

	Key Learning	Activities Including Writing Opportunities and Numeracy - Application of skills	Speaking and listening	Assessment
English	<p>Genres covered: Poetry Character description Newspaper report Balanced argument</p> <p>Key text/stories: Six Ways to Look at the Moon The Iron Man</p>	<p>Year 4 SPaG: Use of fronted adverbials and commas after these Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Noun phrases Using and punctuating direct speech Using adverbs, conjunctions and prepositions to express time and cause Begin to use relative clauses Use present, past, progressive and perfect tense verb forms mostly accurately Use inverted commas accurately and other speech punctuation to punctuate direct speech</p> <p>Year 3 SPaG: Use and understand grammatical terminology Spell further homophones Use the first 2 or 3 letters in a dictionary to check spelling Punctuating direct speech. Express time, place and cause using conjunctions. Spell many words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly. Proof-read for spelling and punctuation errors, making corrections and revisions to own writing.</p> <p>Year 4 Reading: Use scanning to locate information quickly and accurately Using dictionaries to check the meaning of words Increasing their familiarity with a wide range of books Identifying themes and conventions in a wide range of books Asking questions to improve their understanding of a text Predicting what might happen from details stated and implied</p>	<p>Year 4: Read and follow increasingly complex instructions. Discuss and evaluate the effectiveness of instructional texts. Give oral instructions in groups after researching a particular area. Analyse a number of report texts orally. Analyse a range of comparative and non-comparative reports orally. Plan and tell your own versions of stories . Compose sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structure. Work in role to 'interview' story characters. Complete short drama activities based on characterisation.</p> <p>Year 3: Read and follow increasingly complex instructions. Discuss and evaluate the</p>	<p>Termly reading and writing assessments.</p> <p>Updating of individual targets to show progress demonstrated during daily tasks.</p> <p>Identify key areas that need further development.</p>

		<p>Identify how language, structure and presentation contribute to meaning</p> <p>Identify and explain how dialogue is used to create characterisation and move the story on.</p> <p>Identify the techniques writers use to create mood and atmosphere</p> <p>Explore 'show not tell' techniques</p> <p>Preparing poems to read aloud and perform</p> <p>*continue to develop reading for pleasure through book talk, class story, trips to our local library and through engaging texts from our reading/poetry spine</p> <p>Year 3 Reading:</p> <p>Know and use skimming and scanning to retrieve information</p> <p>Using dictionaries to check the meaning of words they have read.</p> <p>Reading books that are structured in different ways.</p> <p>Increase their familiarity with a wide range of books.</p> <p>Preparing poems to read aloud (intonation, tone and volume).</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.</p> <p>Identify the purpose of dialogue and how it is presented in stories</p> <p>Make links between texts they have read and compare</p> <p>Understand how and why writers use figurative and expressive language to create images and atmosphere.</p>	<p>effectiveness of instructional texts.</p> <p>Analyse a number of report texts orally.</p> <p>Tell stories based on own experience and oral versions of familiar stories.</p> <p>Plan and tell stories, varying voice and intonation to create effects and sustain interest.</p> <p>Plan stories orally.</p> <p>Complete short drama activities based on characterisation.</p>	
Maths	<p>Year 4:</p> <p>Number:</p> <p>Multiplication and division</p> <p>Decimals</p> <p>Fractions</p> <p>Measurement:</p> <p>Area</p> <p>Fractions</p>	<p>Data handling in science.</p> <p>Construct and interpret graphs during geography and science.</p> <p>Date chronology in history.</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Offer more detailed answers to questions that need further clarification.</p>	<p>Termly formal assessments.</p> <p>Arithmetic tests to identify gaps and next steps.</p> <p>Daily maths meeting to pre</p>

