

| Year 4 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|--|---|--|---|--|---|
| English: Text 1 | To entertain: Journey by Aaron Becker | To inform: Iron Man by Ted Hughes . | To entertain: Leon and the place between by Grahame Baker-Smith- . | To inform: The creature (Video by Surfers against sewage) | To entertain: Marcy and the riddle of the sphynx by Joe Todd Stanton | To persuade: Charlie and the chocolate factory, |
| Audience and Purpose | To entertain: to send to the author about what we think will happen next. We will send this to the author. | To inform | To entertain: to write a story for year 2 | To inform | To entertain | To persuade- Cadburys world. |
| Skills Taught (Exploring structure / Success criteria) | Speech Writing to explain- how things work/ move. Fronted adverbials Verbs | Paragraphs Description Tense Plural and possessive apostrophes | Description Feelings/empathy Paragraphs Editing Noun Phrases Time connectives | Range of non-fiction Organise writing into paragraphs Maintain accurate tense Use of nouns to avoid repetition Sequencing (time adverbials) | Dialogue Description Adverbials Expanded noun phrases Conjunctions Complex sentences Punctuation | Expanded noun phrases Rhetorical questions Paragraphs Exaggerated and emotive language |
| Writing Outcome | Chn to write a continuation predicting the sequel | To the villager about how to support the Iron Man (how to look after him) | Chn to write/ change the ending of a story. | Children write a recount of the creature to explain pollution and what it is doing to creatures in the ocean. | Chn to write a journey/description based on the text | writing a letter to Cadburys world to ask for a free trip like Charlie. |
| Text 2 | Return by Aaron Becker – | Iron Man by Ted Hughes | Alice in Wonderland by Lewis Carroll- | | Marcy and the riddle of the sphynx by Joe Todd Stanton- Chn to write a sequel for the story. | Charlie and the chocolate factory |
| Audience and Purpose | To entertain: Year 3 to show my old teachers my new writing. | To inform- writing to the villagers from the story | To Entertain: | | To entertain- People who love adventure stories. | To entertain- |
| Skills Taught | Adverbs Prediction | Time connectives Chronological order | Description Feelings/empathy | | Fronted adverbials Descriptive language | Fronted adverbials Descriptive language |

| | | | | | | |
|--|---|--|--|---|--|--|
| (Exploring structure / Success criteria) | Fronted adverbials Sentence starters Direct speech Paragraphs Description Verbs | Conjunctions/past tense Superlatives in description Closing statement | Paragraphs Editing Noun Phrases Time connectives | | Detailed settings, characters and plot Punctuation Apostrophes for plural and possession Expanded noun phrases | Detailed settings, characters and plot Punctuation Apostrophes for plural and possession Expanded noun phrases |
| Writing Outcome | Chn write a story based on the book. | Recount of the story | chn to write/change the ending of the story | | Chn to write a sequel for the story. | Children to write what happened to the children after the factory. |
| Writing objectives to cover5 | Expanded Noun Phrases Time conjunctions Description Direct Speech Verbs Fronted adverbials Description – adjectives & adverbs Direct Speech Conjunctions Rhetorical Questions Paragraphing | 5 W questions Expanded noun phrases Suffix -ation Suffix -ous Homophones Description Adverbial phrases Possessive and plural apostrophes Similes Superlatives Past tense PPA- Plural Nouns | Predicting Extending sentences – conjunctions Description Feelings/empathy Paragraphs Editing Noun Phrases Time connectives | Range of non-fiction Organise writing into paragraphs Maintain accurate tense Use of nouns to avoid repetition Causal conjunctions Sequencing (time adverbials) Suffix -cious – ous | Adverbs - Emotion, sentences Dialogue Expressing time, place or cause - If, if, if then... sentences Tenses – ed/ing Fronted adverbials Descriptive language Detailed settings, characters and plot Punctuation Apostrophes for plural and possession Expanded noun phrases | Persuasive language Maintaining accurate tenses Descriptive language Detailed settings, characters and plot Punctuation Apostrophes for plural and possession Expanded noun phrases |
| Spelling | <ul style="list-style-type: none"> Words with /aw/ spelt with augh and au Adding the prefix in- (meaning 'not' or 'into') Adding the prefix im- (before a root word starting with 'm' or 'p') Adding the prefix il- (before a root word | <ul style="list-style-type: none"> Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd') Words with a /shuhn/ sound, spelt with 'ssion' (if | <ul style="list-style-type: none"> Homophones & near homophones (2 weeks) (accept except affect effect aloud allowed weather whether whose who's cereal serial check cheque through | <ul style="list-style-type: none"> Words with the /s/ sound spelt with 'sc' Words with a 'soft c' spelt with 'ce' Words with a 'soft c' spelt with 'ci' Word families based on common | <ul style="list-style-type: none"> Adding the prefix inter- (meaning 'between' or 'among') Adding the prefix anti- (meaning 'against') | <ul style="list-style-type: none"> Adding the suffix -ous (No change to root word) Adding the suffix -ous (No definitive root word) Adding the suffix -ous (Words ending in 'y' become 'i') |

