

	Key Learning	Activities Including Writing Opportunities and Numeracy-Application of skills	Speaking and listening	Assessment
English	<p>Genres covered: Imaginative writing - based on the prologue Diary - Tom's perspective Narrative - Character, setting and dialogue Balanced argument Information texts: Gunpowder Plot/ Guy Fawkes</p> <p>Key text/stories: Fire! Fire! Class reader: Malamander</p>	<p>SPaG: Revision of key Y4 knowledge and understanding Formal and informal language Perfect and progressive tense Expanded nouns Modal verbs Revision of relative clauses Commas to clarify Direct teaching plus use of texts as much as possible to demonstrate aspects of EGPS in practice RWI spelling units</p> <p>Reading: Apply growing knowledge of prefixes and suffixes and building vocabulary Build positive attitudes to reading through reading for pleasure Recommend books they have read Identify and discuss themes and conventions Build experience in answering different types of questions. Learn a wider range of poetry by heart Prepare poetry to read and perform Explore the impact of language on the reader Provide justification</p>	<p>Maintain attention and participate actively in conversations, Articulate and justify answers Use relevant strategies to build vocabulary Speak audibly, fluently and about what happened in the past and present correctly, Participate in discussions presentations, performances, role play, improvisations and debates, Use intonation and expression when talking and reading aloud to make it more engaging for the listener.</p>	<p>Termly assessments and updating of individual targets based on progress demonstrated in a range of daily activities</p> <p>Focus on key aspects of ARE that individuals need support with.</p>
Maths	<p>Number: place value</p> <p>Number: addition and subtraction</p> <p>Number: multiplication and division</p>	<p>Place value: Reading and writing numbers to 1,000,00 Understanding the value of each digit in a number and partitioning Comparing and ordering numbers Rounding to the nearest 10,100 and 1000. Rounding within 1,000,000</p>	<p>Providing verbal responses involving reasoning and subject specific vocabulary.</p>	<p>Termly end of unit assessments.</p>

		<p>Adding and subtraction: Adding and subtracting whole numbers with more than four digits. Rounding to check answers. Solving multi step word problems.</p> <p>Multiplying and dividing: Finding multiples and factors. Solving problems involving cubed and squared numbers. Multiplying and dividing by 10, 100 and 1,000</p>	<p>Explain answers and workings out to peers.</p> <p>Justify and prove responses and answers accurately and clearly.</p>	
Science	<p>Properties and changes of materials: Compare and group materials, investigate dissolving (work scientifically) Separate mixtures, comparative and fair tests, reversible and irreversible changes,</p> <p>States of Matter Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>A range of practical experiments</p> <p>Using scientific equipment (developing understanding of scales in measuring cylinders)</p> <p>Science reports, recording data, diagrams / labels</p> <p>Improving short aspects of writing such as precise results.</p> <p>Making predictions, recording and presenting results in a range of formats</p> <p>Reading scales (links to Maths work this term) Present results in a variety of ways.</p>	<p>Articulate and justify answers</p> <p>Use relevant strategies to build vocabulary</p> <p>Speak audibly, fluently and about what happened in the past and present correctly,</p> <p>Participate in discussions and presentations</p>	Ongoing use of retrieval powerpoint

