

	Key Learning	Activities Including Writing Opportunities and Numeracy - Application of skills	Speaking and listening	Assessment
English	Genres covered: Diary entry Online blog Persuasive letter Narrative - dialogue focus Balanced argument Key text/stories: Charlotte's Web	Year 4 SPaG: Create complex sentences with adverb starters Create sentences with fronted adverbials for when and where Use inverted commas and other punctuation to indicate direct speech Identify, select and effectively use pronouns: • 1st person • 2nd person • 3rd person Use nouns for precision Explore, identify, collect and use noun phrases Year 4 Reading: Identifying main ideas from more than one paragraph and summarising these Drawing inferences and support with evidence Maintain positive attitudes towards reading and an understanding of what they are reading Reading for a range of purposes, including for pleasure. Making comparisons within and across books Learning a wider range of poetry by heart Preparing poems to read aloud and perform	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.	Termly reading and writing assessments. Updating of individual targets to show progress demonstrated during daily tasks. Identify key areas that need further development.

Maths	Number: Place value (4 digit numbers) Number: Addition and subtraction Measurement: Area Number: Multiplication and division A	Data handling in science. Construct and interpret graphs during geography and science. Date chronology in history.	Articulate and justify answers, arguments and opinions. Offer more detailed answers to questions that need further clarification.	Termly formal assessments. Arithmetic tests to identify gaps and next steps. Daily maths meeting to pre teach and assess understanding. Updating of individual assessment to show progress demonstrated in daily lessons.
Science	Animals: movement and nutrition Name the 3 key functions of a skeleton Recall key features of a vertebrate, invertebrate, endoskeleton and exoskeleton. Describe the role of joints in the skeleton Name key bones in the human skeleton. Identify the location of key bones in the human skeleton. Measure the length of different bones. Sort the data into size order. Recall that there are different muscles in the body. Describe how a muscle causes movement.	Label the skelton Create moving skelton Bone detectives game Group animals: exoskeleton, endoskeleton, hydroskeleton Create tables Scientific research - prosthetics (jobs) Grouping foods - balanced diet Weekly retrieval tasks	Present orally - functions of the basic digestive system Orally explain how we digest food, how our teeth link in with this Explain clearly after close observations what you can see/feel - the differences within human and animal teeth Use discussion and conversation to explore and speculate about new ideas	Retrieval Powerpoints- end of unit assessment

	Explain how scientific research has helped with prosthetics. Recall that animals, including humans, need to eat food to survive. Describe ways the body uses energy. Identify how energy needs are different between people. Compare the nutritional information on food packaging. Recall some of the seven nutrient groups. Give examples of food that contain a particular nutrient group. Explain why a particular nutrient group is essential for the body. Summarise key information using secondary sources. Give examples of foods that make up a balanced diet. Compare different meals, explaining which is more balanced. Describe some changes to scientific knowledge about nutrition. Identify some jobs that require knowledge of nutrition.		articulate and justify answers, arguments and opinions use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	
STEM	Bone detectives Jobs Movement - skeleton	Following instructions Problem solving Science - fair test, investigation and data analysis Evaluation of product. Scientific write-up. Accurate measuring Following instructions		

		Problem solving Science - fair test, investigation and data analysis		
History	What was important to ancient Egyptians? Explain what 'ancient means' Describe where and when some early civilisations appeared Use sources to ask questions about ancient civilisations Locate Egypt and the River Nile on a map Explain why the River Nile was important to many ancient Egyptians Create a timeline about hieroglyphics Explain why hieroglyphics are important to historians Describe why the Rosetta Stone is significant Describe what an Egyptian God was responsible for Explain why gods and goddesses mattered to people in ancient Egypt Ask questions about sources Explain what the ancient Egyptians believed about the afterlife Identify why some ancient Egyptians were mummified Explore the process of mummification Explain what a pharaoh was and why they were important Describe what Ancient Egyptians believed happened after death Sort examples into continuity/change and give a reason for one change	Sources - primary and secondary Archeologist - asking questions on sources Map skills Group discussions - why the River Nile is important Fact files Hieroglyphics History bloke History detectives Mummification process Pyramid - ranking system Pharaoh's	Use discussion and conversation to explore and speculate about new ideas consider and evaluate different viewpoints, attending to and building on the contributions of others listen and respond appropriately to adults and peers. maintain attention and participate in collaborative discussion. articulate and justify answers, arguments and opinions. understand the difference between a fact and opinion.	Retrieval practice and ongoing work to show progress and understanding. Questioning to check understanding and identify misconceptions