| | | | | | | |
|---|---|---|---|---|---|---|
| | <p>starting with 'l') and the prefix ir- (before a root word starting with 'r')</p> <ul style="list-style-type: none"> • Homophones & near homophones (medal middle missed mist scene seen board bored which witch) • Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd') • Statutory Spellings (interest experiment potatoes favourite imagine material promise opposite minute increase) | <p>root word ends in 'ss' or 'mit')</p> <ul style="list-style-type: none"> • Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root) • Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs') • Words with 'ough' to make a long /o/, /oo/ or /or/ sound • Statutory Spellings (interest experiment potatoes favourite imagine material promise opposite minute increase) | <p>threw draft draught stares stairs)</p> <ul style="list-style-type: none"> • Nouns ending in the suffix -ation (2 weeks) • Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above') • Plural Possessive Apostrophes with plural words | <p>words, showing how words are related in form and meaning (2 weeks)</p> <ul style="list-style-type: none"> • Statutory Spellings (length strength purpose history different difficult separate suppose therefore knowledge) | <ul style="list-style-type: none"> • Adding the prefix auto- (meaning 'self' or 'own') • Adding the prefix ex- (meaning 'out') • Adding the prefix non- (meaning 'not') • Words ending in - ar/ -er | <p>and words ending in 'our' become 'or')</p> <ul style="list-style-type: none"> • Adding the suffixous (Words ending in 'e' drop the 'e' but not 'ge') • Adverbials of frequency and possibility • Adverbials of manner |
| Whole class reading main text (class novel) | <p>The Lost Whale</p> <p>The Boy in the Girl's Bathroom (Guided Reading)</p> | The Secrets of St Lucia | Emil and the Detectives (Archaic text) | Emil and the Detectives | Emil and the Detectives | <p>Butterfly Lion by Michael Morpurgo (Non-linear time sequences)</p> <p>Or</p> <p>Nim's Island by Wendy Orr (Complexity of the Narrator)</p> |
| Whole Class Reading extracts and supporting texts | <p>Anglo-Saxons</p> <p>Beowulf</p> <p>Strange but true</p> <p>The history of gaming</p> <p>Howard Gayle</p> <p>Sutton Hoo</p> <p>The rainforest</p> | <p>Ashely Booth</p> <p>Alice in wonderland</p> <p>Animals of farthing wood</p> <p>Paddington bear</p> <p>Pippi Longstocking</p> <p>The Demon headmaster</p> | <p>SF SAID</p> <p>3 Peter pan extracts</p> <p>Mermaids lagoon, Lost boys</p> | <p>Ashely Booth</p> <p>Little Badman...</p> <p>Refugees (NF)</p> <p>(Not complete texts but extracts/chapters)</p> | <p>Ashely Booth</p> <p>Frogs freeze (non-fiction)</p> <p>Mary Queen of Scots (NF)</p> <p>Howard Gale (NF)</p> <p>Poetry- What am I? About being kind x4</p> | Charlie and the Chocolate factory |

