



‘Learning together, supporting each other’

YEAR GROUP: 4/5 (Maple Class)		TERM: Autumn 1	Key Text:	The Miraculous Journey of Edward Tulan by Kate DiCamillo	
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
English	Journey by Aaron Becker				
	The BFG by Roald Dahl (Adventure) Ash	Reading -To know the differences between statements of fact or opinion within a text. -To know the effect on the reader of the authors’ choice of language. Writing -To know a comma is used when a fronted adverbial is placed at the beginning of the sentence. -To know dialogue needs inverted commas wrapped around it. Spelling Words ending -ious have an /ee/ sound before the suffix. - Words ending -tious make a /shus/ sound at the end.	Reading -To justify responses to the text using point, evidence and explain. -To predict what might happen from what is stated and implied. -To explain the meaning of key vocabulary within the context of the text. -To infer characters’ feelings, thoughts and motives from their actions and justify inferences. Writing -To use fronted adverbials for when and where. -To use inverted commas and other punctuation for direct speech. -To use expanded noun phrases. -To make appropriate pronoun and noun choices within and across sentences to avoid repetition.	Reading -To use point, evidence and explain when justifying responses to the text. -To make predictions based on what is stated and implied in the text. -To use the context of the text to explain the meaning of key vocabulary. -To make inferences about characters’ feelings, thoughts and motives from their actions. Writing -To use fronted adverbials for when, where and how. -To use commas after fronted adverbials. -To use expanded noun phrases. -To use inverted commas and other punctuation to indicate direct speech. Spelling	The Journey by Francesca Sanna (Novel) Elder

	- If the root words ends in -ce the sound is usually spelt -cious. -A prefix is a group of letters added to the front of a root word to change its meaning. -Homophones are words that sound the same but have different meanings.	Spelling Know a range of words beginning with varying prefixes, including 'in', 'il', 'im', 'ir', 'sub' and 'inter'. Know a range of words ending in 'tious', 'ious' and 'cious'. Know a range of words ending in 'cial' and 'tial'.	-To spell words that are homophones or near homophones. -To spell words with the prefix 'in'. -To spell words with the prefixes 'im', 'il' and 'ir'. -To spell words with the prefix 'sub'. -To spell words with the prefix 'inter'. -To spell words ending in 'tious' and 'ious'. -To spell words ending in 'cious'. -To spells words ending in 'cial'. -To spell words ending in 'tial'.	
Key Vocabulary	Fronted adverbials, expanded noun phrases, direct speech, inverted commas, pronouns.	Enrichment Opportunities	To create their own version of the journey story book alongside illustrations.	
Hammer the Grammar (1 Week)				
-Identifying nouns and noun phrases. -Subordinate clauses, marked by commas.	Writing - Parenthesis is a word, phrase, or clause inserted into a sentence to add extra information, which is not essential to the main point of the sentence. The sentence would still make sense if	Writing -I can carefully choose nouns for precision in my writing. -I can include parenthesis in my writing, shown by brackets.	Writing -To use nouns for precision. -To use brackets to show parenthesis.	-To use expanded noun phrases including precise nouns. -To use dashes to show parenthesis.

		the parenthesis were removed. - Brackets are used to insert additional information into a sentence. The information within the brackets is usually less important to the sentence.			
	Key Vocabulary	Brackets, parenthesis, noun, precise, precision.			
	Newspaper Reports				
	Writing My Strong Mind Instructions Ash	Writing -To know a newspaper is to inform the reader of an event that has occurred. -To know the key features of a newspaper report.	Writing -To identify key features of a newspaper report. -To analyse and evaluate how specific information is organised within a non fiction text. -To apply their knowledge of parenthesis when writing a newspaper report. -To use nouns for precision e.g. Sparrow rather than bird. -To write a newspaper report.	Writing -To read a variety of newspaper reports and identify the purpose of the text. -To identify key features of a newspaper report. -To critique a range of newspaper reports and justify these opinions. -To use nouns for precision. -To use parenthesis for extra information. -To write a newspaper report	Writing Pet Peeves Blog Elder
	Key Vocabulary	Headline, chronological order, 5 w's, parenthesis, quotes, pun, conclusion.	Enrichment Opportunities	Newspaper reporting office.	
Maths	- Place Value - Addition and Subtraction		Select the files to the right for more detailed guidance.	Aut 1 Add and Subtract Aut 1 Place Value	

