

Subject Overview Linked to New Curriculum 2023/2024

Class 8 Year 4

Subject						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Theme (Q): What Makes Great Britain Great?</u>	<u>Theme (Q): Who do you think you are?</u>	<u>Theme (Q): Who was the first King of England?</u>	<u>Theme (Q): What is the 'Land of the Free'?</u>	<u>Theme (Q): Why were the cities of the Indus Valley forgotten?</u>	<u>Theme (Q): Where does a river come from?</u>
	<u>Hook: Classroom as Great Britain and David Attenborough visit Britain advert.</u>	<u>Hook: Trip to Jodrell Bank.</u> Christian Value: Lovely Manners	<u>Hook: History Squad.</u>	<u>Hook: spooky classroom – things moved, paw prints, clips, vampire cloak etc.</u> <u>Hook: Listen to 'America' by Neil Diamond.</u> Christian Value: Lovely Manners <u>Trip/talk from to McDonalds to learn about production process</u>	<u>Hook: Make Clay objects that would have been left behind in the city at the end of the unit.</u> <u>Item dug up and brought into school.</u> E –Safety	<u>Hook: Make a river using water and sand. Visit river across the world – VR?</u>
	Class Read: The Hobbit		Class Read: Boy Giant		Class Read: Journey to the River sea.	
Geography	<u>Land of Hope and Glory (Great Britain)</u> Q. What makes Britain Great? British Values – Democracy and the rule of law E –Safety <u>Cross-Curricular (Geography): Sensory poem linked to the Lake District</u> Name and locate counties and cities of the United Kingdom, geographical regions identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers. Human geography, including: economic activity			<u>Land of the Free (America)</u> Q. What is the land of the free? British Values – Democracy and the rule of law <u>Persuasive travel leaflet to visit area of the Americas.</u> Locate the world's countries and (some major cities), using maps to focus on North America (Las Vegas?). Understand geographical similarities and differences through the study of human and physical geography of a region in a European country , and a region within North America Human geography,		<u>Earthquakes and zones</u> Q. Where does a River come from? Christian Value: Showing Compassion Identify the position and significance of the Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn including latitude, longitude. Describe and understand key aspects of: Physical geography , including: rivers and mountains. Use maps, atlases, globes and digital/computer mapping to locate

	<p>including trade.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries.</p> <p>Use four figure grid references, symbols and key to build their knowledge of the United Kingdom.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans.</p> <p>▪ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital devices</p>			<p>including: economic activity including trade links.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries.</p>		<p>countries.</p> <p>▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans.</p>
Vocabulary	<p>Economic activity inc trade links</p> <p>crops, customer, employment, export, factory, fair trade, growth, import, jobs, organic, shop, tourism, trade, wages</p> <p>Directional language:</p> <p>Four figure grid references within the UK and wider world</p>			<p>World countries and major cities</p> <p>North America - human and physical characteristics, land use patterns</p> <p>Economic activity inc trade links</p> <p>crops, customer, employment, export, factory, fair trade, growth, import, jobs, organic, shop, tourism, trade, wages</p>		<p>World countries and major cities</p> <p>Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Latitude, Longitude</p> <p>Rivers/mountains</p> <p>bed, bank, channel, current, downstream, deposition, depth, erosion, flood, flood plain, hill, meander, mouth, process, drainage basin, source, transportation, tributary, valley, waterfall, watershed.</p>

Assessment	Below	Above			Below	Above		Below	Above
History			<p>British Settlements by Anglo Saxons and Scots:</p> <p>Q. What did the Anglo Saxons want with England?</p> <p>How was England divided?</p> <p>How did the religion and culture change over time?</p> <p>What did invaders want with England?</p> <p>British Values – Individual Liberty And Mutual Respect</p> <p>Christian Value: Acceptance</p> <p>Cross-Curricular (History): Link to Anglo Saxon – Narrative.</p> <p>Cross-Curricular: Biography of a famous Anglo Saxon – royalty or warrior.</p> <p>Chronology use dates and historical terms when ordering events and objects.</p> <p>identify where people and events fit into a chronological framework.</p> <p>Events, people and changes.</p> <p>describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of</p>	<p>The Vikings</p> <p>Q. Who was the first king of England?</p> <p>Who were the Vikings?</p> <p>Why did they come to Britain?</p> <p>History of their lifestyles Viking raids and invasion - resistance by Alfred the Great and Athelstan, first king of England.</p> <p>British Values – Democracy and the rule of law</p> <p>E – Safety</p> <p>Cross-Curricular: Viking Dilemma</p> <p>Cross-Curricular Discussion (Link to Anglo-Saxon and Vikings).</p> <p>Chronology use dates and historical terms when ordering events and objects.</p> <p>identify where people and events fit into a chronological framework.</p> <p>explore links and contrasts within and across different periods of time.</p> <p>Events, people and</p>			<p>The Indus Valley</p> <p>Q. Why were the cities of the Indus Valley forgotten?</p> <p>Cross-Curricular: Link to History unit of The Indus Valley</p> <p>Cross-Curricular Write – recount letter from the Indus Valley</p> <p>Chronology use dates and historical terms when ordering events and objects.</p> <p>identify where people and events fit into a chronological framework.</p> <p>explore links and contrasts within and across different periods of time .</p> <p>Events, people and changes.</p> <p>describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</p> <p>Communication</p> <p>select and organise relevant historical information to present in a range of ways.</p> <p>use relevant and appropriate historical terms</p>		

