
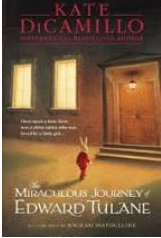
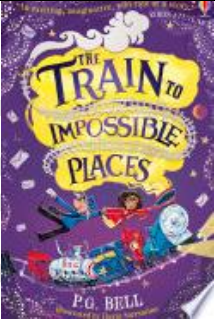


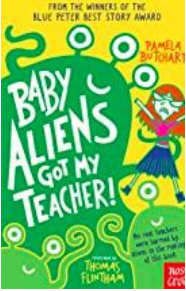


Year 4	Autumn	Spring	Summer
<p>English: texts to inspire writing</p>	<p>Partly cloudy</p> <ul style="list-style-type: none"> • Setting description • Retelling the story • Diary entry  <p>Iron Man</p> <ul style="list-style-type: none"> • Telling a story from another perspective • Suspense writing • Newspaper report • Character description  <p>Newspapers</p> <ul style="list-style-type: none"> • Filming news reports • Headlines • Editing and improving • Writing a newspaper article  	<p>The Midnight Gang</p> <ul style="list-style-type: none"> • Setting description • Writing an adventure story  <p>Biographies</p> <ul style="list-style-type: none"> • Researching • Taking notes • Writing a Biography for David Walliams <p>Persuasive writing</p> <ul style="list-style-type: none"> • Debate • Writing a persuasive speech • Telling a story from another perspective • Persuasive letters • Propaganda posters- ww1  <p>Aesop's Fables</p> <ul style="list-style-type: none"> • Retrieving information • Writing a fable 	<p>Recounts</p> <ul style="list-style-type: none"> • Personal recount- Edale • Factual recount- Science experiment • Imaginative recount- How I invented...  <p>Poetry (The Night Mail)</p> <ul style="list-style-type: none"> • Retrieval and interpretation <p>Narratives</p> <ul style="list-style-type: none"> • Character descriptions and development • Setting description • Planning a story • Cartoon strips • Writing a narrative 

<p>Guided Reading</p>	 <p>The Boy Who Drew Dragons</p>  <p>The Miraculous Journey of Edward Tulane</p>	 <p>The Butterfly Lion</p>	 <p>The train to impossible places</p>
<p>Reading for pleasure</p>	<p>Rabbit and Bear a Bite in the Night</p>   <p>The Christmasaurus</p>	 <p>The Boy, the Mole, the Fox and the Horse</p>	 <p>Baby Aliens got my Teacher</p>
<p>Spellings</p>	<ul style="list-style-type: none"> • Revise <ul style="list-style-type: none"> - The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' - The /j/ sound spelt 'ch' - The /ʌ/ sound spelt 'ou' • Words ending /ure/ (<i>treasure, measure</i>) • Prefixes 'in-', 'il-', 'im-' and 'ir-' • Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed') 	<ul style="list-style-type: none"> • Revisit Year 3 rare GPCs • The /g/ sound spelt 'gu' • Words ending /tʃə/ spelt 'ture' (<i>creature, furniture</i>) • Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (<i>invention, comprehension, expression, magician</i>) • Prefixes 'anti-' and 'inter-' Suffix '-ation' • Homophones • Apostrophe - Revise contractions 	<ul style="list-style-type: none"> • Revisit Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. • Words with the /s/ sound spelt 'sc' (Latin in origin) • Endings that sound like /zən/ spelt '-sion' (<i>division, confusion</i>) • Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally'

	<ul style="list-style-type: none"> • Homophones • Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>) • Teach proofreading strategies • Learn words from the Years 3 & 4 word list. 	<p>from Year 2</p> <ul style="list-style-type: none"> • Possessive apostrophe with plurals • Model how to use various strategies in proof-reading, including using a dictionary. • Learn words from the Years 3 and 4 word list. • Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list. 	<ul style="list-style-type: none"> • Suffix '-ous' (<i>poisonous, outrageous</i>) • Homophones • Apostrophe for possession, including singular and plural • Revise contractions from Year 2 and plural apostrophe rules • Check writing for misspelt words that are on the Years 3 and 4 word list. • Learn words from the Years 3 and 4 word list.
<h2>Science</h2>	<p style="text-align: center;">Electricity</p> <ul style="list-style-type: none"> • 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 buzzers • 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 • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors. <p style="text-align: center;">Living Things and their habitats</p> <ul style="list-style-type: none"> • recognise that living things can be 	<p style="text-align: center;">Sound</p> <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • 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. <p style="text-align: center;">Animals including Humans</p> <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in 	<p style="text-align: center;">States of Matter</p> <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • 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) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

