

	Key Learning	Activities Including Writing Opportunities and Numeracy - Application of skills	Speaking and listening	Assessment
English	<p>Genres covered: Instructions Information text Narrative Play script</p> <p>Key text/stories: We are a family Tell me a Dragon Tudor Boy Spy Shakespeare -Macbeth</p>	<p>Year 4 SPaG: Create complex sentences using the previous year group's conjunctions and include 'if'. Identify, select, generate and effectively use a wider range of prepositions. Select, generate and use adverbs for time Extend the range of sentences with more than one clause by using a wider range of conjunctions Use fronted adverbials (including the correct use of commas). Develop the use of relative clauses beginning with who, which, where, that Use fronted adverbials (including the correct use of commas) that signal time, shift attention, interject suspense or move the setting. Use expended noun phrases to give precise details. Secure use of direct speech punctuation. Identify, select and effectively use pronouns. Use nouns for precision. Create sentences with fronted adverbials for where and when.</p> <p>Year 3 SPaG: Explore, identify and create complex sentences using the conjunctions 'when', 'after', 'before', 'until', 'while', 'since'. Identify, select, generate and effectively use prepositions including 'below', 'beneath', 'above', 'inside', 'through', 'across'. Use perfect form of verbs using have and has to indicate a completed action. Express place and cause using conjunctions (when, before, after, while, so, because) Select, generate and use adverbs for time e.g. meanwhile, next, soon, later and generate and use adverbs using the suffix 'ly'. Use the determiner a or an according to whether the next word begins with a vowel or consonant. Vary sentence openings and vary sentences for clarity. Express time, place and cause using conjunctions.</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>Express time and place using prepositions. Use expended noun phrases to give precise details. Use inverted commas to punctuate direct speech. Select, generate and use adverbs for time e.g soon, after, next Use perfect form of verbs using have and has to indicate a completed action. Explore, identify and create complex sentences using the conjunctions although and if.</p> <p>Year 4 Reading: Explore narrative order: identify and map out the main stages of the story: introductions - build ups -climaxes or conflicts - resolutions. Explore and discuss how sentence structure and powerful language create different effects on the reader. Compare the structure of different stories, to discover how they differ in pace, build-up, sequence, complication and resolution. Identify the main characteristics of the key characters, drawing on the text to justify views, use the information to predict actions. Understand how paragraphs or chapters are used to collect, order and build up ideas. Explore different cohesive devices. Understand how writers use figurative and expressive language to create images and atmosphere, describing the effect on the reader. Identify the techniques writers use to create mood and atmosphere. Understand how the use of expressive and descriptive language can create moods, arouse expectations, build tension, describe attitudes or emotions.</p> <p>Year 3 Reading: Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described. Make links between the book they are reading and other books they have read. Check reading makes sense, correcting any inaccurate reading.</p>	<p>effectiveness of instructional texts. Analyse a number of report texts orally. Tell stories based on own experience and oral versions of familiar stories. Plan and tell stories, varying voice and intonation to create effects and sustain interest. Plan stories orally. Complete short drama activities based on characterisation.</p>	
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Maths	<p>Year 4: Number: Place value (4 digit numbers) Number: Addition and subtraction Number: multiplication and division Measurement: length, perimeter.</p> <p>Year 3: Number: Place value (within 1000) Number: Addition and subtraction Number: Multiplication and division. X3, x4 and x8 times tables</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 teach and assess understanding.</p> <p>Updating of individual assessment to show progress demonstrated in daily lessons.</p>
Science	<p>Animals including humans: Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and animals and their simple functions</p>	<p>Create a working/ functioning digestive system (STEM).</p> <p>Observations of real skulls and teeth to identify (through teeth) omnivores, herbivores and carnivores).</p> <p>*Labelling diagrams *Writing up scientific investigations.</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>Retrieval Powerpoints-end of unit assessment</p>