STEM	<p>Science activities with STEM focus</p> <p>Mechanical Systems - making a pop-up book.</p>	<p>Using scientific equipment (developing understanding of scales in measuring cylinders)</p> <p>Science reports, recording data, diagrams / labels</p> <p>Speaking like a Scientist - developing an awareness of and understanding of how to use scientific vocabulary.</p>	<p>Articulate and justify answers</p> <p>Use relevant strategies to build vocabulary</p> <p>Speak audibly, fluently and about what happened</p> <p>Participate in discussions</p> <p>presentations</p>	Ongoing use of retrieval powerpoint
History	<p>Historical events</p> <p>Finding out about the past (enquiry)</p> <p>Finding out about the past (chronology)</p> <p>Significant Historical People: Pepys, James I, Guy Fawkes, Margaret Cavendish (Duchess of Newcastle), Oliver Cromwell</p> <p>English Civil War</p> <p>Plague</p> <p>Great Fire of London</p> <p>Gunpowder Plot</p>	<p>Exploring artwork and source materials from the period</p> <p>Biographical aspects of Guy Fawkes and evidence from Gunpowder Plot to create a two page spread (enquiry and chronology)</p> <p>Summarise evidence</p> <p>Create biography of Pepys</p> <p>Balanced argument exploring significant persons of the time</p> <p>Visit to the University library to explore aspects of the Civil War</p> <p>Great Fire explored in terms of Fire Fire and debate topic</p>	<p>Maintain attention and participate actively in conversations,</p> <p>Articulate and justify answers</p> <p>Use relevant strategies to build vocabulary</p> <p>Speak audibly, fluently and about what happened in the past and present correctly,</p> <p>Participate in discussions</p> <p>presentations, performances, role play, improvisations and debates,</p> <p>Use intonation and expression when talking and reading aloud to make it</p>	Ongoing use of retrieval powerpoint

			more engaging for the listener.	
Geography	Where does our energy come from? (Kapow Unit)	<p>Investigate renewable and non renewable energies and the impact of such resources. To make an informed choice as to where would be the best place for a solar panel in the school (STEM)</p> <p>Read information regarding a range of energy sources (renewable and fossil)</p> <p>Deciding how best to meet the energy needs of a city: writing a letter to propose and justify ideas on how to provide energy solutions for a town.</p>	rehearse ideas with peers using persuasive vocabulary and tone to propose solutions to problems. Speaking clearly and persuasively to engage an audience.	Retrieval powerpoint and unit assessments
Art	Sculpture and 3D art: Interactive art installations (Kapow)	<p>Identify and compare art installations.</p> <p>Explore space and scale in 3D art.</p> <p>Problem-solve in construction</p> <p>Plan installations to communicate ideas, and apply knowledge to develop and present installation art pieces effectively - Make a shared installation in class as part of a group.</p>	Use relevant strategies to build subject specific vocabulary. Speak audibly, fluently and about the project. Collaborate with peers by articulating ideas and feeding back to others in response.	Kapow quiz unit assessment
Music	12 Bar Blues Singing with Miss Parkin	<p>Name three key features of blues music. Sing in tune, using vocal expression to convey meaning. Explain what a chord is and play the chord of C sixteen times. Play the 12-bar blues correctly. Play the notes of the blues scale in the correct order, ascending and descending. Play a selection of blues scale notes out of order in their own improvisation.</p>	Build vocabulary Participate in discussions presentations, performances, role play, improvisations	unit assessments Kapow

D/T	Mechanical systems - Making a Pop up Book. (Kapow)	<p>Produce a suitable plan for a page in a book.</p> <p>Assemble the components necessary for all structures/mechanisms.</p> <p>Understand a range of mechanisms and structures to illustrate a page and select the most suitable option to make it interactive for the user.</p> <p>Use appropriate materials and captions to illustrate the page.</p>	<p>Use relevant strategies to build subject specific vocabulary.</p> <p>Speak audibly, fluently and about the project.</p> <p>Articulate ideas and respond to feedback.</p>	
PE	Sportshall Athletics	<p>https://www.sportshall.org/primary/primary-sportshall-competition/teachers-downloads</p> <p>Balance beam</p> <p>Standing long jump</p> <p>speed bounce</p> <p>target throw</p> <p>Hi-stepper</p> <p>chest push</p> <p>Vertical jump</p> <p>shuttle run</p> <p>standing triple jump</p>	<p>Maintain attention and participate actively in conversations</p> <p>Speak audibly, fluently and about what happened in the past and present correctly, Participate in discussions presentations, performances, role play</p>	Ongoing assessment of performance and progress over time. Pupils can begin to record their achievements.
RE	Sikhism	<p>What do Sikhs believe?</p> <p>Why do Sikhs go to the gurdwara?</p> <p>Exploration of life of a Sikh child</p> <p>Concept of the Gurus and history.</p> <p>Explore some of the traditional Sikh tales</p>	<p>Participate in discussions presentations,</p> <p>use intonation and expression when talking and reading aloud to make it more engaging for the listener.</p>	Termly assessment written piece.