	<p>Year 3: Number: Multiplication and division Money Statistics</p> <p>Measurement: Length Fractions</p>			<p>teach and assess understanding.</p> <p>Updating of individual assessment to show progress demonstrated in daily lessons.</p>
Science	<p>Earth and Space Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Forces and Magnets Describe magnets as having poles - predict whether 2 magnets will attract or repel. Observe how magnets attract and repel. Compare how things move on different surfaces</p> <p>Electricity: Recognise common conductors and insulators and associate metals being good conductors. Identify whether or not a lamp will light in a</p>	<p>Buzz Aldrin Foundation - Moon Map</p> <p>Centre for Life - Life as an Astronaut</p> <p>Planetarium</p> <p>Instructions and report writing</p> <p>Diary- Life as an astronaut</p> <p>Poetry</p> <p>Following instructions</p> <p>Problem solving</p> <p>Science - fair test, investigation and data analysis</p> <p>Evaluation of product.</p> <p>Scientific write-up.</p> <p>Accurate measuring</p>	<p>Present orally - functions of the basic digestive system</p> <p>Orally explain how we digest food, how our teeth link in with this</p> <p>Explain clearly after close observations what you can see/feel - the differences within human and animal teeth</p> <p>Use discussion and conversation to explore and speculate about new ideas</p> <p>articulate and justify answers, arguments and opinions use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Retrieval Powerpoints- end of unit assessment</p>

	<p>simple circuit. Recognise that a switch opens and closes a circuit. See program of study</p>			
STEM	<p>Buzz Aldrin Foundation - Moon Map Model Solar system Planetarium Centre for Life - Life as an Astronaut</p>			
History	<p>Space - Out of this world</p> <p>Phases of the moon</p> <p>Space exploration and its impact</p> <p>Space race: Man landing on the moon (life as an astronaut) Humans and animals in space</p> <p>Women in space then and now (protected characteristics: gender and race)</p> <p>Flat Earth -vs- Round Earth Cause and consequence</p>	<p>Debates around women and animals in space</p> <p>Green Screen - landing on the moon</p> <p>Letter to Tim Peake</p> <p>Newspaper report writing</p> <p>Diary writing of Apollo 13</p> <p>Chronological report</p> <p>Debate/ written argument involving: -women's rights (protected characteristics: gender and race) -should animals have been sent to space?</p> <p>Timeline of events</p> <p>Measurement and distance</p>	<p>Use discussion and conversation to explore and speculate about new ideas</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>listen and respond appropriately to adults and peers.</p> <p>maintain attention and participate in collaborative discussion.</p> <p>articulate and justify answers, arguments and opinions.</p> <p>understand the difference between a fact and opinion.</p>	<p>Retrieval practice and ongoing work to show progress and understanding.</p> <p>Questioning to check understanding and identify misconceptions</p>

<p>Geography</p>	<p>Kapaw unit: Why are Rainforests important to us? Describe a biome and give an example. State the location and some key features of the Amazon rainforest. Use Digimaps to locate the Amazon rainforest Name and describe the four layers of tropical rainforests. Understand that trees and plants adapt to living in the rainforest and give an example. Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. Name one way in which Amazon is changing. Articulate why the Amazon rainforest is important. Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. Use a variety of data collection methods with support. Summarise how the local woodland is used and suggest changes to improve the area. To use Digimaps to compare historical images of</p>	<p>Non-fiction writing: recount/chronological report</p> <p>Write to persuade: negative impact of humans</p> <p>Environmental link - changes to improve area.</p>	<p>Listen and respond appropriately to adults and peers.</p> <p>Maintain attention and participate in collaborative discussion.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Understand the difference between a fact and opinion.</p> <p>Consider and evaluate different viewpoints.</p>	<p>Retrieval practice and ongoing work to show progress and understanding.</p> <p>Questioning to check understanding and identify misconceptions.</p>
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	<p>rainforests and woodlands to the present day. To use Digimaps to identify the human impact upon our environment.</p>			
Art	<p>Painting and mixed media: abstract Artist: Peter Thorpe and Jackson Pollock Theme: foreground and background focus including abstract Use a range of tools to apply paint, and create pattern</p> <p>Combine paint and other materials effectively to create detail and texture.</p> <p>Explore and respond to direct sensory experiences, and to memory and imagination, natural and made environments.</p>	<p>Host an exhibition with art/D&T work and invite parents/carers in to view</p> <p>Evaluate techniques within their sketchbooks.</p> <p>Create a persuasive piece of writing to advertise clothing (advert, poster, letter to retailers).</p>	<p>Verbal reflections about creative decisions.</p> <p>Reflect on successes.</p> <p>Discuss artists' work and explain what they might use in their own work.</p> <p>Articulate and justify answers, arguments and opinions.</p>	<p>Peer assessment.</p> <p>Retrieval activities and ongoing work to show progress and development of skills.</p>
Music	<p>Kapow - Pentatonic melodies and composition. Match their movements to the music, explaining why they chose these movements. Accurately notate and play a pentatonic melody. Play their part in a composition confidently. Work as a group to perform a piece of music.</p> <p>Kapow -Rock and Roll</p>		<p>Perform to an audience Clear intonation</p> <p>Use discussion and conversation to explore and speculate about new ideas Listen to feedback and improve performance.</p> <p>Participate in performances, role play and presentations.</p>	<p>Peer and self-assessment to evaluate and improve performances.</p> <p>Termly assessment.</p>