		<p><u>England in the time of Edward the Confessor.</u></p> <p><u>describe some aspects of Britain's settlement by Anglo-Saxons and Scots.</u></p> <p><u>Communication</u></p> <p>Discuss historical issues, significant aspects of, and connections between, different historical events.</p> <p>use relevant and appropriate historical terms and vocabulary linked to chronology</p> <p><u>Enquiry, interpretation and using Sources.</u></p> <p>Use sources to address historically valid questions and hypotheses.</p> <p>recognise how sources of evidence are used to make historical claims.</p> <p>recognise how our knowledge of the past is constructed from a range of sources.</p> <p>identify historically significant people and events in different situations</p>	<p><u>changes.</u></p> <p><u>describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor.</u></p> <p>Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066</p> <p><u>Communication</u></p> <p>Discuss historical issues, significant aspects of, and connections between, different historical events.</p> <p>use relevant and appropriate historical terms and vocabulary linked to chronology</p> <p><u>Enquiry, interpretation and using Sources.</u></p> <p>Use sources to address historically valid questions and hypotheses.</p> <p>recognise how sources of evidence are used to make historical claims.</p> <p>recognise how our knowledge of the past is constructed from a range of sources.</p> <p>Identify historically significant people and events in different situations.</p>		<p>and vocabulary linked to chronology</p> <p>choose relevant ways to communicate historical findings</p> <p><u>Enquiry, interpretation and using Sources.</u></p> <p>Use sources to address historically valid questions and hypotheses.</p> <p>recognise how sources of evidence are used to make historical claims.</p> <p>recognise how our knowledge of the past is constructed from a range of sources.</p>	
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Vocabulary		Use relevant and appropriate historical terms and vocabulary linked to chronology. Political, religious, social, invasion, settlements, Britain, conquer, civilisation, celts, anglo-saxons, conquest,	Use relevant and appropriate historical terms and vocabulary linked to chronology. Culture, beliefs, society, Vikings, monastery, monk, Normans,		Use relevant and appropriate historical terms and vocabulary linked to chronology. Hypothesis, Empires, civilisation, ancient, earliest, millennium, Indus, AD, BC, CE, BCE, era.	
Assessment		<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>	
Science	<p><u>Living things and their habitats</u></p> <p><u>Which Amphibians choose to live in the UK?</u></p> <p>Christian Value: Acceptance</p> <p>Christian Value: Showing Compassion</p> <p><u>Cross-Curricular: NCR on a UK Habitat.</u></p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p><u>Skills</u></p>	<p><u>Living things and their habitats (continued)</u></p> <p><u>Which Amphibians choose to live in the UK?</u></p> <p>Christian Value: Acceptance</p> <p>Christian Value: Showing Compassion</p> <p><u>Cross-Curricular: NCR on a UK Habitat.</u></p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p><u>Skills</u></p>	<p><u>Sound (Year 4 Project)</u></p> <p><u>Are all sounds heard?</u></p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</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>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p><u>Skills</u></p> <p><u>Comparative and Fair Testing</u></p>	<p><u>Everyday materials/Properties and changes of materials</u></p> <p><u>Year 4 – What if chocolate melted at 5 degrees?</u></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p><u>Animals including humans</u></p> <p><u>Year 4 – What if toothbrushes didn't exist?</u></p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><u>Skills</u></p> <p><u>Asking Questions</u></p> <p><u>Finding out what damages teeth and how to look after them.</u></p> <p><u>Recording and Presenting Data</u></p> <p><u>Compare diagrams/drawings with</u></p>	<p><u>Electricity</u></p> <p><u>Year 4 – Why does my bedroom light turn on?</u></p> <p><u>Cross-Curricular: Explanation text linked to science.</u></p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common</p>

	<p><u>Asking Questions</u></p> <p>Observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times).</p> <p><u>Observing</u></p> <p>They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.</p> <p><u>Identifying and Classifying</u></p> <p>Use and make simple guides or keys to explore and identify local animals.</p>	<p><u>Asking Questions</u></p> <p>Observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times).</p> <p><u>Observing</u></p> <p>They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.</p> <p><u>Identifying and Classifying</u></p> <p>Use and make simple guides or keys to explore and identify local animals.</p>	<p>Make earmuffs from a variety of different materials to investigate which provides insulation against sound.</p> <p><u>Answering Questions and Pattern Seeking</u></p> <p>Find patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thickness.</p> <p><u>Recording and Presenting Data</u></p> <p>Make and play their own instruments by using what they have found out about pitch and volume.</p>	<p><u>Skills</u></p> <p><u>Asking Questions</u></p> <p>Researching and discussing how chemical changes have an impact on our lives, for example cooking.</p> <p><u>Observing</u></p> <p>Observing and comparing the changes that take place, for example, when burning different materials or baking bread or cakes.</p> <p><u>Identifying and Classifying</u></p> <p>Grouping and classifying a variety of different materials.</p> <p><u>Comparative and Fair Testing</u></p> <p>Carry out tests to answer questions such as 'Which materials would be the most effective for a new carrier bag?'</p> <p><u>Answering Questions and Pattern Seeking</u></p> <p>Compare materials in order to make a switch in a circuit – <u>combine with year 4 magnets.</u></p>	<p>models and images.</p> <p>Observing Observing what happens to eggshells in different liquid.</p>	<p>conductors and insulators, and associate metals with being good conductors.</p> <p><u>Skills</u></p> <p><u>Asking Questions</u></p> <p>Design and make artefacts that use simple levers, pulleys, and explore their effects.</p> <p><u>Observing</u></p> <p>Observing patterns - that bulbs get brighter if more cells are added, that metals tend to be conductors, and that some materials can and cannot be used to connect across a gap in a circuit.</p> <p><u>Answering Questions and Pattern Seeking</u></p> <p>Identifying how properties make magnets useful in everyday items and suggesting creative uses for different magnets.</p>
Vocabulary	Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate	Sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation		Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature,	Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small	Electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit,

						water cycle		intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain		component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol		
Assessment	<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>
RE	4.6 – Q. What is prayer? (4 hrs) Cross-Curricular: story from the bible - apply same SC. See RE assessment document.		4.2 :Christmas exploring the symbolism of light (NC faith link) (6 hrs) Q. Why are lights an important part of Christmas? British Values – Mutual Respect		4.3: Jesus, the son of God (NC faith link) (7 hrs). Q. What does Jesus mean to you? British Values – Mutual Respect Prags in to teach NCF link – 4 weeks Half of class from C7 to do additional unit Why do Christians sing in worship? 5 th week = research different event or person than last year.		S6 – Easter Celebrations worldwide (4 hrs) Q. How is Easter celebrated around the world? Christian Value: Being Honest Christian Value: Forgiveness Cross-Curricular: re-telling of the Easter Story.		4.5 – Q. Are all churches the same? (6 hrs) This unit taught to 15 who come from C6 15 from C7 = Called by God unit (See AF’s planning – fully resourced) E –Safety Cross-Curricular: Prayer Poetry		4.1 God, David and the psalms. Q. What qualities does God look for in his people? British Values – Mutual Respect E –Safety	
Computing	Information Technology - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. - Use search technologies effectively.				Digital Literacy - Be discerning in evaluating digital content. - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. - Understand the opportunities computer networks offer for communication and collaboration.				Computer Science - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. - Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web. - Appreciate how results are selected and ranked.			

