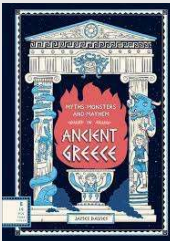
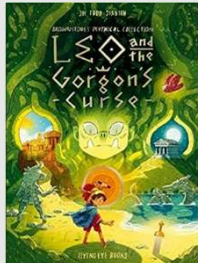
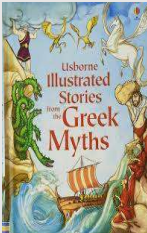
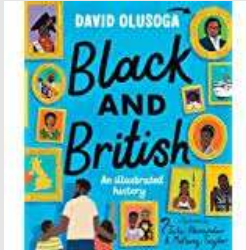
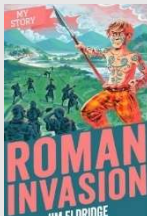
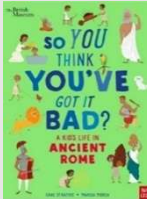
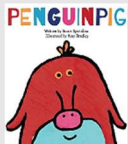
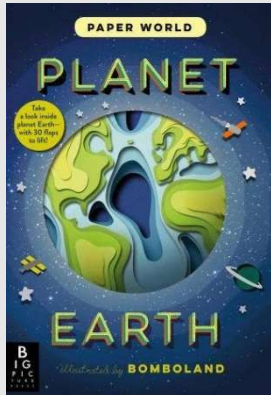
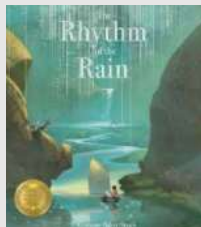
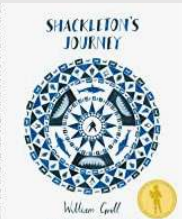
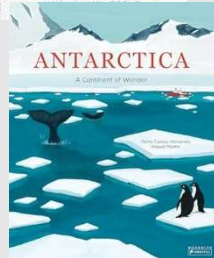
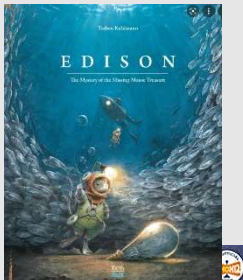
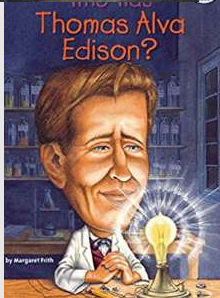




Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Who let the Gods Out?	Super Humans	The Romans	Raging Rivers	Antarctic Adventures	Inventions that Changed the World	
    	   	  	 	 	  	  
Above and Beyond opportunities for our children in Year 4...						
The Big Start Greek Democracy Day	Primary futures visitor Writing week	Money Week Roman Day	Gurdwara visit	Residential to St Anne’s	Local walk to use mapping skills (East Morton trail) Rose Day	
Writing						



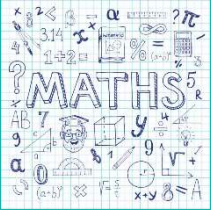
Our children will

Write an exciting myth or legend which captures the reader’s imagination. <u>Re-write Leo and the Gorgan.</u> Information page on Ancient Greece (double page spread+) on what I’ve learned about the ancient Greeks. <u>Grammar Focus:</u> Fronted adverbials [for example, Later that day, I heard the bad news.] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) <u>Consolidate</u> Noun phrases Subordinate clauses A and an Noun, adjective, verb	Character description the Iron Man Write the biography of Martin Luther King after studying the features of a biography. Writing Week <u>Grammar Focus:</u> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] <u>Consolidate</u> Statements, questions, exclamations and commands Adverbs Speech marks	Write a balanced argument, which answers the question– Were the Romans heroes or villains? Diary entry as main charcter in Roman Invasion. <u>Grammar Focus:</u> Use of commas after fronted adverbials <u>Consolidate:</u> Present and past tenses Prepositions	Explanation texts – Rivers The journey from start to end. Setting description using Rhythm of the Rain. Poetry Week – River poems. <u>Grammar Focus:</u> The grammatical difference between plural and possessive –s Use of paragraphs to organise ideas around a theme <u>Consolidate:</u> Apostrophes Vowel and consonant	Write part of the story of Shackleton’s journey. Write and perform a poem <u>Grammar Focus:</u> Fronted adverbials [for example, Later that day, I heard the bad news.] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] <u>Consolidate:</u> Speech marks	Narrative based on the story of Pete and the Professor from Edison. Thomas Edison News report <u>Grammar Focus:</u> determiner pronoun, possessive pronoun adverbial <u>Consolidate:</u> All grammatical terms taught so far.
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Reading



Our children will...