	<p>Perform the hand jive hand actions in sequence and in time with the music.</p> <p>Sing in tune and perform their actions in time.</p> <p>Play the notes of the walking bass in the correct sequence.</p> <p>Independently play their part with some awareness of the other performers.</p>		<p>Use different strategies to gain and maintain the interest of the audience.</p>	
D/T	<p>Kapow</p> <p>Cooking and nutrition: Adapting a recipe</p> <p>-Describe features of biscuits using taste, texture and appearance;</p> <p>-Follow a recipe with support;</p> <p>-Use a budget to plan a recipe;</p> <p>-Adapt a recipe using additional ingredients.</p>	<p>Follow a recipe to create a meal/snack</p> <p>Instructional writing: recipes</p> <p>Money: plan and budget</p> <p>Measure and weigh using standard units and scales.</p>	<p>Verbal reflections about creative decisions.</p> <p>Listen and respond appropriately to adults and peers.</p>	<p>Peer and self-assessment to evaluate and improve performances.</p> <p>Termly assessment.</p>
PE	<p>REAL PE</p> <p>Hockey - Get set PE - Year 3 Unit</p> <p>Gymnastics - Coach</p> <p>Athletics - Get set PE</p>	<p>REAL PE</p> <p>Hockey - Get set PE - Year 3 Unit</p> <p>Gymnastics - Coach</p> <p>Athletics - Get set PE</p>	<p>Perform to one another</p>	<p>Demonstration of skills in practice and performance situations.</p> <p>Termly assessment.</p>
RE	<p>What is the trinity? 2a.3 (UC)</p> <p>-Identify the difference between a 'Gospel', which tells the story of life and teachings of Jesus, and a letter</p> <p>-Offer suggestions about what texts about baptism and Trinity might mean</p>	<p>Create and write their own baptism prayer</p> <p>Create a class 'grace'</p> <p>Write a verse of a song which puts the ideas of light, life, love or glory</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Maintain attention and participate in collaboration.</p>	<p>Retrieval activities and ongoing work to show progress and development of skills.</p>