Geography	Are all settlements the same? Locate some cities in the UK List the different types of settlements Identify settlements on aerial photographs and OS maps Recognise features on an OS map Create a simple key to show land use on a map Use compass directions to describe the location of features on a map Follow a route on a map Take photos of human and physical features identified on a map Suggest reasons for the locations of the features Locate some of the geographical regions of the UK Identify how land use in my local area has changed Discuss why land use may have changed Describe New Delhi's location Recognise human and physical features in New Delhi Discuss how land is used in New Delhi Locate features on a map State some similarities and differences between features in New Delhi and my local area Describe the ways settlements and land use can be different	Create simple keys Use compass directions Identify locations on maps Use OS maps Map work and co-ordinates (grid references) Map work to identify settlements Fieldwork Data collection and handling	Listen and respond appropriately to adults and peers. Maintain attention and participate in collaborative discussion. Articulate and justify answers, arguments and opinions. Understand the difference between a fact and opinion. Consider and evaluate different viewpoints.	Retrieval practice and ongoing work to show progress and understanding. Questioning to check understanding and identify misconceptions.
Art	Drawing: Exploring tone, texture and proportion Notice areas of light and dark on an object Experiment with shading to create different tones Explore using different pressures Combine lines and marks to represent different textures	Sketch using organic shapes Shading to show light and dark (tone) Observational drawings Compare and compose in the style of different artists	Verbal reflections about creative decisions. Reflect on successes. Discuss artists' work and explain what they might use in their own work.	Peer assessment. Retrieval activities and ongoing work to show progress

	Use lines and marks in different ways to show darker and lighter colours (tone) Observe and replicate the texture and tone of real objects in my drawings Explain what proportion is and identify how artists use it in their artwork Explain how proportion affects the balance and realism of an artwork Present my observations about proportion in artwork I can carefully select and arrange wrappers in an interesting way I can demonstrate effective use of space in my collage by considering the proportion and placement of each element I can add various elements to enhance the texture and overall appearance of my collage Sketch lightly and adjust my drawing to show proportion. Use different lines and marks to show detail and texture. Add tone using shading skills. Use thick paint to make my own food-themed artwork like Maryam Arslan Talk about how Maryam Arslan creates her art and how it's different from other artists. Explain how my food art is similar to or different from Maryam Arslan's art	Group discussions - how artwork shows proportion Create collages Layering Impasto technique	Articulate and justify answers, arguments and opinions.	and development of skills.
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Music	Autumn 1- Body and tuned percussion (Theme - The Rainforest) To know what body percussion is. To know that structure means the organisation of the music into sections. To know that texture means how many different layers of music there are playing at a time. Identify the different sections in a piece of music. Describe a piece of music, referring to: tempo (speed), dynamics (volume), texture (different layers), structure (organisation of the piece). Use body percussion to perform a boom clap click sequence and play in time with my partner. Create one line of my own sequence using a stamp. Record my rhythm using symbols or words. Know that there are four layers of the rainforest. Use body percussion to make two different rhythms to represent the forest floor and understorey layers of the rainforest. Both rhythms consist of three or four sounds made by using my body. Consider the movement of the animals that live in each layer when making my rhythms. Consider the overall structure and texture of the rhythms when they are put together. Record my rhythm. Know that a repeated melody or a loop is something that keeps repeating.	Composing and performing some basic body percussion rhythm Compose music for each separate layer of the rainforest Describe a piece of music, referring to: tempo (speed), dynamics (volume), texture (different layers), structure (organisation of the piece) Identify different sections in a piece of music	Perform to an audience Clear intonation Use discussion and conversation to explore and speculate about new ideas Listen to feedback and improve performance. Participate in performances, role play and presentations. Use different strategies to gain and maintain the interest of the audience.	Peer and self-assessment to evaluate and improve performances. Termly assessment.
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	Make two simple melodies to represent the canopy and emergent layers of the rainforest. Work with a partner and use tuned percussion instruments to create a short melody line. Consider the movement of the different animals within the layers of the rainforest and how this affects the pitch and tempo of my melodies. In our groups, we can decide which melodies are most appropriate for each layer and record them. Work as part of a group to build the structure of our rainforest inspired composition by considering: the best way to start and end, tempo (speed), dynamics (volume), texture (different layers), structure (organisation of the piece). Play in time with my group. Play my part in the composition accurately. Offer suggestions for improvements considering rhythm and melody			
D/T	Cooking and nutrition: Adapting a recipe Describe features of biscuits using taste, texture and appearance; Follow a recipe with support; Use a budget to plan a recipe; Adapt a recipe using additional ingredients.	Follow a recipe to create a meal/snack Instructional writing: recipes Money: plan and budget Measure and weigh using standard units and scales.	Verbal reflections about creative decisions. Listen and respond appropriately to adults and peers.	Peer and self-assessment to evaluate and improve performances. Termly assessment.