	<p>grouped in a variety of ways</p> <ul style="list-style-type: none"> • explore and use classification keys to help group, identify and name a variety of living things • recognise that environments can change and that this can sometimes pose dangers to living things. 	<p>humans and their simple functions</p> <ul style="list-style-type: none"> • construct and interpret a variety of food chains, identifying producers, predators and prey. 	
Geography	<p>Biomes</p> <ul style="list-style-type: none"> • To know what a biome is. • To understand the differences between biomes. • To investigate an ocean biome. • To understand the human impacts on biomes. • To discuss the sustainability of biomes. • To justify what biome we would like to live in. 	<p>Rivers</p> <ul style="list-style-type: none"> • To understand how rivers are formed (the water cycle). • To understand the features of a river and how they shape a landscape. • To understand the process of erosion. • To understand where rivers are around the world. • To understand the different purposes of rivers across the world (Hoover Dam, Ganges). • To understand sustainable use and management of rivers (renewable energy). 	
History	<p>Ancient Egypt</p> <ul style="list-style-type: none"> • To understand the order and importance of Egyptian Pharaohs. • To understand Ancient Egyptian social structures. • To use hieroglyphics and understand the importance of the Rosetta Stone. • To identify Ancient Egyptian gods. • To understand the importance of the after-life and mummification in Ancient Egypt. 		<p>Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> • To understand where the Anglo-Saxons fit within our history. • To investigate the daily life of the Anglo-Saxons. • To understand that Saxons were Pagan and converted to Christianity over time. • To investigate Anglo-Saxon roles. • To understand the demise of the Anglo-Saxons.

	<ul style="list-style-type: none"> To understand the importance of the Nile to Ancient Egyptian society. 		
PE	<p style="text-align: center;">Dance Hockey Swimming</p>	<p style="text-align: center;">Football Tennis Gymnastics</p>	<p style="text-align: center;">Cricket Athletics</p>
	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
RE	<p style="text-align: center;">Why is Jesus inspiring to some people?</p> <ul style="list-style-type: none"> Identify the most important parts of Easter for Christians and say why they are important. Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter. <p>Why do some people think that life</p>	<p style="text-align: center;">Why are festivals important to religious communities?</p> <ul style="list-style-type: none"> Make connections between stories, symbols and beliefs with what happens in at least two festivals. Ask questions and give ideas about what matters most to believers in festivals. Identify similarities and differences in the way festivals are celebrated within and between religions. Suggest how and why religious festivals are valuable to many people. 	<p style="text-align: center;">What can we learn from religions about what is right and wrong?</p> <ul style="list-style-type: none"> Make connections between stories of temptation and why people can find it difficult to be good. Give examples of ways in which some inspirational people have been guided by their religion. Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity.

	<p style="text-align: center;">is a journey?</p> <ul style="list-style-type: none"> • Suggest why some people see life as a journey and identify some of the key milestones on this journey. • Suggest reasons why marking the milestones of life are important to Christians, Hindus and/ or Jewish people. • Explain similarities and differences between ceremonies of commitment. • Discuss and present their own ideas about the value and challenge of religious commitment in Britain today. 	<p style="text-align: center;">What does it mean to be a Hindu in Britain today?</p> <ul style="list-style-type: none"> • Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. • Describe some ways in which Hindus express their faith through puja, aarti and bhajans. • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. • Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences. 	
<p style="text-align: center;">Computing</p>	<p style="text-align: center;">We are software developers</p> <ul style="list-style-type: none"> • develop an educational computer game using selection and repetition • understand and use variables • start to debug computer programs • recognise the importance of user interface design, including consideration of input and output. 	<p style="text-align: center;">We are toy designers</p> <ul style="list-style-type: none"> • design and make an on-screen prototype of a computer-controlled toy • understand different forms of input and output (such as sensors, switches, motors, lights and speakers) • design, write and debug the control and monitoring program for their toy. 	<p style="text-align: center;">We are meteorologists</p> <ul style="list-style-type: none"> • understand different measurement techniques for weather, both analogue and digital • use computer-based data logging to automate the recording of some weather data • use spreadsheets to create charts • analyse data, explore inconsistencies in data and make predictions • practise using presentation software and, optionally, video. <p style="text-align: center;">We are musicians</p> <ul style="list-style-type: none"> • use one or more programs to edit music