E –Safety

Skills

- Locate and respond appropriately to the terms and conditions on websites.
 - Identify unsuitable posts (e.g. on blogs, a forum ...) pertaining to content and conduct.
 - Identify inappropriate and unacceptable behavior when analysing resources such as videos, text-based scenarios and electronic communications.
 - Continue to develop the skills to identify risks involved with contact, content and their own conduct whilst online.
- Use electronic communication and collaboration tools safely.

Knowledge and Understanding

- Be aware that file sharing is usually illegal due to copyright laws and can also spread viruses.
 - Know a range of ways to report concerns about content and contact.
 - Know what a 'strong' password / understand the importance of keeping personal data secure.
 - Understand what a digital footprint is.
 - Know that resources and materials can be covered by copyright and downloading these materials is illegal.
 - Understand that web users have to observe the terms and conditions of websites.
 - Understand that electronic communication can be malicious or inappropriate and recognise when an attachment may be unsafe to open.
 - Understand that social network or other online environments have security settings, which can be altered, to protect the user.
 - Understand the need to respect privacy of other individuals, e.g., through using bcc function on an email, not uploading/using images or personal information without permission.
 - Understand the benefits of developing a 'nickname' for online use where appropriate.
 - Understand they have a right to be protected from inappropriate use of technology by others and the need to respect the rights of other users.
 - Understand some malicious adults may use various techniques on the Internet to make contact, elicit personal information and 'groom' young children, e.g., fake profiles.
 - Understand the risks involved in arranging to meet and subsequently meeting anybody from the online world in the offline world.
 - Know that they should tell a trusted adult immediately if they are asked to meet anybody from the online world in the offline world.
 - Know how to report any suspicions, e.g., through school's eSafety policies and procedures and the use of CEOP's 'report abuse' button, which links directly to the police.
 - Recognise that cyber bullying is unacceptable and will be sanctioned according to the school's eSafety policies and procedures /AUP.
 - Know how to report an incident of cyber bullying if and when it occurs, according to the school's eSafety policies and procedures /AUP.
 - Understand that they should not publish other peoples' pictures/tag them without permission.
 - Know that content, e.g., photographs and videos, put online are very difficult to remove
- Understand how their own inappropriate conduct can put them at risk whilst online

Information Technology

How can I present research?

Digital Research using Boolean search terms (and or not) x 2 lesson?

Create content using Microsoft PowerPoint.

Understand how Boolean operators can change searches and select appropriate information for their tasks.

Have a simple

Digital Literacy

How can I keep safe online?

Online safety using Purple Mash unit 4.2

Use technology respectfully, responsibly and safely, knowing how to keep their information and passwords secure.

Understand what acceptable and unacceptable online behaviour is.

Use strategies to verify the reliability and accuracy of information on the internet

Computer Science

How can I turn my keyboard into a computer game?

Programming units using Purple Mash – 4.1

Further develop their computational thinking to help debug their programs and design and solve problems and tasks.

Develop their understanding of inputs and outputs further, demonstrating how they can use programs to control external devices such

Information Technology

How can we store and record information?

Graphing on Purple Mash 3.8

Based on the data collected, children should raise their own questions and translate them into search criteria that can be used to find answers to specific questions.

Compare different charts and graphs, e.g., in tables, frequency diagrams, pictograms, bar charts,

Information Technology

How can I bring my story to life?

Animation using iMotion app – link to an Indus Valley cultural tale.

Select, use and combine a range of software and use a wider range of devices to create a variety of digital assets such as programs, systems, databases, spreadsheets and multimedia content for a defined purpose.

Design and write programs

Computer Science

How do lights flash?

Programming Year 4 to code crumble kits, linked to DT.

Design and write more complex algorithms and programs using sequence, repetition and selection.

Further develop their computational thinking to help debug their programs and design and solve

	understanding of how search engines work. Understand the difference between the internet and World Wide Web Understand about the use of operators in searching and continue developing their effective search techniques by using Boolean operators in their searches.		and understand copyright.		as sensors, motors and robots. Design and write programs using sequence, repetition, selection and variables. Develop greater understanding of how to use selection and repetition in more complex programs.		databases or spreadsheets and understand that different ones are used for different purposes. Select and use the most appropriate method to organise and present data.		using sequence, repetition, selection and variables. Develop greater understanding of how to use selection and repetition in more complex programs.		problems and tasks. Develop their understanding of inputs and outputs further, demonstrating how they can use programs to control external devices such as sensors, motors and robots.	
Vocabulary	align, copyright, bullets, spellcheck, add to dictionary, highlight, theme, slide, audio, embed Database creation Database searches Inaccurate data production, audio and video segments, timeline, transitions, publish, convert, hyperlink		applications, platform, investigation, rotate, sprite, block, background /backdrop, pros, cons, decompose, logical, sequence, flowchart, variables, input, output, simulations script, gradient, animate, animation, iteration, transition		align, copyright, bullets, spellcheck, add to dictionary, highlight, theme, slide, audio, embed Database creation Database searches Inaccurate data production, audio and video segments, timeline, transitions, publish, convert, hyperlink		align, copyright, bullets, spellcheck, add to dictionary, highlight, theme, slide, audio, embed Database creation Database searches Inaccurate data production, audio and video segments, timeline, transitions, publish, convert, hyperlink		Internet, communicate, results, website, address, World Wide Web (WWW) navigate, web page, search engine, trustworthy, digital, advert, browser, secure, plagiarism, privacy communication, environment, sources, validity, data, viewpoints, collaborate, implausible, copyright, authority, sponsored link advertising, publish spam, fake news, citation/cite		applications, platform, investigation, rotate, sprite, block, background /backdrop, pros, cons, decompose, logical, sequence, flowchart, variables, input, output, simulations script, gradient, animate, animation, iteration, transition	
Assessment	<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>
DT			<u>Structures – Frame and model of Anglo Saxon House</u> <u>Q. How were Anglo-Saxon houses built?</u> <u>Problem Ideas/ notes</u> Shell structure of an Anglo-Saxon house.				<u>North America – healthy burgers.</u> <u>Q. Can I eat a burger everyday?</u> <u>Trip/talk from to McDonalds to learn about production process</u>				<u>How do lights flash?</u> <u>Programming Year 4 to code crumble kits, linked to DT.</u> <u>Design and write more complex algorithms and programs using sequence,</u>	