 Vocabulary  Infer  Predict  Explain  Retrieve  Summarise <table><tr><td>Find and explain the meaning of words in context</td><td>Make and justify inferences using evidence from the text</td><td>Predict what might happen from the details given and implied</td><td>Explain how different aspects of the text affect the reader</td><td>Retrieve and record information directly from the text</td><td>Summarise the key information and events from the text</td></tr></table>						Find and explain the meaning of words in context	Make and justify inferences using evidence from the text	Predict what might happen from the details given and implied	Explain how different aspects of the text affect the reader	Retrieve and record information directly from the text	Summarise the key information and events from the text
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Decode new words and work out the meaning by reading around the word Read a wide range of text types and discuss the patterns and structures (fiction, poetry, plays, myths, legends and non-fiction/reference text books.)	Listen attentively to a longer and a wider range of texts Orally retell what they have read.	Summarise paragraphs and short texts Read for a range of different purposes.	Make inferences about a range of different texts.	Explain and discuss their understanding of books, poems and other material and prepare readings for performance and show understanding through volume, tone, intonation and action.	Ask self-directed questions to deepen their understanding of a text. Answer the question stems on a range of different texts.						
Maths  Our children will develop their knowledge in...											
Place Value Addition and Subtraction	Length and Perimeter Multiplication and Division	Multiplication and Division Area Fractions	Fractions Decimals	Decimals Money Time	Statistics Shape Position and Direction						
Science  Our children will...											
Living things and their habitats Our children will.....group animals and plants in different ways according to their features. Classification keys can be used to identify and name living things.Children will also understand how environments may change naturally e.g. through flooding, fire, earthquakes etc. and how humans also cause the environment to change. This can be in a good way i.e. positive human impact, such as setting up nature reserves or in a bad way i.e. negative human impact, such as littering. These	Electricity Our children will... identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzer. Children will be able to 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. Children will recognise that	Animals including humans Our children will..... describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey.	States of Matter Our children will..... compare and group materials together, according to whether they are solids, liquids or gases and 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) Our children will..... learn that water at the surface of seas, rivers etc. evaporates into water vapour (a gas). This rises,	Sound Our children will..... identify how sounds are made, associating some of them with something vibrating. They will recognise that vibrations from sounds travel through a medium to the ear and be able to find patterns between the pitch of a sound and features of the object that produced it. They will also be able 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	Living Things and their habitats – conservation Our children will..... Recognise that environments can change and that this can sometimes pose dangers to living things.. Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a						

environments also change with the seasons; different living things can be found in a habitat at different times of the year.	a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit and recognise some common conductors and insulators, and associate metals with being good conductors.		cools and condenses back into a liquid forming clouds. When too much water has condensed the water droplets in the cloud get too heavy and fall back down as rain, snow, sleet etc. and drain back into rivers etc. This is known as precipitation. This is the water cycle.		range of equipment, including thermometers and data loggers. Use straightforward scientific evidence to answer questions or to support their findings
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Art



Our children will...

Developing Drawing skills

- Create a three-dimensional effect by using contrasting tones to show light and dark.
- Combine lines and marks to represent different textures.
- Use lines and marks in different ways to represent dark and light areas (tone).
- Comparing the sizes of different objects to draw them in proportion.
- Represent the size of one object relative to another.
- Consider where to place each element thinking carefully about the space.
- Show texture in the collage.
- Use the impasto technique to create textured effects.