Science Animals including Humans: Digestion and Food 4)	How does food travel through our body and help us survive?				
	Acorn What are the different human body parts and what are senses?	-To know the names and basic functions of key organs in the digestive system. -To identify the different human tooth types and their roles. -To explain how to take care of their teeth. -To classify animals as carnivores, herbivores or omnivores based on their skull/teeth adaptations.	-Label key organs found in the digestive system and describe each of their functions. -Describe the functions of the four different types of human adult teeth using key vocabulary. -Know that good dental care involves brushing their teeth twice a day using toothpaste.	-To describe the function of the human digestive system. -To recognise the different types of human teeth and their roles in eating. -To explain how to care for our teeth.	Elder Cycle A Why is diet and exercise so important to the human body?
	Elm How do animals survive?	-To construct and interpret food chains using terms like producer, predator and prey.	-Produce a food chain that begins with a plant and has arrows that move up the food chain.	-To recognise that differences in teeth relate to an animal’s diet.	Elder Cycle B Which organs are in the human body and what is their function?
	Ash Cycle A How does what we eat affect us?		-Define a producer, predator and prey and identify examples in food chains. -Describe digestion, teeth and diets when talking about observed poo clues.	-To recognise producers, predators and prey in food chains. -To recognise that animal poo can give us clues about digestion, teeth and diet.	
	Key Vocabulary	Digestive system, digest, canine, faeces, incisor, large intestine, molar, mouth, oesophagus, premolar, producer, saliva, small intestine, stomach, control variable, proof, record, results table, variable, conclusion	Enrichment Opportunities	Live modelling of the digestive system. Children acting as research scientists to investigate how the hardness of toothbrushes affects how well they clean.	

History (Vikings)	How did Viking invasions impact society?				
	Romans (Ash Cycle A) Stone Age to Iron Age (Ash Cycle A) Ancient Egyptians (Ash Cycle B)	-To know the Viking age was from about AD700 to 1100. - To know many Vikings left their homes in Scandinavia (Norway, Sweden and Denmark) and travelled by longboat to other countries, like Britain and Ireland. - The word Viking means ‘a pirate raid’. They fearsome warriors and often raided monasteries for treasure. However, some were	- To order other civilisations studied to explain when they were in relation to the Viking Age. - To locate where Vikings travelled from and where they invaded and settled. - To explain why they raided monasteries and how what they brought home impacted Scandinavia.	- To know and sequence key events within a time period. - To use relevant terms relating to the passing of time (empire, civilisation, parliament). - To identify where some periods studied fit into a chronological framework.	Anglo- Saxons (Maple Cycle A) Mayans (Elder Cycle B) Shang Dynasty (Elder Cycle B)

	Anglo-Saxons (Maple Cycle A)	peaceful settlers who lived and farmed the land for years. - To know that Vikings sailed the seas trading goods. They bought silver, silks, spices, wine, jewellery glass and pottery to bring back home. - To know Anglo- Saxons and Vikings fought for a long time and Alfred made a peace agreement. An imaginary dividing line was agreed to run across England, from London in the south towards Chester in the north west but only if they converted from pagans to Christianity. -The Anglo-Saxon lands were to the west and the Viking lands, known as the Danelaw, were roughly to the east. -The Norse people met to discuss new laws and solve arguments and helped form the basics of parliament today. -To know we still use some of their Old Norse language today. Words like 'egg', 'muck' and 'dirt'. - To know even some modern town names are based on Viking words! York and places that end in 'thorpe', 'by' or 'kirk'.	- To explain why Anglo- Saxons and Vikings fought for many years and how this was settled. - To explore how this divided the country. - To explain how the way they met to discuss and settle arguments and create laws helped create parliaments of today. - To investigate language and place names we still use from nordic language today.	-To describe how Britain has influenced and been influenced by the wider world. - To describe how some of the things studied from past influence life today -To construct informed responses about the past from a range of sources by selecting and organising historical information - To use a variety of evidence to build a picture of past events, using books and the internet for research. - To present historical information in a range of different ways (e.g. writing, drawing, data handling, drama).	
	Key Vocabulary	AD, Norse people, Danes, sailors, long boats, warriors, settlers, trading, parliament.	Enrichment Opportunities	Make longships. Recreate the Lindisfarne raid of the monastery through drama (BBC Who were the Vikings and where did they come from? - BBC Bitesize) Trip	