		<p><u>Design</u></p> <p>Generate and communicate their ideas through discussion, annotated sketches, prototypes, pattern pieces.</p> <p>Make design decisions, taking into account constraints such as time, resources and cost.</p> <p>Generate their own innovative ideas based on research.</p> <p><u>Make</u></p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>demonstrate resourcefulness when tackling problems</p> <p><u>Evaluate</u></p> <p>investigate and analyse a range of existing products <i>who, where, when the products were designed</i></p> <p><u>Technical Knowledge</u></p> <p>apply their understanding of how to strengthen, structures</p> <p>Crumble – Year 4 Whilst year 5 rehearsing -</p>		<p>Cross-Curricular: Persuasive letters to McDonalds to sell the burgers made in DT.</p> <p>Christian Value: Self Control</p> <p><u>Problem ideas/notes</u></p> <p>Frame structure for box – see LTP on Structures.</p> <p>Healthy American Burgers.</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>		<p>repetition and selection.</p> <p>Further develop their computational thinking to help debug their programs and design and solve problems and tasks.</p> <p>Develop their understanding of inputs and outputs further, demonstrating how they can use programs to control external devices such as sensors, motors and robots.</p> <p>Design and write programs using sequence, repetition, selection and variables.</p> <p>Develop greater understanding of how to use selection and repetition in more complex programs.</p>
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		motors]				
Vocabulary		<p>Shell 3D Mathematical 3D terms/names Measure, mark Scoring, cutting, shaping Joining, assembling, adhesive Strengthen, ribbing, corrugated, laminated Names of materials Names of tools used.</p> <p>Circuit, battery, series Connection Insulation, conductor Crocodile Clip Control, program System Input, output Names of tools used Names of materials.</p>		<p>Vocab related to food – more advanced vocab related to texture, taste and appearance Names of equipment, utensils Verbs for preparation techniques Names of food products met in project Language related to food sourcing and production – process, seasonal, reared, harvested, grown, caught, hygiene, variety.</p>		
Assessment		<p><u>Below</u></p> <p><u>Above</u></p>	<p><u>Below</u></p> <p><u>Above</u></p>	<p><u>Below</u></p> <p><u>Above</u></p>	<p><u>Below</u></p> <p><u>Above</u></p>	<p><u>Below</u></p> <p><u>Above</u></p>
<p>PE</p> <p>Christian Value: Achieving and Persevering</p> <p>Christian Value: Lovely Manners</p> <p>Christian Value: Being Honest</p>	<p>Invasion Game – Tag Rugby</p> <p>Attack or defend – What is more important?</p> <p>To develop the skill of running with a rugby ball in two hands.</p> <p>To develop the technique of passing and catching a rugby ball.</p> <p>To be able to score a try.</p> <p>To develop their understanding of when to pass and when to run with the ball.</p> <p>To apply the basic strategic and tactical principles of attack.</p> <p>To apply the basic</p>	<p>Sports hall athletics</p> <p>How could I complete in the Olympics?</p> <p>To develop running skills in isolation.</p> <p>To develop throwing skills</p> <p>To evaluate their own success</p> <p>To explore ways of combining jumping actions</p> <p>To develop throwing skills in an athletic type activity</p> <p>To develop jumping actions in combination</p> <p>To develop running skills in isolation</p> <p>To develop throwing skills in</p>	<p>Gymnastics (preparation for the comp)</p> <p>What makes gymnastics a performance?</p> <p>To perform partner balances (matched and mirrored)</p> <p>To perform counter balance</p> <p>To perform Counter tension balances</p> <p>To evaluate and recognise their own success</p> <p>To create a gymnastic sequence with a partner</p> <p>To perform the core task “Acrobatic gymnastics”</p> <p>To evaluate and recognise their success</p>	<p>Dance</p> <p>How Can Dance tell a story?</p> <p>To convey the emotions, mood and feelings of the characters in the story.</p> <p>To explore movements showing a conflict using props.</p> <p>To convey a character through movement.</p> <p>To create a sequence showing a conflict between contrasting characters.</p> <p>To link all sequences to produce a complete story dance.</p> <p>To the set the scene, investigating words and actions which create an</p>	<p>Striking and Fielding</p> <p>What qualities does a good cricketer need?</p> <p>To develop sending a ball</p> <p>To develop fielding skills</p> <p>To develop striking a ball</p> <p>To apply basic principles of striking and fielding in a game</p> <p>To evaluate and recognise their own success</p>	<p>Orienteering</p> <p>How can a map stop me from getting lost?</p> <p>To know that a map is a bird’s eye view plan of the ground.</p> <p>To know how to keep the map “set or “orientated” when they move.</p> <p>To know some of the symbols on a orienteering map</p> <p>To know how to keep the map “set or “orientated” when they move around a simple course.</p> <p>To run safely with a map around a simple orienteering course.</p>