Craft and design: Fabric of nature

Describe objects, images and sounds with relevant subject vocabulary.
Create drawings that replicate a selected image.
Select imagery and colours to create a mood board with a defined theme and colour palette.
Complete four drawings, created with confident use of materials and tools to add colour.
Understand the work of William Morris, using subject vocabulary to describe his work and style.
Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it.
Identify and explain where a pattern repeats.
Follow instructions to create a repeating pattern, adding extra detail.
Understand different methods of creating printed fabric in creative industries.
Use sketchbooks to evaluate patterns.
Produce ideas to illustrate products using their designs

Painting and mixed media: Light and dark.

hare their ideas about a painting.
Describe the difference between a tint and a shade.
Mix tints and shades by adding black or white paint.
Discuss their real-life experiences of how colours can appear different.
Use tints and shades to paint an object in 3D.
Painting and mixed media: Light and dark
Try different arrangements of objects for a composition, explaining their decisions.
Produce a clear sketch that reflects the arrangement of their objects.
Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.
Paint with care and control to make a still life with recognisable objects

Geography



Our children will....

evidence through the case study of Theseus and the Minotaur which links the landscape features with the myth and the fragmentary evidence that supports it. <u>What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?</u> The focus here is on using pot evidence as a way into exploring aspects of Greek society. This should embrace warfare, mythology and the role of women. Start by looking at everyday life and then the evidence for it. When selecting other aspects to explore, consider pots showing: soldiers, ships, gods and goddesses, writing. <u>Why was Athens able to be so strong at this time?</u> As well as recapping Athens’ natural advantages (coastline to trade by sea, expand into colonies and capture slaves) and their natural resources (silver mines) pupils focus on the significance of the victory at the Battle of Marathon in seeing off the Persian threat. This ushers in the Golden Age. Money spent on defence now goes to building etc. <u>What was so special about life in 5 th Century BC Athens that makes us study it?</u> Focus here on the features that made Athens unique at the time. The bulk of the work will be on democracy. To make this fun, focus on active learning approaches such as role play. It is by being involved in decision-making as a citizen that pupils get a real feel for how the system worked. The focus is on building of the Parthenon as pupils can draw parallels with big ticket items of government expenditure today. <u>What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?</u> Start by looking at the more familiar aspect of the Olympics before moving onto the theatre. In both cases start with the physical and then move onto what it reveals about Ancient Greek attitudes and beliefs. <u>In what ways have the Ancient Greeks influenced our lives today?</u> Describe how some of the things I have studied from the past affect/influence life today. Describe similarities and differences between people, events and artefacts studied. Use evidence to describe what was important to people from the past. <u>Make comparisons between the Greek and Egyptians Civilisation, finding similarities and differences between the 2.</u>		What do artefacts tell is about life in Roman Britain? How did the Romans change modern Britain? SKILLS: Understand where major events of the Roman Empire fits onto an AD/BC timeline. Order significant events from Roman Empire studied on a timeline including the invasion of Britain. Look at different versions of the build up and the Battle of Watling Street and identify differences. To know that people in the past represent different viewpoints including the Iceni and Roman viewpoints of the Roman invasion. Communicate knowledge and understanding about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. Know that people in the past represent events or ideas in a way that persuades others. Use evidence to show how the lives of rich and poor people from the past differed. Make comparisons between the Greek and Roman Civilisation, finding similarities and differences between the 2.			Research project about an invention that changed the world.
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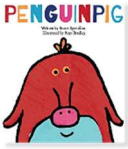
Design and Technology



Our children will...

Autumn 2	Spring 2 - Roman Onagers	Summer 1 - Create, manufacture and market energy bar for an explorer.
Textiles: Fastenings Designing and creating a book sleeve and exploring a range of fastening techniques. Pupils who are secure will be able to: Identify the features, benefits and disadvantages of a range of fastening types. Write design criteria and design a sleeve that satisfies the criteria. Make a template for their book sleeve. Assemble their case using any stitch they are comfortable with.	- Use research into the shape and parts of catapults to develop simple design criteria. - Build simple frame structures. - Use research to create ideas and refine them to develop design criteria. - Build and join strong frame structures and stiffen materials. Inspiration: https://www.youtube.com/watch?v=DwZA3WS2fB4	- Design and make a cereal bar with support and guidance. - Explain why choices were made after discussion with the teacher. - Have demonstrated some skills when making the product. - Use their experiences of food ingredients and cooking methods to help generate ideas. - Explain why they have chosen certain foods and processes and link them to their design criteria. - Produce an order of work which includes an annotated diagram and chosen equipment appropriately. - Make and evaluate their cereal bar against objective design criteria.