| | | | | | | |
|-------------------------|--|---|---|-----------------------|--|--|
| | | The lion the witch and the wardrobe (Not complete texts but extracts/chapters) | 2 Wind in the willows extracts , the badger, Mr Mole. How the turtle got its shell. | | | |
| Maths White Rose | Place value Addition and subtraction | Area Multiplication & division | Multiplication and division Length & perimeter | Fractions Decimals | Decimals Money Time | Statistics Properties of shapes Position and direction |
| Science | Living things and their habitats Knowledge <ul style="list-style-type: none"> • I know that living things can be grouped in different ways. • I can sort animals and plants into groups. • I know that a classification key is a set of yes/no questions that help us identify living things. • I can use a classification key to name and group living things. • I know that good questions can help others identify living things. • I can create my own classification key for plants or animals. • I know that living things depend on their habitat to survive. • I can explain how a habitat provides food, shelter, and the right conditions. | Animals including humans Knowledge <ul style="list-style-type: none"> • I know that the human digestive system is made up of different organs. • I can identify and name the parts of the digestive system, including the mouth, oesophagus, stomach, and intestines. • I know that each organ in the digestive system has a special job. • I can describe the functions of the mouth, stomach, intestines and other organs. • I know that humans have different types of teeth. • I can identify and describe incisors, canines, premolars and molars. | States of matter Knowledge <ul style="list-style-type: none"> • I know that materials can be solids, liquids or gases. • I can group materials based on their state of matter. • I know that some materials can change state when they are heated or cooled. • I can describe how a solid can melt, a liquid can freeze, and a liquid can evaporate. • I know that I can investigate how materials change state. • I can observe and record how materials change from solid to liquid, liquid to gas, or back again. • I know that materials change state at certain temperatures. | | Sound Knowledge <ul style="list-style-type: none"> • I know that sounds are made when objects vibrate. • I can describe how different objects make sounds by vibrating. • I know that sound travels from a source to our ears through solids, liquids, and gases. • I can explain how sound moves through the air to reach us. • I know that our ears detect vibrations. • I can explain that sound reaches the ear as vibrations which the brain interprets as sound. • I know that pitch is how high or low a sound is. • I can explore how the size, length, or | Electricity Knowledge <ul style="list-style-type: none"> • I know that some appliances need electricity to work. • I can identify and name appliances that use mains electricity or batteries. • I know that a circuit must be complete for electricity to flow. • I can construct a simple series circuit. • I know the names of the basic components in a circuit. • I can identify cells, wires, bulbs, switches and buzzers. • I know that circuit diagrams |

| | | | | | | |
|--|---|---|---|--|---|--|
| | <ul style="list-style-type: none"> • I know that environments can change naturally (e.g. floods, droughts) or because of humans (e.g. pollution, deforestation). • I can describe how these changes affect living things. • I know that some living things are at risk of becoming extinct. • I can explain how changes to an environment could endanger living things. | <ul style="list-style-type: none"> • I know that teeth help us to eat different types of food. • I can explain how incisors cut, canines tear, and molars grind food. • I know that food chains show how energy passes from one living thing to another. • I can use food chains to identify producers, predators and prey. • I know that plants and animals are linked in food chains. • I can construct my own food chains to show producers, predators and prey. | <ul style="list-style-type: none"> • I can measure and record the temperature when a material changes state (e.g. melting or boiling). • I know that water moves around Earth in a cycle. • I can describe the stages of the water cycle, including evaporation, condensation, and precipitation. • I know that evaporation turns liquid water into water vapour and condensation turns water vapour back into liquid. • I can explain how evaporation and condensation are part of the water cycle. | | <p>tightness of an object changes its pitch.</p> <ul style="list-style-type: none"> • I know that volume is how loud or quiet a sound is. • I can explore how stronger vibrations make louder sounds. • I know that sound gets fainter as it travels away from the source. • I can describe what happens to a sound as it moves further from where it was made. | <p>use symbols to represent components.</p> <ul style="list-style-type: none"> • I can draw a simple circuit diagram using the correct symbols. • I know that a lamp will only light if the circuit is complete and the components are connected correctly. • I can predict and test whether a lamp will light within a circuit. • I know that a switch can open or close a circuit. • I can describe and test how a switch controls the flow of electricity. • I know the difference between a conductor and an insulator. • I can give examples of materials that let electricity flow (conductors) and materials that do not (insulators). |
|--|---|---|---|--|---|--|

| | | | | | | |
|---|---|--|--|--|--|--|
| Computing | <p>The Internet</p> <p>Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.</p> | <p>Audio Editing</p> <p>Capturing and editing audio to produce a podcast, ensuring that copyright is considered.</p> | <p>Repetition in Shapes</p> <p>Using a text-based programming language to explore count-controlled loops when drawing shapes.</p> | <p>Data Logging</p> <p>Recognising how and why data is collected over time, before using dataloggers to carry out an investigation. To be taught in Science</p> | <p>Photo Editing</p> <p>Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.</p> | <p>Repetition in Games</p> <p>Using a block-based programming language to explore count-controlled and infinite loops when creating a game.</p> |
| <p>Geography</p> <p>Bold must be completed</p> | | <p>Mountains and Volcanos</p> <ul style="list-style-type: none"> I know how mountains are formed. I can explain that mountains form when tectonic plates move and push the Earth's crust upwards. I know the main features of a mountain. I can label and describe the summit, slope, ridge, valley, and foot of a mountain. | <p>1.</p> | <p>Unit 3: UK region: Why is the Lake District a national park?</p> | <p>1.</p> | <p>Unit 4: Europe: How diverse are its landscapes and places?</p> |