PE	Get set PE: Autumn 1 - Athletics Get set PE Autumn 2 - Dance		Listen and respond appropriately to adults and peers.	Demonstration of skills in practice and performance situations. Termly assessment.
RE	What does it mean to be a Hindu in Britain today? Identify some Hindu deities and describe Hindu beliefs about God (e.g. Brahman, trimurti) Offer informed suggestions about what Hindu murtis express about God Make links between Hindu beliefs and the aims of life (e.g. karma). Describe how Hindus show their faith within their families in Britain today (e.g. home puja) Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; Diwali), indicating some differences in how Hindus show their faith. Consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for their ideas and talking about whether their learning has changed their thinking. Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about how people are valued in the world today, giving good reasons for their ideas	Visit a Mandir (physical or virtual) Interview a Hindu Explanation Questioning Reading calendars for important dates e.g. Diwali Research Weekly retrieval tasks as starters Discussions Written work	Articulate and justify answers, arguments and opinions. Maintain attention and participate in collaboration.	Retrieval activities and ongoing work to show progress and development of skills. Responses and participation in class discussions. Termly assessment.

RSHE	Autumn 1- My healthy self: How can I take care of my mind and body? Autumn 2- Connecting with others: How can we respect each other?	Create a healthy packed lunch Explain how exercise affects our bodies in different ways Discuss how we can improve our lifestyle choices Investigate how exercise changes our body	Articulate and justify answers, arguments and opinions. Maintain attention and participate in collaborative discussion. Select a variety of words that can be used to talk about similar feelings.	Responses and participation in class discussions. Update floor book after weekly sessions. Termly assessment.
Computing	Computer systems and networks: Collaborative learning Understand I can work with a partner without being in the same room. Contribute to teamwork sensibly and responsibly. Recognise what behaviour is appropriate when collaborating online. Log in and log out of my email account. Write an email to my teacher. Identify that emails can be used to send information around the world. Log into my email account. Send an email with an attachment. Use positive language within an email. Recognise when online behaviour is unkind. Be a responsible digital citizen Recognise when an email might be fake. Recall that I shouldn't click on links in an email unless I know what it is. Identify what to do if I suspect an email is fake	Send emails Class discussions Use attachments in emails Use the correct terminology	Speak audibly and fluently. Participate in presentations and performances. Gain and maintain the attention of listeners.	Retrieval activities and ongoing work to show progress and development of skills. Termly assessment.

French	This is me. School Days	Singing in French Speaking and listening Questioning Written work Role play	Speak audibly and fluently. Participate in presentations and performances. Gain and maintain the attention of listeners.	Retrieval activities and ongoing work to show progress and development of skills. Termly assessment.
Global links	Environmental Food and plastic waste Energy use Equality and disabilities (prosthetic limbs)	ICT research Google Earth OS maps	Articulate and justify answers, arguments and opinions. Maintain attention and participate in collaborative discussion.	Responses and participation in class discussions.
Career links	Scientists Doctors Nutritionalist Radiologist Prosthetic limb maker Archaeologist Craftsman ships	Research role and its impact- cause an effect. Create a sketch of our school site or a local site for a smaller scaled excavation Interview or organise educational trips to a university or school visit by a historian or a local archaeologist. Online careers events Interviewing local people in regards to the careers	Articulate and justify answers, arguments and opinions. Maintain attention and participate in collaborative discussion.	Responses and participation in class discussions and events.