	<p>-Give examples of what these texts mean to some Christians today</p> <p>-Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer) and in the way they live</p> <p>-Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like</p> <p>What kind of world did Jesus want? UC</p> <p>-Identify this part of The Big Frieze as part of a 'Gospel' which tells the story/life and teaching of Jesus</p> <p>-Making clear links between the calling of the first disciples and Christians today to be 'fishers' of people</p> <p>-Offer suggestions about what Jesus' actions towards the leper might mean for Christians</p> <p>-Make links between bible texts and the concept of good news/Gospel</p> <p>-Give examples of how Christians show love to all and the impact of this.</p>	<p>Create questions to interview a minister about Incarnation and Holy Spirit</p> <p>Children formulate emails and lines of communication with Reverend Lesley and Jason to organise interview and project</p> <p>Create a weekly overview/timetable</p> <p>Write a job advertisement</p> <p>Debate: Do you need to be a Christian to be 'fishers' or people? (Link to previous topic relating to God's caretakers)</p> <p>Write their own version of a Gospel including verses</p>		<p>Responses and participation in class discussions.</p> <p>Termly assessment.</p>
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<p>PSHCE Me, You and the World</p>	<p>Wellbeing: -Recognise their own worth -Face challenges positively and set themselves goals -discuss what could affect their mental health -Change/transitions such as moving into Y6 and also challenging life events such as death, separation etc.</p> <p>Friendships and relationships: -how to be a good friend -conflict resolution -peer pressure</p> <p>Similarities and differences: -protected characteristics -prejudice, stereotyping and discrimination -Deeper level focus on disabilities (including hidden disabilities) Text focus: The Crocodile Who Didn't Like The Water -touches upon feelings of not fitting in; LGBTQ+ ; diversity</p> <p>Bullying: -Recognise what bullying is and isn't -Identify the different types -Explore indirect bullying -Examine its impact Media: For the Wings clip</p>	<p>- Create 'would you rather...' scenarios to create a class book to emphasise difference.</p> <p>-Create character profiles</p> <p>-Construct a letter/award of recognition to a person with disabilities who has achieved something</p> <p>-Create a poster that includes tips and advice for a bully and victim.</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Maintain attention and participate in collaborative discussion.</p> <p>Select a variety of words that can be used to talk about similar feelings.</p>	<p>Responses and participation in class discussions.</p> <p>Update floor book after weekly sessions.</p> <p>Termly assessment.</p>
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<p>Computing</p>	<p>Kapow: Computing systems and networks</p> <p>Google: Computing systems and networks: collaborative learning (5 lessons)</p> <p>To use Digimaps effectively within the geography and history schemes of work.</p>		<p>Speak audibly and fluently.</p> <p>Participate in presentations and performances.</p> <p>Gain and maintain the attention of listeners.</p>	<p>Retrieval activities and ongoing work to show progress and development of skills.</p> <p>Termly assessment.</p>
<p>French</p>	<p>Kapow Birthday Celebrations</p> <ul style="list-style-type: none"> -Say the numbers 1-31 in French. -Read and calculate Maths sums correctly. -Match French months to their English equivalents. -Ask when someone's birthday is and say when their birthday is. -Compare similarities and differences between birthdays in the UK and France. -Appreciate songs in the language. -Compare French festivals and their traditions with English ones. <p>Kapow Colourful Creatures</p> <ul style="list-style-type: none"> -Notice cognates and near-cognates. -Use a dictionary to research the meaning of relevant vocabulary. 	<p>Singing in French</p> <p>Speaking and listening</p> <p>Questioning</p> <p>Written work</p> <p>Role play</p> <p>Write a wish list</p> <p>Review songs</p> <p>Dictionary and vocabulary work</p> <p>Word class</p>	<p>Speak audibly and fluently.</p> <p>Participate in presentations and performances.</p> <p>Gain and maintain the attention of listeners.</p>	<p>Retrieval activities and ongoing work to show progress and development of skills.</p> <p>Termly assessment.</p>

	<ul style="list-style-type: none"> -Recognise and sort nouns by gender, and explain the effect this may have on an adjective. -Recognise rules of agreement. -Select the correct form of an adjective to ensure it agrees with the noun it describes. -Use appropriate words and phrases to adapt model sentences. -Identify similarities and differences between word order in French and English. 			
Global links	<ul style="list-style-type: none"> - Poverty (Direct links to RE) -Introduction to Fair Trade (Direct links to Geography) 	<p>Formulate emails and lines of communication with Reverend Lesley and Jason</p> <p>Design posters to advertise project/ event that includes the bigger picture/courageous advocacy</p> <p>Write persuasively/to educate to encourage the reduction of harmful production</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Maintain attention and participate in collaborative discussion.</p>	<p>Responses and participation in class discussions.</p>
Career links	<ul style="list-style-type: none"> -Space exploration (NASA, engineering) -Catering and hospitality (direct link to Geography and D&T) -Reverend (direct link to R.E.) 	<p>Write a weekly overview/timetable based on the role</p> <p>Complete an astronaut application form</p> <p>Interview staff at/from:</p> <ul style="list-style-type: none"> -The Life Centre; - Buzz Aldrin Foundation attendees; - A chef; -School kitchen staff; 	<p>Articulate and justify answers, arguments and opinions.</p> <p>Maintain attention and participate in collaborative discussion.</p>	<p>Responses and participation in class discussions and events.</p>

		- Reverend Lesley/Jason.		
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