| | | | | | | |
|--|--|---|--|--|--|--|
| | | <ul style="list-style-type: none">• I know that there are mountain ranges in the UK. I can locate and name the main mountain ranges in the UK (such as the Scottish Highlands, the Pennines, Snowdonia, and the Mourne Mountains).• I know what a volcano is and how it erupts. I can explain that volcanoes form where magma rises through the Earth's crust.• I know why some people live near volcanoes. I can describe the advantages and disadvantages | | | | |
|--|--|---|--|--|--|--|

| | | | | | |
|-------------------------------|---|---|---|--|---|
| | | <p>of living near volcanoes.</p> <ul style="list-style-type: none"> I know what happened during the Eyjafjallajökull eruption in 2010. <p>I can describe the effects of volcanic eruptions on people, the environment, and transport.</p> | | | |
| History | <p>Anglo Saxons</p> <p>Knowledge</p> <ol style="list-style-type: none"> I know where and when the Anglo Saxons settled in England I know the Anglo-Saxon kingdoms I know who the Picts and Scots were and where they lived. I know what the Anglo-Saxon believed and how these changed over time due to Roman influences I know the importance of Sutton Hoo I know how the Anglo-Saxons have left a | | <p>Vikings</p> <p>Knowledge</p> <ol style="list-style-type: none"> To know where and when the Vikings came from and why they raided Britain To know the significance of some Anglo Saxon kings To know how Vikings travelled To know what made Vikings good warriors To know about Viking beliefs To know that the Vikings had a wider reach than just | | <p>Egyptians</p> <p>Knowledge</p> <ol style="list-style-type: none"> To know who the Ancient Egyptians were and when they lived To know the importance of the River Nile in Ancient Egypt To know that a pharaoh was the overall ruler of Egyptian society and that it was built on a hierarchy. To know that the Ancient Egyptians |
| Curriculum Companions | | | | | |
| Bold must be completed | | | | | |

| | | | | | | |
|--------------------------|---|--|--|---|---|--|
| | <p>lasting imprint on the local area (WHH)</p> <p>7) I know about the Anglo Saxon ‘Heroic Code’ including the epic poem Beowulf</p> | | <p>England and that they colonised different parts of the world (Leif Ericksson)</p> | | <p>believed in more than one God (polytheism)</p> <p>5. To know how the Egyptians communicated in hieroglyphics</p> <p>6. To know how the Ancient Egyptians prepared a body for burial</p> <p>7. To know about the discovery of Tutankhamun’s tomb and its significance in understanding more about the Ancient Egyptians</p> | |
| <p>RE (Discovery RE)</p> | <p>Religion: Islam</p> <p>Theme: The 99 names of Allah</p> <p>Key Question: How special is Allah to Muslims?</p> <p>Knowledge: To understand the attributes (names) of Allah and some of the actions that a Muslim might take to demonstrate respect to Allah and other people and what respect means in our own lives.</p> | <p>Religion: Christianity (<i>Yr 6 T2 unit</i>)</p> <p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why He was born?</p> <p>Knowledge: Christians celebrate the arrival of Jesus as God’s Son. They are grateful because they believe Jesus brought to earth a</p> | <p>Religion: Islam</p> <p>Theme:Islam</p> <p>Key Question: Does going to a mosque give Muslims a sense of belonging?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Belonging means feeling happy, safe, and part of a group. • Muslims go to a mosque to pray, especially on Fridays. • Inside a mosque, Muslims pray together and use special things like prayer mats. | <p>Religion: Christianity (<i>Yr 5 T4 unit</i>)</p> <p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key Question: How significant is it for Christians to believe God intended Jesus to die?</p> <p>By the end of the unit, children need to know:</p> <ol style="list-style-type: none"> 1. Christians believe sin separates humans from | <p>Religion: Islam</p> <p>Theme: The Qur’an</p> <p>Key Question: How does the Qur’an influence Muslims today?</p> <p>Knowledge: Explain why the Qur’an is important to Muslims and some actions a Muslim could take to follow the teachings in the Qur’an. Demonstrate how Muslims follow the teachings of the Qur’an in the light of some of the quotations.</p> | <p>Religion: Christianity</p> <p>Theme: Prayer and Worship</p> <p>Key Question: Do people need to go to church to show they are Christians?</p> <p>Knowledge: Jesus taught about worship in the Bible and praying . Baptism is generally a rite for babies although adults can choose to be baptised later in life. It confers the name of the person and their part in God’s family. Many Christians would choose to get married in</p> |

