and fair play when competing against others.	-To develop individual and partner balances. - To develop control in performing and landing rotation jumps. - To develop the straight, barrel, forward and straddle roll. - To develop the straight, barrel, forward and straddle roll. - To develop strength in inverted movements. - To be able to explore pathways and travelling movements. - To be able to create a sequence to include apparatus and inverted movements. - To be able to create a partner sequence to include apparatus.	- To develop ball handling skills demonstrating increasing control and accuracy. - To develop throwing, catching and running with the ball. - To develop an understanding of tagging rules. - To begin to use the 'forward pass' and 'off side' rule. - To be able to support a teammate when attacking. - To be able to dodge a defender and move into space when running towards the goal. - To develop defending skills and use them in a game situation. - To be able to apply the rules and tactics you have learnt and play in a tag rugby tournament.

- To develop officiating and performing skills.			

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