PSHCE You, Me and the World	<p>Mindfulness - growth mindset</p> <p>Mental health - friendships, bullying, body image and managing emotions.</p> <p>Kidsafe - 2 sessions</p>	<p>Austin's Butterfly: Drawing and improving a butterfly, designed to promote a healthy attitude towards constructive criticism and improvements.</p> <p>Writing a plan of action and describing their different comfort zones and how best to achieve a growth mindset.</p> <p>Mental Health: reflections and positive perceptions of ourselves and others.</p>	<p>Maintain attention and participate actively in conversations.</p> <p>Articulate and justify answers and thinking.</p> <p>Use relevant strategies to build vocabulary</p> <p>Speak audibly, fluently and about opinions.</p>	
Computing	<p>Computer programming: VEX GO</p> <p>Understanding directional language and angles.</p> <p>Explore search engines, research and as part of network save work in Google Drive.</p>	<p>Coding - develop an understanding of coding and debugging as preparation for this term's Vex Go using Purple Mash and Scratch programmes.</p> <p>Send Emails and save work to Drive.</p>	<p>Participate in discussions and improvisations.</p>	
French	<p>Kapow: French Monster Pets</p>	<p>Beginning to predict spelling patterns.</p> <p>Reading and responding to a range of authentic texts.</p> <p>Identifying key information in simple writing.</p> <p>Using a range of language detective strategies to decode new vocabulary including context and text type.</p> <p>Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</p> <p>Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</p> <p>Rehearsing and recycling extended sentences orally.</p> <p>Speaking in full sentences using known vocabulary.</p> <p>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</p> <p>Using intonation and gesture to differentiate between statements and questions.</p> <p>Formulating their own strategies to remember and apply pronunciation rules.</p>	<p>Use relevant strategies to build vocabulary</p> <p>Speak audibly and fluently</p> <p>Collaborate with peers by articulating ideas and feeding back to others in response.</p>	<p>Kapow assessment quiz</p>

		<p>Speaking and reading aloud with increasing confidence and fluency.</p> <p>Adapting model sentences to express different ideas.</p> <p>Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.</p> <p>Using adapted phrases to describe an object, person or place.</p> <p>Using adjectives with correct placement and agreement.</p>		
Global / Eco links	<p>Energy and sustainability</p> <p>Catherine Taggart</p> <p>Building aspect of global energy needs and environmental sustainability into Geography and STEM.</p> <p>Librarians - Newcastle uni</p>	<p>Working on a STEM/ Geography project and possibility of engaging further external agencies.</p> <p>Feasibility of wind turbines next to the school field.</p>	<p>Maintain attention and participate actively in conversations,</p> <p>Articulate and justify answers</p> <p>Use relevant strategies to build vocabulary</p> <p>Speak audibly, fluently</p> <p>Participate in discussions</p> <p>presentations and debates</p>	<p>Final work produced/ presentation</p>
Career Links	<p>Energy and sustainability</p> <p>Catherine Taggart</p>	<p>Working on a STEM/ Geography project and possibility of engaging further external agencies.</p> <p>Careers in the wind farm industry</p>	<p>Maintain attention and participate actively in conversations,</p> <p>Articulate and justify answers</p> <p>Use relevant strategies to build vocabulary</p> <p>Speak audibly, fluently</p> <p>Participate in discussions</p>	

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