| | | | | | | |
|--|--|---|--|---|--|--|
| | | <p>message from God about how to live a good life. He performed miracles, helped people and offered forgiveness of sins.</p> <p>Christians believe that through his death and resurrection Jesus would grant all of humanity a fresh start and He was God “incarnate”(God made man).</p> <p>The “incarnation” is the key fact of Jesus’ birth - that God became fully human whilst also retaining his divinity.</p> | <ul style="list-style-type: none"> • Muslims belong to a big community called the Ummah, and praying together helps them feel connected. • Going to a mosque can help Muslims feel they belong, but they can belong in other places too. | <p>God.</p> <p>Sin means actions, thoughts or attitudes that go against God’s will.</p> <p>2. Christians believe Jesus’ death was a sacrifice that brings salvation.</p> <p>Salvation means being rescued or saved — Jesus’ death restores the relationship between God and humans.</p> <p>3. Jesus taught about forgiveness and modelled it in his life.</p> <p>For example, in the Lord’s Prayer and when forgiving those who hurt him.</p> <p>4. Jesus forgave people even when they had seriously wronged him.</p> <p>e.g. Peter, the criminal on the cross, and those who crucified him.</p> | | <p>church to confer God’s blessing on the marriage. Churches frequently have art or symbols which may remind the Christian of his or her beliefs or the life of Jesus or other figures from the Bible or later saints. These can help the Christian focus when in church which they may find more difficult e.g. at home where there are more distractions.</p> <p>Consider the feelings a place evokes as well as the building and what happens there. These feelings may be one of the reasons a Christian would choose to go to church.</p> |
|--|--|---|--|---|--|--|

| | | | | | | |
|----------------|--|--|--|---|--|--|
| | | | | <p>5. Christians believe forgiveness is always possible through God, but forgiving others can be difficult.</p> <p>Christians are encouraged to forgive because they believe God forgives them.</p> | | |
| PSHCE SCARF | <p>Me and My Relationships</p> <ul style="list-style-type: none"> About everyday things that affect feelings and the importance of expressing feelings. What constitutes a positive healthy friendship that the same principles apply to online friendships as to face-to-face relationships. About discrimination: what it means and how to challenge it. The importance of seeking support if feeling lonely or excluded. That healthy friendships make people feel included; recognising loneliness and strategies for how to include people. | <p>Valuing Differences</p> <ul style="list-style-type: none"> What constitutes a positive healthy friendship; that the same principles apply to online friendships as to face-to-face relationships. The importance of seeking support if feeling lonely or excluded. That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. About seeking and giving permission (consent) in different situations. | <p>Keeping Myself Safe</p> <ul style="list-style-type: none"> About hazards that may cause harm in the home and what they can do to reduce risks and keep safe. About the importance of keeping personal information private; strategies for keeping safe online. To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face. About why someone may behave differently online, how to report concerns. Recognise things appropriate to share | <p>Rights and Responsibilities</p> <ul style="list-style-type: none"> How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online). That personal behaviour can affect other people; to recognise and model respectful behaviour online. To recognise reasons for rules and laws; | <p>Being My Best</p> <ul style="list-style-type: none"> About personal identity; what contributes to who we are. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves. About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. | <p>Growing and Changing</p> <ul style="list-style-type: none"> To recognise that feelings can change over time and range in intensity. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. About the physical and emotional changes that happen when approaching and during puberty. That a feature of positive family life is caring relationships. To recognise other shared characteristics of healthy family life. |

