

Class 4	Autumn		Spring		Summer	
2019-2020	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Literacy	<p>Write stories that contain historical characters or events. Write stories of mystery and suspense. Write letters. Write persuasively. Write formally. Text: Romeo and Juliet Macbeth William Shakespeare</p>	<p>Write stories of mystery and suspense. Write stories set in places pupils have been. Write letters. Write explanations (<i>Science</i>). Write persuasively. Write formally. Write plays. Text: Wind in the Willows Kenneth Grahame</p> <p>Christmas themed text – The Snowman <i>Raymond Briggs</i></p>	<p>Write stories of adventure. Write stories of mystery and suspense. Write stories that contain historical characters or events. Write letters. Write instructions (<i>Science</i>). Write formally. Text: The Highwayman Alfred Noyes</p>	<p>Write persuasively. Write formally. Write explanations. Write haiku/cinquain. Write poems that convey an image (simile, word play, rhyme and metaphor). Text: Treasure Island Robert Louis Stevenson</p>	<p>Write stories that contain mythical, legendary or historical characters or events. Write stories of adventure. Write stories of mystery and suspense. Write letters. Write arguments. Write persuasively. Text: Greek myths and legends to include: Theseus and the Minotaur, Pandora’s Box, Perseus and Medusa</p>	<p>Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. Write letters. Write persuasively. Write non-chronological reports (<i>in Science</i>). Text: Greek myths and legends to include: Theseus and the Minotaur, Pandora’s Box, Perseus and Medusa</p> <p>The Jabberwocky Lewis Carroll</p>
History	<p>Elizabethans A study of a theme in British history - Monarchs Suggest causes and consequences of some of the main events and changes in history. Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Describe significant people from the past.</p>		<p>Stuarts A study of a theme in British history – a study of London in the past. Use sources of evidence to deduce information about the past. Show an awareness and understanding of the social context of evidence studied. Give a broad overview of life in Britain in the Stuart times.</p>		<p>Ancient Greece A study of Ancient Greece. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Place events, artefacts and historical figures on a time line using dates. Use dates and terms accurately in describing events. Use evidence to ask questions and find answers to questions about the past.</p>	<p>Ancient Greece A study of Ancient Greece. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Place events, artefacts and historical figures on a time line using dates. Use dates and terms accurately in describing events. Use evidence to ask questions and find answers to questions about the past.</p>
Geography		<p>Rivers Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom.</p>		<p>Ocean Conservation Describe the key aspects of the physical and human geography of a place. Describe and locate countries of the world. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>	<p>Greece Locate the world’s countries, with a focus on Europe and countries of particular interest to pupils. Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. Describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade.</p>	<p>Greece Locate the world’s countries, with a focus on Europe and countries of particular interest to pupils. Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. Describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade.</p>

<p>Science</p>	<p>Keeping Fit and Healthy (Food) Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat. Describe the way in which nutrients and water are transported within animals including humans.</p>	<p>Electricity Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a circuit. Identify whether or not a lamp will light in a circuit based on whether or not the lamp is part of a complete loop with a battery. Identify and name the basic parts of an electrical circuit, including wires, cells, bulbs, switches and buzzers.</p> <p>Materials changing (to include the water cycle) Identify the part played by evaporation and condensation in the water cycles and associate the rate of evaporation with temperature. (Taught through rivers topic - Geography)</p>	<p>Circulation Identify and name the main parts of the human circulatory system and explain the functions of the heart, blood vessels, and blood (including pulse and clotting).</p>	<p>Materials changing Demonstrate that dissolving and mixing are reversible changes of state. Understand how some materials will dissolve into a liquid to form a solution and describe how to recover a substance from a solution.</p>	<p>Forces Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. Describe, in terms of drag forces, why moving objects that are not driven tend to slow down. Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, leavers and springs. Explain that unsupported objects fall towards Earth because of the gravity acting between the Earth and the object.</p>	<p>Plants Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Describe the life process of reproduction in some plants. Investigate the way in which water is transported within plants.</p>
<p>Maths</p>	<p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. Convert between different units of metric measure. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Add and subtract whole numbers with more than 4 digits, including using formal written methods. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p>	<p>Compare and order fractions whose denominators are all multiples of the same number. Identify, name and write equivalent fractions of a given fraction. Solve problems involving converting between units of time. Multiply and divide numbers up to 4 digits by a one- or two-digit number using a formal written method. Estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees (°). Solve comparison, sum and difference problems using information presented in a line graph. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p>	<p>Read, write, order and compare numbers with up to three decimal places. Solve problems involving number up to three decimal places. Read and write decimal numbers as fractions. Solve problems involving addition, subtraction, multiplication and division. Recognise and use square numbers and cube numbers. Identify, describe and represent the position of a shape following a reflection or translation. Calculate and compare the area of squares and rectangles. Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred".</p>	<p>Estimate volume and capacity. Use all four operations to solve problems involving measure using decimal notation, including scaling. Complete, read and interpret information in tables, including timetables. Add and subtract whole numbers with more than 4 digits, including using formal written methods. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Multiply numbers up to 4 digits by a one- or two-digit number. Divide numbers up to 4 digits by a one-digit and interpret remainders appropriately for the context. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	<p>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Add and subtract fractions with the same denominator and multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers. Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables.</p>	<p>Use the properties of rectangles to deduce related facts and find missing lengths and angles. Measure and calculate the perimeter of rectilinear shapes. Calculate and compare the area of squares and rectangles including using standard units. Use all four operations to solve problems involving measure using decimal notation, including scaling. Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes. Add and subtract fractions with the same denominator and multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers.</p>
<p>PE</p>	<p>Football Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • Choose appropriate tactics to</p>	<p>Gymnastics Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences.</p>	<p>Swimming (Year 5) Dance Fitness (Year 4) To learn and develop dance routines to promote fitness and</p>	<p>Quick Cricket Throw and catch with control and accuracy. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game</p>	<p>Dance To perform dances. Learn a routine made up of basic movements. Choreograph own routine. Develop physical strength and suppleness by practising</p>	<p>Play Practice Striking and fielding Work alone, or with team mates in order to gain points or possession. Strike a bowled or volleyed ball</p>