	<p>strategic and tactical principles of attack.</p> <p>To choose and apply skills and tactics consistently in rugby type games.</p> <p>To develop their ability to evaluate their own and others work and suggest ways to improve it.</p> <p>To understand the basic principles of warming up by choosing appropriate activities for rugby type games.</p>		<p>an athletic type activity</p> <p>To develop running, jumping and throwing skills in an athletic type activity.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		<p>To develop a sequence onto apparatus</p>		<p>atmosphere.</p> <p>Combine travel, turn, gesture and stillness to convey events and emotions.</p>				<p>To know the 8 points of a compass.</p> <p>To navigate to a control marker</p> <p>To navigate to a control marker on a simple course</p> <p>To record information accurately at the control marker</p> <p>To navigate to a control marker on a score event course</p> <p>To plan effectively to visit as many control markers in the time allowed.</p> <p>To understand how OAA can help their fitness and health</p> <p>To navigate to a control marker on a score event course</p>	
Assessment	<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>
	<u>See Passport App</u>	<u>See Passport App</u>	<u>See Passport App</u>	<u>See Passport App</u>	<u>See Passport App</u>	<u>See Passport App</u>	<u>See Passport App</u>	<u>See Passport App</u>	<u>See Passport App</u>	<u>See Passport App</u>	<u>See Passport App</u>	<u>See Passport App</u>
PSHE Christian Value: Lovely Manners	Coram Life Education Scheme SCARF: Safety, Caring, Achievement, Resilience and Friendship. See Year 4/5 scheme of work - https://www.coramlifeeducation.org.uk/scarf/lesson-plans/											
	Me and My Relationships Different feelings 4		Valuing Difference Can you sort it? 4		Keeping Myself Safe Keeping ourselves safe 4		Rights and Responsibilities How can we look after each other and the world?		Being My Best What makes me ME! 4		Growing and Changing Moving house 4 My feelings are all over	

	<p>Under pressure4</p> <p>When feelings change 4</p>	<p>What would I do?</p> <p>That is such a stereotype! 4</p>	<p>Picture Wise (y4)</p> <p>Know the norms Y4 !</p>	<p>Logo quiz 4</p> <p>Volunteering is Cool 4</p> <p>In the news! 4</p> <p>Why pay taxes? 4</p>	<p>Making choices 4</p>	<p>the place! 4</p> <p>Period positive 4</p>
Music	Statements below met through Ukulele					
	<p><u>Ukulele – What is a ukulele and how can I play it?</u></p> <p><u>Unit: Notation</u> Curriculum Objective: Use and understand staff and other musical notations.</p> <p>Knowledge and Understanding Analyse and compare sounds. Use and understand staff and other musical notations.</p> <p>Pitch Determine upwards and downwards direction in listening, performing and moving. Recognise and imitate melody patterns in echoes. Show the overall contour of melodies as moving upwards, downwards or staying the same. Determine movement by step, by leaps or by repeats.</p>	<p><u>Ukulele – How can I look after my vocal chords?</u></p> <p><u>Unit: Singing and use their voices.</u> Curriculum Objective: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Performing <ul style="list-style-type: none"> Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. Practise, rehearse and present performances with an awareness of the audience. Listening <ul style="list-style-type: none"> Listen with attention to a range of high quality live and recorded music, to detail and to internalise </p>	<p><u>Ukulele – Why is reading music important to musicians?</u></p> <p><u>Unit: Music from around the world</u> Curriculum Objective: Develop an understanding of the history of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Listening Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).</p> <p>Knowledge and Understanding</p>	<p><u>Ukulele – How can chords change the way music sounds?</u></p> <p><u>Unit: Singing and use their voices</u> Curriculum Objective: Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Performing Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. Practise, rehearse and present performances with</p>	<p><u>Ukulele – Can I play a variety of genres?</u></p> <p><u>Unit: Composition</u> Curriculum Objective: Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Performing Play tuned and untuned instruments with control and rhythmic accuracy.</p> <p>Creating Improvise and develop rhythmic and melodic material when performing. Explore, choose, combine and organise musical ideas</p>	<p><u>Ukulele – Can I demonstrate all I have learnt in a live performance?</u></p> <p><u>Unit: Notation</u> Curriculum Objective: -Use and understand staff and other musical notations.</p> <p>Knowledge and Understanding Analyse and compare sounds. Use and understand staff and other musical notations.</p> <p>Pitch Determine upwards and downwards direction in listening, performing and moving. Recognise and imitate melody patterns in echoes. Show the overall contour of melodies as moving upwards, downwards or staying the</p>

	Perform simple melody patterns.		and recall sounds with increasing aural memory. Pitch Perform simple melody patterns. Duration Indicate the steady beat by movement, including during a silence. Respond to changes in the speed of the beat. Tempo Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. Texture Recognise the difference between unison (<i>one same pitched sound</i>) and harmony (<i>various pitched sounds at the same time</i>).		Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. Improve their own and others' work in relation to its intended effect. Develop an understanding of the history of music.		an awareness of the audience. Listening Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.		within musical structures. Duration Respond to the strong beats whilst singing. Use instruments to keep a steady beat. Hold a beat against another part. Structure Recognise call and response form. Differentiate between the contrasting sections of a song. Recognise the difference between the verse and refrain of a song.		same. Determine movement by step, by leaps or by repeats. Perform simple melody patterns.	
Vocabulary	Ukulele, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, hook, riff, solo, pentatonic scale, unison, rhythm patterns, musical style, lyrics, choreography, sounds, by ear, notation, backing vocal, acoustic guitar, percussion.											
Assessment	<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>
MFL Rigolo	Tu es britannique? (Are you British?) Encore!: Revise character descriptions,		Quelle heure et-il? (What time is it?) Quelle heure est-il?:		Qu'est-ce que tu veux comme cadeau? (What present would you like?)		Ou vas-tu? (Where are you going?)		Qu'est-ce que tu veux pour manger? (What do you want to eat?)		Que portes-tu? (What are you wearing?)	

	adjectives Curriculum objectives, amongst others: listen attentively to spoken language and show understanding by joining in and responding describe people, places, things and actions orally and in writing		Activities, telling the time Curriculum objectives, amongst others: speak in sentences, using familiar vocabulary, phrases and basic language structures		Les fêtes: Festivals, numbers 31-60, imperative commands Curriculum objectives, amongst others: develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases		Ou vas-tu?: French cities, directions, weather Curriculum objectives, amongst others: describe people, places, things and actions orally and in writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary		On mange: Shopping for food, opinions Curriculum objectives, amongst others: write phrases from memory, and adapt these to create new sentences, to express ideas clearly engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help		Le cirque: Francophone countries, describing clothing Curriculum objectives, amongst others: write phrases from memory, and adapt these to create new sentences, to express ideas clearly	
Vocabulary	For key vocabulary used in each Rigolo unit, see Scheme of work mapping grid 1.											
Assessment	<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>	<u>Below</u>	<u>Above</u>
Art and Design	<u>Painting – Significant British Artists</u> <u>Banksy, Constable, Turner</u> <u>Who is the most significant British Artist?</u> <u>E –Safety</u> <u>Exploring and Developing Ideas</u>				<u>Lightning Art – Digital Media and Collage. Dragon eye – linked to The Dragon Slayer</u> <u>What is art?</u> <u>Exploring and Developing Ideas</u> Question and make thoughtful observations about starting points and				<u>Clay and Printing – Create an object from the Indus Valley and Indus valley printing.</u> <u>How did the people of the Indus Valley use printing?</u> <u>Exploring and Developing Ideas</u> Question and make			