| | | | | | |
|--|--|--|---|---|---|
| <ul style="list-style-type: none"> About the impact of bullying, including offline and online, and the consequences of hurtful behaviour. | <ul style="list-style-type: none"> That a feature of positive family life is caring relationships. About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. To recognise and respect that there are different types of family structure. About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. | <p>and things that should not be shared on social media; rules surrounding distribution of images.</p> <ul style="list-style-type: none"> About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation. To recognise the importance of self-respect and how this can affect their thoughts about themselves. About the importance of taking medicines correctly and using household products safely. About the risks and effects of legal drugs common to everyday life and their impact on health; recognise that drug use can become a habit which can be difficult to break. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. | <p>consequences of not adhering to rules and laws.</p> <ul style="list-style-type: none"> About the impact of bullying, including offline and online, and the consequences of hurtful behaviour. About discrimination: what it means and how to challenge it. About the relationship between rights and responsibilities. To recognise that people have different attitudes towards saving and spending money; what influences people's decisions. That people's spending decisions can affect others and the environment. To recognise that people make spending decisions based on priorities, needs and wants. | <ul style="list-style-type: none"> About the elements of a balanced, healthy lifestyle. About choices that support a healthy lifestyle, and recognise what might influence these. About what constitutes a healthy diet. What constitutes a positive healthy friendship. About what good physical health means; how to recognise early signs of physical illness. How regular (daily/weekly) exercise benefits mental and physical health. About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. That mental health, just like physical health, is part of daily life; the importance of taking care of mental health. Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment. | <ul style="list-style-type: none"> To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. About the physical and emotional changes that happen when approaching and during puberty. About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. About seeking and giving permission (consent) in different situations. About keeping something confidential or secret, when this should or should not be agreed to, and when it is right to break a confidence or share a secret. That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to |
|--|--|--|---|---|---|

| | | | | |
|----------------|--|---|---|---|
| | | <ul style="list-style-type: none"> • About why people choose to use or not use drugs. • About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns. | <ul style="list-style-type: none"> • About the different groups that make up their community; what living in a community means. • To value the different contributions that people and groups make to the community. | <p>someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</p> <ul style="list-style-type: none"> • About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other. • That forcing anyone to marry against their will is a crime. • That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart. |
| Art and Design | <p>Storytelling Through Drawing</p> <p>Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • That stories can be told through pictures • Know that sketchbooks are working books • Know that we can interpret texts through sequenced drawings. | <p>Exploring Still Life</p> <p>Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • To know that a still life is a drawing or painting of a collection of objects • To know a historical and contemporary artist which paints/draws still life. <p>Sketchbooks: Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook</p> | <p>The Art of Display</p> <p>Explore how the way we display our work can affect the way it is seen.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • To know that a plinth is a device for establishing the importance or context of a sculptural object. • To know that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object. • To know that sometimes people themselves can be the object, as in performance art. Art of Display <p>Sketchbooks: Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook</p> | |

Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. ([All Pathways for Year 4](#))

- **I know that stories can be told through pictures as well as words.**
- I can use drawings to share and retell parts of a story.
- **I know it can be placed in order to show a sequence of events.**
- I can create sequenced drawings in a comic strip or accordion book.
- **I know that I can use drawing to show how I understand a poem or story.**
- I can retell poetry or prose through sequenced images.
- **I know that sketchbooks are working books where I can plan and explore ideas.**
- I can experiment, make notes, and

| | | | | |
|-----------------------|---|---|--|--|
| | <p>try out different drawings in my sketchbook.</p> <ul style="list-style-type: none"> • I know that artists use sketchbooks in different ways. • I can explore how artists work in sketchbooks and try out some of their methods. • I know that I can use pictures to invent my own story. • I can plan and create my own story through sequenced drawings in my sketchbook and final artwork. | | | |
| Design and Technology | <ul style="list-style-type: none"> • | <p>Mechanical systems – levers and linkages</p> <ul style="list-style-type: none"> • I know that levers and linkages are types of mechanisms that make parts move. • I can identify and explain how simple levers and linkages work. • I know that a pivot is the fixed point a lever turns around. • I can explain the difference between a | <p>Mechanical systems – pneumatics</p> <ul style="list-style-type: none"> • To know what a lever and linkage are • To know the difference between a loose and fixed pivot. • To use knowledge of how to construct strong, stiff shell structures. • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Know and use technical vocabulary relevant to the project. | <p>Unit: Games with electric circuits</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • To know and use electrical systems in their products linked to science coverage. • To apply their understanding of computing to program and control their products. • Know and use technical vocabulary relevant to the project. <p>Taught through Science – chn created a torch</p> |

| | | | | |
|--|--|---|--|--|
| | | <p>loose pivot (moving) and a fixed pivot (still).</p> <ul style="list-style-type: none">• I know and can use technical vocabulary such as <i>lever, linkage, pivot, fixed, loose, reinforce.</i>• I can apply this vocabulary when planning and talking about my mechanism.• I know that materials can be strengthened, stiffened, and reinforced to make mechanisms stronger.• I can test and improve my mechanism by strengthening weak parts.• I know I can plan and sketch ideas before making.• I can design a lever and linkage mechanism for a specific purpose.• I know that I can follow the design process from start to finish.• I can build, test, and complete my own working lever and linkage project. | | |
|--|--|---|--|--|