	<p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Working Scientifically: explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <ul style="list-style-type: none"> * Identifying/ classifying * Research * Observing (egg/tooth investigation) 	<p>*Discussion - the effects that different liquids have on enamel. Which liquid would be most suitable for a Tudor to clean their teeth with?</p> <p>*Explanations: How we were able to identify and group omnivores, herbivores and carnivores based on their teeth.</p> <p>Rightmove/ estate agent description</p> <p>Bar Charts</p> <p>Measurements (mls)</p> <p>Create tables of results</p> <p>Graphs to record results</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</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	
STEM	<p>Design Tudor houses (3-D modelling)</p> <p>Create a working digestive system.</p> <p>Investigation - Which liquid is the most suitable for Tudor's to clean their teeth with?</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>		
History	<p>Life in Tudor Times</p> <p>Enquiry</p> <p>Use of sources to gather information about War of the Roses.</p> <p>Look at how sources are interpreted in different ways -</p>	<p>Design comic strip of Battle of Bosworth</p> <p>Character profile for Tudor Monarchs.</p> <p>Look through the keyhole - Explanation: explain what you can see and who might live here.</p>	<p>Use discussion and conversation to explore and speculate about new ideas</p> <p>consider and evaluate different viewpoints,</p>	<p>Retrieval practice and ongoing work to show progress and understanding.</p>

	<p>Bias (War from different articles).</p> <p>Significant historical people</p> <p>Similarity/differences</p> <p>Henry VIII (significant person).</p> <p>Chronology</p> <p>Prior learning from The Victorians and The Romans.</p> <p>Lifestyles and people in the past</p> <p>Rich versus poor people?</p> <p>Use original inventories from Tudor times.</p> <p>Clothing styles</p> <p>Henry VIII and his wives</p> <p>The Tudor family tree Cause and Consequence</p> <p>Battle of Bosworth</p> <p>Dissolution of the monasteries (cause).</p> <p>Consequences: Introduction of Christians - Link to British Values, our Christian School and our beliefs - School values at Jarrow Cross.</p> <p>Cause and consequence</p>	<p>Compare and contrast jobs now and then.</p> <p>Timelines</p> <p>Information texts</p> <p>Use of artefacts</p> <p>Visit to Tynemouth Priory</p> <p>Investigating settlements - geography skills</p> <p>Create a presentation (use PowerPoint) of one aspect of the life of Tudors.</p>	<p>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>Questioning to check understanding and identify misconceptions</p>
Geography	<p>Kapow:</p> <p>Where does our food come from?</p> <p>-Identify that different foods grow in different biomes and say why.</p> <p>-Explain which food has the most significant negative impact on the environment.</p> <p>-Consider a change people can make to reduce the negative impact of food production.</p>	<p>Map work and co-ordinates (grid references)</p> <p>Map work to identify different biomes - talk about the equator</p> <p>Map work to identify countries - linking to trade</p> <p>Environmental issues - which food has the most negative impact (how is it grown) - linked to trade, how does food travel? How can we decrease the impact on the environment?</p> <p>Scale bar - measure the distance different foods will travel</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>Retrieval practice and ongoing work to show progress and understanding.</p> <p>Questioning to check understanding and identify misconceptions.</p>

	<ul style="list-style-type: none"> -Describe the intentions around trading responsibly. -Explain that food imports can be both helpful and harmful. -Describe the journey of a cocoa bean. -Locate countries on a blank world map using an atlas. -Use a scale bar correctly to measure approximate distances. -Collect data through an interview process. -Analyse interview responses to answer an enquiry question. -Discuss any trends in data collected. 	Collect data through interview process	<p>Understand the difference between a fact and opinion.</p> <p>Consider and evaluate different viewpoints.</p>	
Art	<p>Kapow - Painting and mixed media: Light and dark</p> <p>Paint a portrait - explore the Tudor artist Hans Holbein</p> <p>Drawing: Fine pencil control Shading techniques Perspective (Tudor House)</p> <p>Investigating and exploring artist's styles: Daniel Worth - 1 point/2 point perspectives - Tudor houses.</p>	<p>Using a range of materials that the children choose themselves</p> <p>Create an Art Gallery for children to evaluate art styles and media of each other's work.</p> <p>Invite parents to the Gallery - can they critique our work?</p> <p>Evaluation of artist's work and children's work.</p> <p>Symmetry (portraits)</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: Jazz</p> <p>Explain what ragtime music is.</p> <p>Play on the 'off beat' and sing a syncopated rhythm.</p> <p>Play a call and then improvise a response. Improvise or compose</p>		<p>Perform to an audience</p> <p>Clear intonation</p> <p>Use discussion and conversation to explore and speculate about new ideas</p>	<p>Peer and self-assessment to evaluate and improve performances.</p>