	<p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p><u>Evaluating and Developing Work</u></p> <p>Annotate work in journal.</p> <p><u>Drawing</u></p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p><u>Form, Shape Tone and Texture</u></p> <p>Begin to show an awareness of objects having a third dimension.</p> <p>Apply tone in a drawing in a simple way.</p> <p>Apply a simple use of pattern and texture in a drawing.</p> <p><u>Painting</u></p> <p>Work on a range of scales e.g. thin brush on small</p>		<p>select ideas to use in their work.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p><u>Evaluating and Developing Work</u></p> <p>Annotate work in journal.</p> <p><u>Lines and Marks (Balla)</u></p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p><u>Digital Media</u></p> <p>Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision.</p> <p>Create shapes by making selections to cut, duplicate and repeat.</p> <p>Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose.</p> <p><u>Collage</u></p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>		<p>thoughtful observations about starting points and select ideas to use in their work.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p><u>Evaluating and Developing Work</u></p> <p>Annotate work in journal.</p> <p><u>Printing</u></p> <p>Create printing blocks by simplifying an initial journal idea</p> <p>Use relief or impressed method</p> <p>Print with two colour overlays</p> <p><u>3D</u></p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Create surface patterns and textures in a malleable material.</p>	
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	picture etc. <u>Colour</u> Mix and use tints and shades.						
Vocabulary	<u>Drawing</u> Grades of pencil, third dimension, tone, close observation, viewfinder, dry and wet media, tonal contrast, horizon, focal point. <u>Painting</u> Scales, tints and shades, complimentary and contrasting colours.					<u>Printing</u> repeating patterns, two colour overlays, simplifying, <u>3D</u> surface pattern, intricate.	<u>Digital media</u> filters. <u>Collage</u> Tear, overlap, layer.
Assessment	<u>Below</u> <u>Above</u>	<u>Below</u> <u>Above</u>	<u>Below</u> <u>Above</u>	<u>Below</u> <u>Above</u>	<u>Below</u> <u>Above</u>	<u>Below</u> <u>Above</u>	<u>Below</u> <u>Above</u>
Maths - See Separate MTP	<u>Numbers to 1 000 000</u> <u>Whole Numbers – Addition and Subtraction</u>	<u>Whole Numbers – Multiplication and Division</u> <u>Word Problems</u>	<u>Graphs</u> <u>Fractions</u>	<u>Decimals</u> <u>Percentage</u> <u>Roman Numerals</u>	<u>Geometry</u> <u>Position and Movement</u>	<u>Measurements</u> <u>Area and Perimeter</u> <u>Volume</u>	
	Everyday : Practise and develop oral and mental skills (not necessarily during Maths lesson)	Everyday : Practise and develop oral and mental skills (not necessarily during Maths lesson)	Everyday : Practise and develop oral and mental skills (not necessarily during Maths lesson)	Everyday : Practise and develop oral and mental skills (not necessarily during Maths lesson)	Everyday : Practise and develop oral and mental skills (not necessarily during Maths lesson)	Everyday : Practise and develop oral and mental skills (not necessarily during Maths lesson)	Everyday : Practise and develop oral and mental skills (not necessarily during Maths lesson)
Literacy	<u>Spelling</u> <u>Year 4</u> <ul style="list-style-type: none"> – Use further prefixes, e.g. <i>in-</i>, <i>im-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>. – Use further suffixes, e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>. – Investigate what happens to words ending in <i>f</i> when suffixes are added, e.g. <i>calf/calves</i>. 						

- Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. *scheme, chorus*.
- Identify and spell words with the /j/ sound spelt ch (mostly French in origin), e.g. *chef, chalet, machine*.
- Identify and spell words ending with the /g/sound spelt -gue and the /k/ sound spelt -que (French in origin), e.g. *tongue, antique*.
- Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. *science, scene*.
- Understand how diminutives are formed using e.g. suffix - *ette* and prefix *mini-*.
- Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. *pollen* (noun) and *-ate = pollinate* (verb).
- The /t/ sound spelt y elsewhere than at the end of words, e.g. *myth, gym, Egypt*.
- Use the first three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Explore and use the possessive apostrophe, e.g. *boy's books* (books belonging to a boy) and *boys' books* (books belonging to more than one boy).
- Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) – see below.

Reading skills covered across all units **Year 4**

Developing pleasure in reading and motivation to read

- Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. *fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts*.
- Regularly listen to whole novels read aloud by the teacher.
- Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.

Understanding the text – Demonstrating active reading strategies.

Participating in discussion

- Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.
- Develop, agree on and evaluate rules for effective discussion.
- Make and respond to contributions in a variety of group situations e.g. *whole class, independent reading groups, book circles*.

Word Reading

- Read books at an age appropriate interest level.
- Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list).
- Use knowledge of root words to understand meanings of words.
- Use prefixes to understand meanings e.g. *in-, ir-, sub-, inter-super-, anti-, auto-*.
- Use suffixes to understand meanings e.g. *-ation, -tion, -ssion, -cian, -sion*.

Handwriting and Presentation

- Write fluently using a joined style as appropriate for independent writing.

Writing Skills covered across all units

Planning

- Read and analyse narrative, non-fiction and poetry in order to plan their own versions.
- Discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.

Drafting and writing

- Select *appropriate* structure, vocabulary and grammar.
- Use different sentence structures with increasing control
- Use paragraphs to organise writing in fiction and non-fiction.

Evaluating and Editing

- Assess the effectiveness of own and others' writing in relation to audience and purpose.
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
- Ensure consistent and correct use of tense throughout a piece of writing.

