

Class 4	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Literacy	Write stories that contain historical characters or events. Write stories of mystery and suspense. Write letters. Book: Street Child	Write stories of mystery and suspense. Write letters. Write explanations. Write non-chronological reports. Book: The Railway Children Book: The Polar Express	Write persuasively. Write formally. Write explanations. Write non-chronological reports. Write haiku/cinquain. Write poems that convey an image (simile, word play, rhyme and metaphor). Book: Stig of the Dump	Write stories of adventure. Write stories of mystery and suspense. Write letters. Write arguments. Book: The Great Kapok Tree, The Explorer	Write stories that contain mythical, legendary or historical characters or events. Write stories of adventure. Write stories of mystery and suspense. Write letters. Book: The Butterfly Lion	Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. Write letters. Write persuasively. Book: Rain Player
History	The Victorians A study of a theme in British History – children and childhood. Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. Trip: Servant experience at Holdenby House In-house Victorian Schoolroom experience	The Victorians/Industrial Revolution A study of a theme in British History – children and childhood. Use evidence to ask questions and find answers to questions about the past Suggest causes and consequences of some of the main events and changes in history				The Aztecs A study of a non-European society that contrasts with British History – The Mayan Civilisation. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Describe the social, ethnic, cultural or religious diversity of past society.
Geography			Climate Change Locate the geographic zones of the world. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Describe and understand key aspects of physical geography, including: climate zones, biomes and the water cycle.	Rainforests Locate the geographic zones of the world. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Describe and understand key aspects of physical geography, including: climate zones, biomes and the water cycle.	Africa 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.	
Science	Sound Identify how sounds are made, associating some of them with something vibrating.	Light and shadows Understand that light appears to travel in straight lines. Use the idea that light	Separating mixtures of materials Demonstrate that dissolving, mixing and changes of state are	Habitats, adaptation and feeding relationships Identify that most living things live in habitats to which they are suited and	Humans Identify that humans and some animals have skeletons and muscles for support, protection and	Variation and classification Explain the classification of living things into broad groups according to

	<p>Recognise that sounds get fainter as the distance from the sound's source increases.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p>	<p>travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.</p>	<p>reversible changes.</p> <p>Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p>	<p>describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other</p>	<p>movement.</p>	<p>common, observable characteristics and based on similarities and differences, including plants, animals and micro-organisms</p>
Maths	<p>Explore numbers and place value so as to read and understand the value of all numbers.</p> <p>Add and subtract using efficient mental and formal written methods.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Recognise and name common 2D and 3D shapes and identify their properties.</p>	<p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>Multiply and divide using efficient mental and formal written methods.</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.</p>	<p>Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.</p> <p>Describe position, direction and movement in increasingly precise ways.</p> <p>Use all four operations to solve problems involving measure using decimal notation, including scaling.</p>	<p>Use and apply measures to increasingly complex contexts.</p> <p>Solve problems involving the calculation of percentages and the use of percentages for comparison</p> <p>Compare and order fractions.</p> <p>Solve problems involving converting between units of time.</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa.</p>	<p>Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.</p> <p>Solve problems involving increasingly harder fractions.</p>	<p>Understand the practical value of using algebra.</p> <p>Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.</p> <p>Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.</p>
PE	<p>Netball</p> <ul style="list-style-type: none"> Choose appropriate tactics to cause problems for the opposition. 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 	<p>Netball</p> <p>Throw and catch with control and accuracy.</p> <p>Choose appropriate tactics to cause problems for the opposition.</p> <p>Follow the rules of the game and play fairly.</p> <ul style="list-style-type: none"> Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Choose and combine techniques in 	<p>Modern Dance</p> <p>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 (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 <p>Hockey</p> <p>To perform dances.</p> <p>Learn a routine made up of basic movements.</p> <p>Choreograph own routine.</p> <p>Develop physical strength and suppleness</p>	<p>Quick Cricket</p> <p>Throw and catch with control and accuracy.</p> <p>Choose appropriate tactics to cause problems for the opposition.</p> <p>Follow the rules of the game and play fairly.</p> <p>Strike a bowled or volleyed ball with accuracy</p> <p>Tennis</p> <p>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>Dance</p> <p>To perform dances.</p> <p>Learn a routine made up of basic movements.</p> <p>Choreograph own routine.</p> <p>Develop physical strength and suppleness by practising moves and stretching.</p> <p>Gymnastics</p> <p>Plan, perform and repeat sequences.</p> <ul style="list-style-type: none"> Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power 	<p>Play Practice Athletics</p> <p>Sprint over a short distance up to 60 metres.</p> <p>Run over a longer distance, conserving energy in order to sustain performance.</p> <p>Use a range of throwing techniques (such as under arm, over arm).</p> <p>Throw with accuracy to hit a target or cover a distance.</p>

	model within a team.	game situations (running, throwing, catching, passing, jumping and kicking, etc.). <ul style="list-style-type: none"> • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. 	stretching. Plan, perform and repeat sequences. <ul style="list-style-type: none"> • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. 		in movements. <ul style="list-style-type: none"> • 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 	
RE	Places of worship Describe how some of the values held by communities or individuals affect behaviour and actions. Present the key teachings and beliefs of a religion.	Festivals (Christmas) Explain how religious beliefs shape the lives of individuals and communities. Explain how religious beliefs shape the lives of individuals and communities.	Holy Books Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers.	Founders and Prophets Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did.	The Natural World Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others.	Beliefs about God 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.
Music	Violin: Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.	Violin: Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.	Violin: Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.	Violin: Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. Trip: Singing at the Royal Albert Hall	Violin: Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.	Violin: Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
French	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)	In the chosen modern language: - Speak - Read – Write School subjects – likes /dislikes Christmas in France	In the chosen modern language: - Speak - Read – Write Recipes in French. Commands (making crepes and pizzas) In the classroom.	In the chosen modern language: - Speak - Read – Write Perfect tense – talking about French trip Easter in France	In the chosen modern language: - Speak - Read – Write Clothes, verb “porter”, descriptions, fashion show. Shopping for clothes	In the chosen modern language: - Speak - Read – Write Revision of weather, shopping for foods.

<p>Art</p>	<p>Observational drawings of artefacts/mark making. Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.</p> <p>Link – Victorian artefacts</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 patterns.</p> <p>Link – William Morris - Victorians</p>	<p>Watercolour/mark making Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.</p> <p>Link – Climate change</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>Link – Rainforests</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>Link – Africa (Gakonga)</p>	<p>Watercolour Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour</p> <p>Link - Aztecs</p>
<p>ICT</p>	<p>We are software developers Developing a simple educational game using Purplemash</p>	<p>We are toy designers Prototyping an interactive toy.</p>	<p>We are meteorologists Presenting the weather</p>	<p>We are app planners Planning the creation of a mobile app</p>	<p>We are market researchers Identifying a market for app previously designed</p>	<p>We are musicians Producing digital music</p>
<p>PSHR</p> <p>See policy for details of whole school initiatives.</p>	<p>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.</p> <p>Food groups and calories.</p>	<p>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</p> <p>(Links to Brilliant Schools) School values NSPCC workshop – Speak out, stay safe.</p>	<p>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.</p> <p>Cross curricular with RE.</p>	<p>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.</p> <p>NSPCC visit E-safety.</p>	<p>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.</p> <p>Police visit. Fire fighter visit. Bikeability</p>	<p>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.</p> <p>Links with RE.</p>