| | | | |
|---------------------------|--|---|---|
| <p>Language (Spanish)</p> | <p>Term 1 Carnival and Numbers</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Know and say the numbers 1-20 • Know how to say your age • Recall personal information questions from Year 3 • Say at least 4 colours <p>Skills:</p> <ul style="list-style-type: none"> • Speak confidently • Recall and use prior learning • Ask a question accurately • Listen attentively • Imitate pronunciation • Make links with English and home languages | <p>Term 3 The Hungry Giant</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Understand, read and say the names of common fruits and vegetables. • Know and say the numbers to 20 • Combine numbers and new vocabulary to count fruits • Know how to ask politely for an item • Know how to write a simple sentence using the conjunction 'and'. <p>Skills:</p> <ul style="list-style-type: none"> • Speak confidently • Join in with a story • Recall and use prior learning • Listen attentively • Imitate pronunciation • Make links with other languages • Write simple sentences using a model. | <p>Term 5 Going on a picnic and Where I live</p> <ul style="list-style-type: none"> • Remember and say familiar colours • Ask the question 'Where do you live?' • Respond to the question with 'I live in'. • Know vocabulary for places. • To know the difference between singular and plural nouns. <p>Skills:</p> <ul style="list-style-type: none"> • Speak confidently in words and phrases • Join in with a story • Imitate pronunciation • Recall prior learning • Ask a question accurately • Listen attentively • Make links with other languages • Practise with a partner • Write simple sentences using a model. |
| <p>Music</p> | <ul style="list-style-type: none"> - Broad range of unison songs with the range of an octave - Following directions - Pitching the voice accurately - Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. - Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches for example creating music to accompany a film clip suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. - Develop facility in the basic skills of a selected musical instrument over a sustained learning period. - Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. | <ul style="list-style-type: none"> - Getting louder and quieter - Perform a range of songs in school assemblies. - Sing rounds and partner songs in different time signatures (2, 3 and 4 time) - Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). - Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. - Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. | <ul style="list-style-type: none"> - Begin to sing repertoire with small and large leaps. - Simple second part to introduce vocal harmony. - Begin to make compositional decisions about the overall structure of improvisations. - Introduce major and minor chords - Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. |

| | | | | | | |
|------------------------------|---|---|--|---|---|---|
| | <p>- Introduce and understand the differences between minims, crotchets, paired quavers and rests.</p> | | <p>- Perform in two or more parts) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</p> <p>- Copy short melodic phrases including those using the pentatonic scale</p> <p>- Read and perform pitch notation within a defined range (e.g. C–G/do–so).</p> <p>Singing – Robin and the Sherwood Hoodies Year 4 Production</p> | | | |
| <p>PE</p> <p>Complete PE</p> | <p>Invasion: Football</p> <ol style="list-style-type: none"> 1. To refine dribbling in order to keep control and possession of the ball. 2. To explore the purpose of turning in a game of football and understand why turns can help us to keep possession. 3. To see how effectively pupils can apply their passing and moving skills to keep possession, developing this concept into mini game situations. 4. To develop passing and dribbling to create space, building up into mini games where pupils explore the transition between attack and defence. 5. To introduce pupils to shooting. Pupils will | <p>Invasion: Tag Rugby</p> <ol style="list-style-type: none"> 1. To develop passing and moving to create space to beat an opponent and score a try. 2. To extend pupils' understanding and knowledge of passing and moving applying this into 3v3 mini games. 3. To develop tagging and to explore different ways the defending team can prevent the attackers from scoring. 4. To apply their understanding and knowledge from suggested sequence of learning part 3 into mini games. 5. To combine passing and moving to develop ways of creating space to beat an opponent to score a try. 6. To bring together the suggested sequence of learning into a level 1 tournament. | <p>Dance: World War II</p> <ol style="list-style-type: none"> 1. To explore the behaviours of children, men and women in 1939 (Pre World War II). Pupils will create movements that are creative and include character expression. 2. To create sequences in small groups whilst performing in character. 3. To develop our sequences to show clear character emotion. 4. To create extended sequences with more complex interacting movements and actions. 5. To create complex sequences with movements that interconnect. 6. To create a performance that shows how people celebrated the end of World War II. <p>Gymnastics: Bridges</p> | <p>Net/Wall: Tennis</p> <ol style="list-style-type: none"> 1. To develop our understanding of how we can win a game of tennis. 2. To develop racket control. 3. To introduce the backhand shot. 4. To develop the use of forehand and backhand shots applying these in game situations. 5. To develop pupil's ability to use a racket by considering tactical play (creating space) to win a point. 6. To bring together the suggested sequence of learning into a level 1 tournament. | <p>Dance: May Day Fair Dancing</p> <ol style="list-style-type: none"> 1. To explore and discuss movement ideas linked to the event of May Day. 2. To move confidently and safely in space, using changes of speed, level and direction. 3. To perform movement phrases using a range of body actions and body parts. 4. To link movement phrases to make a simple dance with a clear beginning, middle and end. 5. To copy, watch, describe and improve dance movement. 6. To recognise how their body feels when still and when exercising. <p>Swimming:</p> <ol style="list-style-type: none"> 1. To correctly enter and exit the water. | <p>Athletics: Athletics</p> <ol style="list-style-type: none"> 1. To develop their own sprinting technique. 2. To develop pupils application of stride length during the middle third of a race. 3. To explore pacing and running for distance. 4. To continue to explore pacing and running for distance. 5. To develop pupils' understanding of throwing for distance. 6. To explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump. <p>Swimming:</p> <ol style="list-style-type: none"> 1. To correctly enter and exit the water. 2. To enjoy moving about in, on and under the water. |