Computing Computing  https://teachcomputing.org/curriculum/key-stage-2 Our children will...					
Computer Science <u>CS15</u> Understand the composition of a range of programs by decomposing them into their key components. <u>CS16</u> Understand and apply the concept of selection in their own algorithms and programs.	Data Handling <u>DH9</u> Represent data in a database using appropriate data types. <u>DH10</u> Turn questions into search criteria and use database tools to find answers <u>DH11</u> Use a spreadsheet to enter data and perform simple calculations.	Media <u>M18</u> Capture appropriate, quality still and moving images. <u>M19</u> Develop an understanding of differing film shots and their effective use. <u>M20</u> Create a 2D plan view using basic shapes	Computer Science <u>CS18</u> Design and create programs using selection purposefully <u>CS19</u> Understand what a computer network is and describe different parts of a network.	Media <u>M22</u> Compose, combine and refine music or sounds. <u>M23</u> Identify features of good digital creation design <u>M24</u> Collect, create and insert appropriate (fit for purpose) graphics and sound files to create a multimedia presentation	

<u>CS17</u> Predict what a specific piece of code will do and alter it to achieve a chosen outcome		<u>DH12</u> Convert data in a spreadsheet into different graph types for different purposes. <u>DH13</u> Change elements of a spreadsheet and understand the effects on other calculations.	<u>M21</u> Plan, create and edit an animation, film or slideshow.		
Character and culture (R.E. P.S.H.E, R.S.E.)  Our children will ask... P.S.H.E R.S.E R.E British Values Celebrations					
What faiths are shared in our country?  PSHE • Friendship • Law • Nature Respect (for each other, our peers, our school, our classroom. the environment) Harvest Festival, Halloween, Black History Month	How are important events remembered?  PSHE • Bullying • Cultural Heritage • Diversity • Mental Wellbeing • Religion Tolerance World Kindness Day, Anti-Bullying Week Diwali, Christmas, Hannukah	What does Sikhism teach us about understanding feelings? PSHE  Cyberbullying Data Sharing Internet Safety Neglect Online Safety phishing Scam Rule of Law New Year resolutions Epiphany, Holocaust Memorial Day, Chinese New Year Money Week	Why are Gurus at the heart of Sikh belief and practice? PSHE  Adventure Curiosity Family Peer Pressure Siblings How will we grow and change? (family differences, self-development, friendships). Individual Liberty Children’s Mental Health Week, Safer Internet Day, International Women’s Day Lent, Easter, Ramadan	How do Sikhs show commitment?  PSHE Emotional Management Emotional Regulation Emotions Feelings Puberty Democracy St Georges day, Vaisakhi (Sikh Festival), Vesak (Buddha Day) Mental Health Awareness Week	Consolidation of all RE units. RSE and Transition work in preparation for the next year group.  PSHE Language Nature Research Respect Sun Safety How can we manage risk in different places?
P.E. 					
Athletics, (recapping fundamental skills). Outdoor Adventurous Activity (1) Swimming (NC & above and beyond)	Gymnastics (1) Dance (1)	Invasion Games (Tag Rugby) Invasion Games (Netball.)	Net and Wall (Tennis) Net and Wall (Badminton/ table tennis)	Striking and Fielding (Cricket) Striking and Fielding (Rounders)	Dance (2) Athletics (1)

Music



Body and tuned percussion (Theme: Rainforests)	Rock and Roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Adapting and transposing motifs (Theme: Romans)	Haiku, music and performance (Theme: Hanami festival.	Samba and carnival sounds and instruments (Theme: South America)

Moden Foreign Languages



Kapow: Portraits – describing in French Learning adjectives for describing people’s physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.	Clothes - getting dressed in France Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Expressing opinions about outfits in French.	French numbers, calendars and birthdays Learning French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys. Researching the dates of French festivals.	French weather and the water cycle Learning phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten and combining this knowledge to make statements about what the temperature is.	French food - miam, miam ! Learning food vocabulary and revising numbers to 100, this time in the context of money and prices. Developing language detective skills and confidence with practical conversational French.	French and the Eurovision Song Contest Revising vocabulary from Year 3 and 4 by writing original songs in French, learning additional musical vocabulary and expanding their knowledge of the French names for European countries.
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