– Proofread for spelling and punctuation errors.						
<p><u>Unit: Classic fiction – Gulliver’s Travels</u></p> <p>How could I write a story to entertain everyone on the radio?</p> <p>Christian Value: Forgiveness</p> <p>4 weeks</p> <p>Reading Skills:</p> <ul style="list-style-type: none">– Identify and analyse themes.– Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination.– Make comparisons within a text.– Infer characters’ feelings, thoughts and motives from their actions and justify inferences with evidence.(PE)– Predict what might happen from information stated and implied.– Use punctuation to determine intonation and expression when reading aloud.– Justify opinions and elaborate by referring to the text, e.g. using the PE prompt - Point + Evidence .– Explain the meaning of key vocabulary within a text. <p>Writing Skills:</p> <ul style="list-style-type: none">– Identify, select and use determiners including:	<p><u>Unit: Historical Fiction</u></p> <p>Can a fictional story also be non-fiction?</p> <p>3 weeks</p> <p>Texts: Black Powder by Ally Sherrick</p> <p>Reading Skills:</p> <ul style="list-style-type: none">– Explain the meaning of words within the context of the text.– Infer characters’ feelings, thoughts and motives from their actions and justify inferences with evidence.– Predict what might happen from information stated and implied.– Justify opinions and elaborate by referring to the text, e.g. using the PE prompt - Point + Evidence <p>Writing Skills:</p> <ul style="list-style-type: none">– Identify, select and use determiners including: articles: <i>a/an, the</i> possessives: <i>my/your/his/her/its/our/t heir</i>– Identify, select and effectively use pronouns.– Blend action, dialogue and description within and across paragraphs.– Improvise and compose dialogue, demonstrating their understanding of Standard and non-standard English.– Create noun and expanded noun phrases.	<p><u>Unit: Story with a Dilemma</u></p> <p>Can my story persuade people to make the right choice?</p> <p>Christian Value: Forgiveness</p> <p>3 weeks</p> <p>Texts: Friend or Foe by Michael Morpurgo and other texts including the Dragon Slayer video.</p> <p>Reading Skills:</p> <ul style="list-style-type: none">– Explore themes within and across texts e.g. <i>loss, heroism, friendship</i>.– Orally retell a range of stories, including less familiar fairy stories, myths and legends.– Infer characters’ feelings, thoughts and motives from their actions and justify inferences with evidence.– Predict what might happen from information stated and implied.– Participate in debates on an issue related to reading (fiction or non-fiction). <p>Writing Skills:</p> <ul style="list-style-type: none">– Blend action, dialogue and description within and across paragraphs.– Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later...,back at home...– Create complex sentences with adverb	<p><u>Unit: Suspense narrative</u></p> <p>How can my story make people feel tense?</p> <p>3 weeks</p> <p>Texts: A selection of short suspense stories – The nightmare man by Corbett. The BFG extract. The Marshmallow Man – Literacy Shed.</p> <p>Start with build-up then predict back. Reveal a line at a time.</p> <p>Reading Skills:</p> <ul style="list-style-type: none">– Use dictionaries to check the meanings of words read.– Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence.– Use dictionaries to check meanings of words in the texts that they read.– Infer characters’ feelings, thoughts and motives from their actions and justify inferences with evidence. <p>Writing Skills:</p> <ul style="list-style-type: none">– Identify, select and use determiners including: articles: <i>a/an, the</i> possessives: <i>my/your/his/her/its/our/t heir</i>– Identify, select and effectively use pronouns.– Develop settings and characterisation using vocabulary to create	<p><u>Unit: Stories and poems from other cultures – Aboriginal tales</u></p> <p>Can we tell a story using technology?</p> <p>British Values – Mutual Respect</p> <p>3 weeks</p> <p>Texts: The Rainbow Serpent, Tiddalick the Frog, Aboriginal creation story, Eaglehawk and Crow, Kookcard, Min-na-Wee, Sleep, Old Man Platypus.</p> <p>Reading Skills:</p> <ul style="list-style-type: none">– Explain the meaning of words within the context of the text.– Use dictionaries to check meanings of words in the texts that they read.– Prepare poems to read aloud.– Learn a range of poems by heart and rehearse for performance. <p>Writing Skills:</p> <ul style="list-style-type: none">– Use apostrophes for singular and plural possession e.g. <i>the dog’s bone and the dogs’ bones</i>.– Think how authors develop characters and settings (in books, films and performances).– Blend action, dialogue and description within and across paragraphs. <p>Modelled: Own aboriginal poem based on Old Man</p>	<p><u>Unit: Novel Based Unit – Rooftoppers</u></p> <p>Could I become a published author?</p> <p>3 weeks</p> <p>Reading Skills:</p> <ul style="list-style-type: none">– Make comparisons within a text e.g. characters’ viewpoints of same events.– Explain the meaning of words within the context of the text.– Infer characters’ feelings, thoughts and motives from their actions and justify inferences with evidence.– Predict what might happen from information stated and implied.– Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence. <p>Writing Skills:</p> <ul style="list-style-type: none">– Identify, select and use determiners including: articles: <i>a/an, the</i> possessives: <i>my/your/his/her/its/our/t heir</i>– Identify, select and effectively use pronouns.– Think how authors develop characters and settings (in books, films and performances).– Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.– Plan and write an opening	