			<ul style="list-style-type: none"> • create and develop a musical composition, refining their ideas through reflection and discussion • develop collaboration skills • develop an awareness of how their composition can enhance work in other media.
ART	<p style="text-align: center;">Ancient Egypt</p> <ul style="list-style-type: none"> • Hieroglyphics and cartouche designs on Batik 	<p style="text-align: center;">DALI/ RILEY Comparison</p> <ul style="list-style-type: none"> • Copying Creating a surreal image in a similar style • Measuring and being precise to make geometric patterns 	<p style="text-align: center;">Landscapes</p> <ul style="list-style-type: none"> • Composition / Perspective • Sketching techniques • David Hockney <p style="text-align: center;">Animals including humans</p> <ul style="list-style-type: none"> • sculptures (clay/ wire)
DT	<p style="text-align: center;">Book Making linked To Ancient Egypt</p> <ul style="list-style-type: none"> • Moving mechanisms (flaps, sliders, levers, pivots) 	<p style="text-align: center;">Moving Card Figures – The Ironman</p> <ul style="list-style-type: none"> • Understand mechanical systems, – levers 	<p style="text-align: center;">Talking Textiles – Rivers</p> <ul style="list-style-type: none"> • Create pattern, pin, tack, stitch fabrics together, fastenings, decorate with applique.
PSHE	<p style="text-align: center;">My Emotions</p> <ul style="list-style-type: none"> • be able to recognise and communicate how they are feeling. • be able to recognise and describe feelings in others, using non verbal as well as spoken cues. • have developed some strategies to deal with their own strong emotions and with feeling overwhelmed. 	<p style="text-align: center;">Working Together</p> <ul style="list-style-type: none"> • be able to identify their own strengths and skills and those of others. • be able to identify skills they would like to develop. • take part in a class learning challenge. • know how to show they are listening using their body, • express opinions confidently and ask 	<p style="text-align: center;">Personal Safety</p> <ul style="list-style-type: none"> • be able to contribute to discussions and listen to other view points about personal safety and take an active part in class activities including using assertive voice and body language • be able to identify trusted adults to include in their Network of Support, and who they can go to if they have a worry or a 'no' or

- know that there is a link between thoughts, feelings and behaviour.
- understand that how they feel can affect how they approach and tackle tasks and have some strategies for remaining positive.
- have developed some understanding of the 'fight or flight' response and how this can affect behaviour.
- begin to use a simple problem solving process, sometimes independently, and have some strategies to solve a problem.
- know what it feels and looks like to be assertive and when it might be appropriate.

Managing Change

- be able to identify changes that they and other children may experience in their lives.
- be able to name emotions that may be involved in loss and change situations, and have some strategies for coping with them.
- know what helps or hinders when they are experiencing difficult emotions.
- understand how someone who experiences bereavement might feel.
- know who they can talk to if they are experiencing difficult emotions, and how to ask for help.
- be able to plan to make a chosen change happen.

Anti-Bullying Week

- open questions.
- be able to work as a group to make decisions and solve a problem.
- know how different people can contribute to a group task.
- be able to persevere at a task.
- be able to evaluate a group task, including giving and receiving feedback.

Managing Risk

- be able to give an example of a physical, a social and an emotional risk.
- be able to give an example of how their friends might affect their decisions about risky situations.
- be able to name some emotions they might feel in a risky situation and how these might affect their body.
- be able to explain a strategy they could use for decision making in risky situations.
- be able to suggest ways of reducing risk in everyday situations and recognise ways of preventing accidents.
- be able to name some people they could ask for help in a risky situation.
- be able to recognise an emergency and suggest suitable action.

Drug Education

- What medical and legal drugs do I know about?
- Who uses and misuses drugs?

- 'I'm not sure' feeling.
- be able to explain what their 'sixth sense' is and how this contributes to assessing different levels of risk.
- be able to identify the difference between good and bad secrets and tricks as well as 'yes' and 'no' touches, understanding that they are able to say 'no' and tell someone on their Network of Support
- be able to identify and name body parts, including the sexual parts.

Sex & Relationship Education

- be able to give a list of the main external parts of male and female bodies and may use some scientific names for these.
- be able to use the scientific terms *penis*, *testicles*, *breast* and *vagina* and explain which parts are male and which are female.
- be able to give several examples of the capabilities of their own bodies.
- be able to describe familiar hygiene routines such as brushing teeth and washing hair, and understand the reasons for doing these things.
- be able to look forward to new areas of responsibility for their personal hygiene.
- be able to explain how common illnesses such as colds or tummy bugs are spread and be able to describe how they can prevent the spread of one such illness.

Financial Capability

- know that we receive money through a

		<ul style="list-style-type: none"> • What are the safety rules for storing medicines? • What should I do if I find something risky, like a syringe? 	<p>variety of means, including paid work.</p> <ul style="list-style-type: none"> • know ways to keep money safe, including saving it. • understand that some of the ways we use money can make it grow or involve risk. • understand that we make choices about spending for many different reasons. • begin to understand that the choices we make affect us, our communities and the wider world. • begin to understand and manage the sometimes uncomfortable and changing feelings we have about money. • begin to understand that money may have different value and meaning to different people at different times and in different cultures. • know about the work of a charity and why we might need it. • be able to manage money effectively in real life situations.
French	<p>Family & Pets Months & Birthdays Numbers 50-100</p>	<p>Around the home School</p>	<p>Parts of the body Adjectives Dictionary Skills</p>
Music	<p>Listening and appraising 'Music from different cultures'</p> <ul style="list-style-type: none"> • The history of music <p>Instruments from around the world</p>	<p>Music from Ancient Egypt and Anglo Saxons</p> <ul style="list-style-type: none"> • listening and singing • expressive movement <p>story telling through music</p>	<p>Brass WCET</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts • Use tuned instruments <p>Maintain own part within a group piece</p>

PROPERTY OF THISTLY MEADOW