

	Key Learning	Activities Including Writing Opportunities and Numeracy- Application of skills	Speaking and listening	Assessment
English	<p>Genres covered: Imaginative writing - describe a scene Diary - from Tom's perspective Narrative - Character, setting and dialogue Information texts: Gunpowder Plot/ Guy Fawkes</p> <p>Key text/stories: Fire! Fire! Class reader: Platform 13 1/2</p>	<p>SPaG: Revision of key Y4 knowledge and understanding Formal and informal language Perfect and progressive tense Expanded nouns Explore, collect and use modal verbs to indicate degrees of possibility. Modal verbs Use relative clauses beginning with a relative pronoun. Commas to clarify Semi colons to indicate stronger subdivision of a sentence Parenthesis - brackets, dashes and commas. Dialogue (inc punctuation) to convey character and advance action Build cohesion within a paragraph using different devices including pronouns and fronted adverbials. Create and punctuate sentences using simile starters. Use figurative language, Create and punctuate complex sentences using 'ed' and 'ing' opening clauses. Use expanded noun phrases to convey complicated information precisely. Use technical language 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</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>

		<p>Provide justification</p> <p>Fiction Understand aspects of narrative structure, e.g.-how chapters in a book or paragraphs are linked together; -how authors handle time: e.g. flashbacks, stories within stories, dreams;-how the passing of time is conveyed to the reader. Identify the key features of different types of literacy text. E.g. stock characters, plot structure, and how particular texts conform, develop or undermine the story. Analyse how individual paragraphs are structured in writing, e.g. comments sequenced to follow the shifting thoughts of a character, examples listed to justify a point and reiterate to give it force. Understand and explain the difference between what is written and what is implied Investigate how characters are presented, referring to the text: - through dialogue, action and description; -how the reader responds to them (as victims, heroes, etc.); -through examining their relationships with other characters.</p> <p>Non-fiction Discuss the purpose of note-taking and how this influences the nature of notes made. Identify techniques, sentence structure and language techniques that supports precise and concise presentation of information. Secure the skills of skimming, scanning and efficient reading so that research is fast and effective Read a range of explanatory texts, investigating and noting features of impersonal style, e.g. complex sentences: use of passive voice; technical vocabulary; hypothetical language; use of words/phrases to make sequential, causal, logical connections, e.g. while, during, after.</p> <p>Poetry Discuss a poet's possible viewpoint, explain and justify own response and interpretation. Discuss how poets draw upon observation, memory and imagination. Explore emotive poems noting techniques poets use to impact on the reader.</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>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>Providing verbal responses involving reasoning and subject specific vocabulary.</p> <p>Explain answers and workings out to peers.</p> <p>Justify and prove responses and answers accurately and clearly.</p>	Termly end of unit assessments.
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</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

	<p>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>			
STEM	<p>Science activities with STEM focus</p> <p>Mechanical Systems - making a pop-up book.</p> <p>Vex IQ and Vex GO</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>Building, programming and problems solving</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>	<p>Ongoing use of retrieval powerpoint</p>
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, 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>Explore aspects of the Civil War</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>Ongoing use of retrieval powerpoint</p>

			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.	
Geography	Where does our energy come from? (Kapow Unit)	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) Read information regarding a range of energy sources (renewable and fossil) 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.	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)	Identify and compare art installations. Explore space and scale in 3D art. Problem-solve in construction 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.	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.	

Music	12 Bar Blues	<p>Name three key features of blues music.</p> <p>Sing in tune, using vocal expression to convey meaning.</p> <p>Explain what a chord is and play the chord of C sixteen times.</p> <p>Play the 12-bar blues correctly.</p> <p>Play the notes of the blues scale in the correct order, ascending and descending.</p> <p>Play a selection of blues scale notes out of order in their own improvisation.</p> <p>To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.</p> <p>Use glockenspiel and keyboards to play the 12 bar blues</p> <p>Using staff notation to record rhythms and melodies. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p>	<p>Build vocabulary</p> <p>Participate in discussions</p> <p>presentations,</p> <p>performances, role play, improvisations</p>	<p>unit assessments</p> <p>Kapow</p>
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	<p>Sportshall Athletics</p> <p>Cricket - Durham CC</p>	<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,</p> <p>Participate in discussions</p>	<p>Ongoing assessment of performance and progress over time. Pupils can begin to record their achievements.</p>

			presentations, performances, role play	
RE	What does it mean for a Jewish person to follow God?	Identify and explain Jewish beliefs about God. Do all Jewish people go to synagogue? Exploration of life of some Jewish people Explore some texts that say what God is like and how Jewish people interpret them.	Participate in discussions presentations, use intonation and expression when talking and reading aloud to make it more engaging for the listener.	Termly assessment written piece.
PSHCE Me, You and the World	Mindfulness - growth mindset Mental health - friendships, bullying, body image and managing emotions.	Austin's Butterfly: Drawing and improving a butterfly, designed to promote a healthy attitude towards constructive criticism and improvements. Writing a plan of action and describing their different comfort zones and how best to achieve a growth mindset. Mental Health: reflections and positive perceptions of ourselves and others.	Maintain attention and participate actively in conversations. Articulate and justify answers and thinking. Use relevant strategies to build vocabulary Speak audibly, fluently and about opinions.	

Computing	<p>Computer programming: VEX GO and IQ</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>Build and program VEX Robots.</p> <p>Send Emails and save work to Drive.</p>	Participate in discussions and improvisations.	
Global / Eco links	<p>Energy and sustainability</p> <p>Building aspect of global energy needs and environmental sustainability into Geography and STEM</p>	<p>Working on a STEM/ Geography project and possibility of engaging further external agencies.</p>	<p>Maintain attention and participate actively in conversations, Articulate and justify answers Use relevant strategies to build vocabulary Speak audibly, fluently Participate in discussions presentations and debates</p>	<p>Final work produced/ presentation</p>
Career Links	<p>Energy and sustainability</p>	<p>Working on a STEM/ Geography project and possibility of engaging further external agencies.</p>	<p>Maintain attention and participate actively in conversations, Articulate and justify answers Use relevant strategies to build vocabulary Speak audibly, fluently Participate in discussions</p>	

			presentations and debates	
--	--	--	------------------------------	--