	<p>cause problems for the opposition.</p> <ul style="list-style-type: none"> Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. 	<ul style="list-style-type: none"> Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). Swing and hang from equipment safely (using hands) Create complex and well-executed sequences 	working as a team.	<p>and play fairly. Strike a bowled or volleyed ball with accuracy</p> <p>Tennis Choose appropriate tactics to cause problems for the opposition.</p> <ul style="list-style-type: none"> Follow the rules of the game and play fairly. Maintain possession of a ball 	<p>moves and stretching.</p> <p>Athletics Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance.</p>	<p>with accuracy. Use forehand and backhand when playing racket games. Field, defend and attack tactically by anticipating the direction of play.</p>
RE	<p>Pilgrimage Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p>	<p>Religion in the community Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Show an understanding of the role of a spiritual leader.</p>	<p>Founders and prophets 1 Explain why different religious communities or individuals may have a different view of what is right and wrong. Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). Express their own values and remain respectful of those with different values.</p>	<p>Festivals (Easter) Explain how religious beliefs shape the lives of individuals and communities. Explain how religious beliefs shape the lives of individuals and communities.</p>	<p>Holy Books 1 Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers.</p>	<p>Rites of Passage Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Show an understanding of the role of a spiritual leader.</p>
Music	<p>Violin: Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p>	<p>Violin: Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p>	<p>Violin: Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p>	<p>Violin: Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p>	<p>Violin: Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p>	<p>Violin: Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p>
French	<p>Look at the culture of the countries where the language is spoken In the chosen modern language: - Speak - Read - Write: All about me (descriptions, family, hobbies)</p>	<p>In the chosen modern language: - Speak - Read - Write School subjects - likes /dislikes Christmas in France</p>	<p>In the chosen modern language: - Speak - Read - Write Recipes in French. Commands (making crepes and pizzas) In the classroom.</p>	<p>In the chosen modern language: - Speak - Read - Write Perfect tense - talking about French trip Easter in France</p>	<p>In the chosen modern language: - Speak - Read - Write Clothes, verb "porter", descriptions, fashion show. Shopping for clothes</p>	<p>In the chosen modern language: - Speak - Read - Write Revision of weather, shopping for foods.</p>
Art	<p>Watercolour/mark making Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Use a number of brush techniques using thick</p>	<p>Textiles Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric.</p>	<p>Printing Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating</p>	<p>Pastel Use shading to show light. Use hatching and cross hatching to show tone and texture. Mix and blend colours for effect.</p>	<p>Clay Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Link: Ancient Greek coil pots</p>	<p>Clay Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Link: Ancient Greek coil pots</p>

	and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Link: Elizabethans/Tudor Roses	Link: Wind in the Willows	patterns. Link – The Highwayman/Great Fire of London.	Link: The Scream – Edvard Munch		
ICT	We are co-authors Producing a WIKI	We are web developers Designing a website about cyber safety	Typing Skills Developing and practising keyboard familiarity for touch typing.	We are HTML editors Editing and writing HTML	We are artists Fusing art and geometry	We are bloggers Sharing experiences and opinions
PSHR See policy for details of whole school initiatives.	Healthy Lifestyle How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. Food groups and calories.	Positive Mindset and Relationships. To recognise what positively and negatively affects their mental and emotional health. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To recognise when they need help and to develop the skills to ask for help. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (Links to Brilliant Schools) School values NSPCC workshop – Speak out, stay safe.	Equality and Diversity To understand that prejudice exists-, race, religion, age, social status. To reflect on and celebrate different /individual achievements, identify individual strengths and differences, set high aspirations. Cross curricular with RE.	Online Safety/ Social Media The responsible use of mobile phones, who to talk to if they feel uncomfortable. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. How to critically consider online friendships and sources of information. How information and data is shared online. NSPCC visit E-safety.	Safety To differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’ . To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. Strategies for keeping safe - fire, water, rail, road safety and how to respond safely and appropriately to adults they may encounter who they do not know. Police visit. Fire fighter visit. Bikeability	Respectful relationships Strategies to understand the importance of respecting others, even when they are very different (physically, background, religion). To recognise characteristics of healthy family life, commitment (inc, marriage and civil partnerships), caring relationships. Links with RE