	<p>articles: <i>a/an, the</i> possessives: <i>my/your/his/her/its/ours/their</i></p> <ul style="list-style-type: none"> Identify, select and effectively use pronouns. Blend action, dialogue and description within and across paragraphs. Improvise and compose dialogue, demonstrating their understanding of Standard and non-standard English. Create sentences with Fronted Adverbials for when and where. <p>Modelled: Adventure story whereby main character becomes stranded on an island, meets creature and eventually helps them.</p> <p>Independent: Same plot as modelled.</p> <p>Cross-Curricular: story from the bible – apply same SC.</p> <p>Unit: NCR on Geographical features of Great Britain</p> <p>How can I teach Class 7 about the United Kingdom?</p> <p>E –Safety</p> <p>3 weeks</p> <p>Texts:</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> Navigate texts , e.g. using contents and 	<p>Modelled: re-write opening to Black Powder.</p> <p>Independent: Children to carry on modelled – main character finds family. Do they help?</p> <p>Cross-Curricular (History): Link to Anglo Saxon – Narrative.</p> <p>Unit: Biography</p> <p>How can I teach Class 8 about Alfred the Great?</p> <p>E –Safety</p> <p>3 weeks</p> <p>Texts: A Galaxy of her own by Libby Jackson. WAGOLL biographies.</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> Prepare for research by identifying what is already known about the subject and key questions to structure the task. Record information from a range of non-fiction texts. Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>. Explain how paragraphs are used to order or build up ideas, and how they are linked. <p>Writing Skills:</p> <ul style="list-style-type: none"> Identify, select and use 	<p>starters.</p> <p>Modelled: Story with a Dilemma based on ‘The Dragon Slayer’ video.</p> <p>Independent: Story based on the same plot structure but with innovation i.e. The Lion Hunter.</p> <p>Cross-Curricular: Viking Dilemma</p> <p>Unit: Discussion – Who was the first king of England?</p> <p>Christian Value: Lovely Manners</p> <p>E –Safety</p> <p>3 weeks</p> <p>Texts:</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarise these. Record information from a range of non-fiction texts. Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>. Explain how paragraphs are used to order or build up ideas, and how they are linked. <p>Writing Skills:</p> <ul style="list-style-type: none"> Generate and select from vocabulary bank – adverbs. 	<p>emphasis, humour, atmosphere, suspense.</p> <ul style="list-style-type: none"> Plan and write an opening paragraph which combines setting and character/s. Adverb openers. <p>Modelled: Use Pie Corbett’s ‘The Nightmare Man’ as a model.</p> <p>Independent: Children to create their own version of ‘The Nightmare Man’.</p> <p>Cross-Curricular: re-telling of the Easter Story.</p> <p>Unit: Persuasive travel document</p> <p>Would my parents want to visit Las Vegas?</p> <p>Christian Value: Being Honest</p> <p>E –Safety</p> <p>3 weeks</p> <p>Texts:</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> Scan for dates, numbers and names. Prepare for research by identifying what is already known about the subject and key questions to structure the task. Record information from a range of non-fiction texts. Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points,</i> 	<p>Platypus.</p> <p>Independent: Own aboriginal poem with another animal.</p> <p>Cross-Curricular: Link to History unit of The Indus Valley</p> <p>Unit: Letter (recount text)</p> <p>What would I tell my friend about the Indus Valley?</p> <p>3 weeks</p> <p>Texts: ‘Love Letters from the Great War’ Macmillan</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> Record information from a range of non-fiction texts. Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>. Explain how paragraphs are used to order or build up ideas, and how they are linked. <p>Writing Skills:</p> <ul style="list-style-type: none"> Identify, select and use determiners including: <i>this/that; these/those</i> Adverb openers. Standard verb inflections. <p>Modelled:</p> <p>Independent:</p>	<p>paragraph which combines setting and character/s.</p> <p>Modelled: own opening to the story based on the known plot.</p> <p>Independent: Continue the story, writing the next chapter?</p> <p>Cross-Curricular: tell the story of a woman from the old testament?</p> <p>Unit: Explanation Text – Rivers</p> <p>Where does a river come from?</p> <p>3 weeks</p> <p>Texts:</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> Navigate texts ,e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. Record information from a range of non-fiction texts. Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>. Explain how paragraphs are used to order or build up ideas, and how they are linked. <p>Writing Skills:</p> <ul style="list-style-type: none"> Use organisation and presentational devices e.g. <i>underlining, bullet</i>
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	<p>index pages, in order to locate and retrieve information in print and on screen.</p> <ul style="list-style-type: none"> - Record information from a range of non-fiction texts. - Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i> <p>Writing Skills:</p> <ul style="list-style-type: none"> - Use organisation and presentational devices e.g. <i>underlining, bullet points, headings.</i> - Generate and select from vocabulary banks. - Use nouns for precision. <p>Modelled: NCR on the UK</p> <p>Independent: NCR on fictional land – Lilliput from previous unit.</p> <p>Cross-Curricular: NCR on a UK Habitat.</p>	<p>determiners including: articles: <i>a/an, the</i> possessives: <i>my/your/his/her/its/our/t heir</i></p> <ul style="list-style-type: none"> - Identify, select and effectively use pronouns. - Explore, identify and use standard English verb inflections. <p>Modelled: Biography of Anglo Saxon warrior at Sutton Hoo.</p> <p>Modelled: Biography of Anglo Saxon warrior at Sutton Hoo.</p> <p>Cross-Curricular: Biography of King Alfred the Great.</p>	<ul style="list-style-type: none"> - <i>Apostrophes for singular and plural possession.</i> <p>Modelled:</p> <p>Independent: Same topic as modelled.</p> <p>Cross-Curricular Discussion (Link to Anglo-Saxon and Vikings).</p>	<p><i>glossary, diagrams.</i></p> <ul style="list-style-type: none"> - Navigate texts. <p>Writing Skills:</p> <ul style="list-style-type: none"> - Identify, select and use determiners including: quantifiers: <i>some, any, no, many, much, every</i> - Use organisation and presentational devices e.g. <i>underlining, bullet points, headings.</i> - Commas to demarcate complex sentences. - Variety of sentences structures. - Adverbs. <p>Modelled: Persuasive travel leaflet to visit area of the Americas.</p> <p>Independent: Same as modelled but Chorley – send to Lindsay Hoyle.</p> <p>Cross-Curricular: Persuasive poster to look after your teeth.</p>	<p>Cross-Curricular Write – recount letter from the Indus Valley</p>	<p><i>points, headings.</i></p> <ul style="list-style-type: none"> - <i>Use nouns for precision.</i> - <i>apostrophes for singular and plural possession.</i> <p>Modelled: Explanation text on Rivers.</p> <p>Independent: Explanation text on Rivers.</p> <p>Cross-Curricular: Explanation text linked to science.</p>
Guided Reading + one non-fiction per half term.	<u>The Train to Impossible Places by P.G Bell</u>	<u>Anglo Saxon Boy by Tony Bradman</u>	<u>Cosmic by Frank Cottrell – Boyce</u>	<u>Friend or Foe by Michael Moporgo</u>	<u>The Unforgotten coat by Frank Cottrell –Boyce</u>	<u>Eye of the Wolf by Daniel Pennac</u>