| | | | | | | |
|---|---|---|---|---|---|---|
| <p>understand not just how they shoot but where they shoot from on the pitch, in order to increase their chances of scoring.</p> <p>6. To bring together the suggested sequence of learning into a level 1 tournament.</p> <p>Striking and Fielding: Rounders</p> <ol style="list-style-type: none"> 1. To develop the concept of batting and fielding to ensure that pupils have a clear understanding of each role. 2. To develop fielding skills. 3. To introduce batting. 4. To develop batting skills and think about where we should hit the ball and why. 5. To develop an understanding of basic tactics used when fielding. 6. To bring together the suggested sequence of learning into small sided games. | <p>Invasion: Handball</p> <ol style="list-style-type: none"> 1. To see how effectively pupils can apply their passing and moving skills to keep possession, developing this concept into mini game situations. 2. To develop passing and creating space, building up into mini games, where pupils explore the transition between attack and defence, working out simple tactics for creating space and keeping possession. 3. To develop shooting. 4. To combine passing, moving and shooting to create an attack which results in a shot on target against another team. 5. To learn how to defend (marking) when they are not in possession. 6. To bring together the suggested sequence of learning into a level 1 tournament. | <ol style="list-style-type: none"> 1. To explore movements and balances creating bridges. 2. To re-create bridge balances on apparatus, looking at how we can begin to move out of them, forming the start of a sequence. 3. To move over and under individual bridges on apparatus. These ideas will be used for sequences. 4. To apply an understanding of excellent gymnastics by starting to developing a sequence, using pair and individual bridges. 5. To complete their sequences. 6. To perform completed sequences. | | | <ol style="list-style-type: none"> 2. To enjoy moving about in, on and under the water. 3. To glide on their front and back with confidence. 4. To float unaided. 5. To glide/float across the pool (10 metres) with minimal support. 6. To swim across the pool (10 metres) using freestyle arm action. 7. To recognise that adult supervision is necessary. 8. To identify safety procedures and know when to seek help. | <ol style="list-style-type: none"> 3. To glide on their front and back with confidence. 4. To float unaided. 5. To glide/float across the pool (10 metres) with minimal support. 6. To swim across the pool (10 metres) using freestyle arm action. 7. To recognise that adult supervision is necessary. 8. To identify safety procedures and know when to seek help. |
| <p>Sports day (Cancelled) Bassistry Computing workshops Anti-Bullying Week Black History Month- Elliot and Krithika Rock Kidz</p> | <p>E-Safety Workshops Number Day Chin's Mental Health Wk Safer Internet Day</p> <p>Children in Need Christingle Making Christmas Jumper Day Christmas Service</p> | <p>Dance festival Prayer Space World Book Day Red Nose Day Easter Service Computer workshops</p> | <p>Year 4 Production</p> <p>Rubicon Skating Workshops May Fayre Dancing</p> | <p>Family Picnic</p> <p>The Ashmolean – Ancient Egypt</p> | <p>Spelling Bee Transition Days End of Year Service</p> <p>Trip to Letcombe Brook with the Vale of Downland museum</p> | |