	<p>a scat singing performance with sounds and words. Compose and play a jazz motif fluently, using swung quavers. Play a swung rhythm using a tuned percussion instrument. Kapow: Traditional Instruments and improvisation Verbalise feelings about music and identify likes and dislikes. Read musical notation and play the correct notes of the rag. Improvise along to a drone and tal. Play a rag and a tal accurately alongside a drone. Sing accurately from musical notation and lyrics. Sing and play in time with others with some degree of accuracy and awareness of each other's parts.</p>		<p>Listen to feedback and improve performance.</p> <p>Participate in performances, role play and presentations.</p> <p>Use different strategies to gain and maintain the interest of the audience.</p>	<p>Termly assessment.</p>
D/T	<p>Structures: Constructing a Tudor house</p> <p>Clay dragon eyes</p>	<p>Make a Tudor house Instructions</p> <p>Measuring Graphic design</p> <p>Discussions and use of key vocabulary Techniques acquired and developed through the unit Clay design - techniques and tools needed</p> <p>Evaluation of product made - what do you like/ dislike about it? What would you change?</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>Fundamentals Get set PE</p> <p>Ball skills Get set PE</p>		<p>Listen and respond appropriately to adults and peers.</p>	<p>Demonstration of skills in practice and performance situations.</p> <p>Termly assessment.</p>
RE	<p>What does it mean to be a Sikh in Britain today?</p>	<p>Visit a Gurdwara (physical or virtual)</p> <p>Interview a Sikh</p> <p>Explanation</p> <p>Questioning</p> <p>Reading calendars for important dates e.g. Vaishkhi</p> <p>Research</p> <p>Weekly retrieval tasks as starters</p> <p>Discussions</p> <p>Written work</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>Responses and participation in class discussions.</p> <p>Termly assessment.</p>
PSHCE Me, You and the World	<p>Wellbeing</p> <p>-Recognise their own worth</p> <p>-Face challenges positively and set themselves goals</p> <p>-discuss what could affect their mental health</p> <p>-Change/transitions such as moving into Y6 and also</p>	<p>- Visit from officer when completing Operation Encompass</p> <p>-Design posters to raise awareness of the KidSafe Rules and tips.</p> <p>-Diary (for both food and feelings)</p> <p>-Writing down their goals</p> <p>Weekly retrieval PPTs as starters</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> <p>Update floor book after weekly sessions.</p>

	<p>challenging life events such as death, separation etc.</p> <p>Healthy lifestyles</p> <ul style="list-style-type: none"> -Plan and prepare a healthy meal -Importance of regular physical exercise <p>Operation Encompass</p> <ul style="list-style-type: none"> -Healthy relationships <p>Consent</p> <ul style="list-style-type: none"> -Definition -Trust with professionals -use of assertive voice (Kidsafe link) - Kidsafe 	<p>Kidsafe check ins</p> <p>Discussions</p> <p>Role play</p>	<p>Select a variety of words that can be used to talk about similar feelings.</p>	<p>Termly assessment.</p>
Computing	<p>Computing systems and networks - Connecting computers (Y3)</p> <p>Computing systems and networks - The Internet (Y4)</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>
French	<p>KAPOW</p> <p>This is me.</p> <p>School Days</p>	<p>Singing in French</p> <p>Speaking and listening</p> <p>Questioning</p> <p>Written work</p> <p>Role play</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>Global links</p>	<ul style="list-style-type: none"> - Recycling & renewable resources - Food & famine Global warming 	<p>Scarecrow competition</p> <p>Describe scarecrow design and features.</p> <p>Statistics of famine worldwide & global hotspots.</p> <p>ICT research</p> <p>Google Earth</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>
<p>Career links</p>	<ul style="list-style-type: none"> - Architecture - Becoming a teacher/TA 	<p>Interview architect and teacher/TA</p> <p>Devise interview questions.</p> <p>Use device to record and playback interviews</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 and events.</p>