Geography	Are all settlements the same?				
	What can we learn from our local area? Ash	-To know a settlement is a place where people establish a community. -To name the different types of settlements (hamlet, village, town and city) -To know the differences between the types of settlements. -To know that most rural land in the UK is used for agriculture (crops and livestock farming)	-To identify land use by using keys on a map. -To use maps to locate different types of settlement. -To describe the land use on maps thinking about urban and rural areas. -To locate an area on a map and describe why it would be a suitable agricultural area. -To design a map of a settlement.	-To understand the meaning of settlement and the features of a settlement. -To identify types of settlements -To know the differences between villages, towns and cities. -To identify land use by using keys on a map. -To use maps to describe land use. -To explain what rural land is used for in the UK. -To locate an area on a map and explain why it is suitable for crop or livestock farming.	Where would you choose to settle in Russia? Elder
	Key Vocabulary	Settlement, hamlet, village, town, city, agriculture, crops, livestock, farming.	Enrichment Opportunities	Design a 3D model of your settlement.	
Computing (Basic Skills)	Year 3 - Capture, locate and save photos - Use CAPS LOCK to create capital letters - Type words with increasing fluency.	- Keywords are the important words used to search for a specific topic. - Pressing and holding SHIFT whilst also pressing a letter will make it capital. - To crop a photo is to remove the parts that you do not want. - To rotate a photo means to turn it to face a different direction. - Using a minus symbol (–) before a search term will excludes web pages containing that particular word. - Writing a phrase in inverted comma “ ” will only return web pages where that phrase is used exactly.	- Use appropriate keywords when searching for topics. - Locate specific keys on a keyboard. - Edit an image to make it suitable for a particular task. - Highlight appropriate text to copy and paste. - Search the web using symbols to improve and refine results.	- To select and use keywords in a search engine. - To create capital letters using the SHIFT key. - To edit, crop and rotate photos. - To type with increasing fluency and stamina. - To type using two hands. - To insert an image from a selected bank of images. - To copy and paste text.	Year 6 - Type using two hands - Copy, paste, open and save using shortcuts - Enter formulae into a spreadsheet - Conduct advanced searches.

				- To develop effective search techniques through use of keywords.	
	Key Vocabulary	Keyword, SHIFT, crop, edit, rotate,	Enrichment Opportunities	- Publish a piece of writing from English lessons and display in the library.	
PSHE (My Healthy Self: 3/4B)	My Healthy Self: How can I take care of my mind and body?				
	Ash My Healthy Self	To know that: - Many different words can be used to identify and describe emotions. - Their feelings and behavioural responses to a situation may differ. - Feelings can feel stronger or weaker depending on the situation. - Emotions and feelings can affect thoughts, decisions and behaviour. - Recognising and talking about feelings and emotions early can help us stay in control of our behaviour. - Trusted adults (including teachers and other school staff) are there to help with problems. - Poor sleep can affect concentration and mood, making people feel grumpy, worried or upset more easily. - When someone is bullied repeatedly, they may start to believe the negative things said about them.	- To use more nuanced language to discuss their own and others' emotions and feelings. - To recognise changes in their body that happen with different emotions (e.g. heart racing when scared). - To notice and describe when others might be feeling strong feelings using body language, voice and actions. - Describe how bullying could negatively affect someone's feelings and how they view themselves. - Reflect on how people who are bullied might think and feel. - Recognise habits that are conducive to a good night's sleep. - Describe how different activities make their body feel (e.g. out of breath, sweaty, energised, tired). - Recognise and explain some of the benefits of being physically active. - Identify who they would speak to for support about their feelings in different situations and when to do this.	- To describe how emotions can affect our bodies. - To recognise how others might be feeling using clues. - To understand that our minds and bodies are connected. - To understand why sleep is important and how we can sleep well. - To identify strategies that may be helpful when experiencing strong emotions. - To understand how to support ourselves and get help with our feelings.	Elder My Healthy Self
	Key Vocabulary	Body clues, bullying, emotions, face clues, feelings, health, mind, mood, respect, routine, safe, support, trust, trusted adult.	Enrichment Opportunities	Creating a 'sleep champion pledge' to share with others. Create strategy stations and design helpful ways to support someone experiencing strong emotions.	
Music (Performing: parts)	Y3 Performing and Singing	- Know the features of an effective ensemble performance.	- Analyse features of an ensemble performance.	- To watch different videos and songs that include an ensemble performance.	Year 5

	Y4 Performing and Singing	-Know techniques of how to warm up a voice with posture, breathing and voice projection. -Know how to sing a simple part of a song within an ensemble. -Know each role of an ensemble within a performance. -Know how to apply different textures into songs. -Know how to maintain a part in a 2- part song. -Know effective performance strategies to reflect on their own performances.	-Understand the importance of warming up your voice and to establish a good singing position. - Maintain a simple part of a song within group. - Perform with awareness of what others in an ensemble are singing or playing. -Analyse different song textures and where they vary. - Maintain a part in a song with 2 parts. -Reflect and analyse the quality of their playing and learn from their performance. -Sing with a good sense of the pulse internally and sing together and in time with the group. -Performing in front of an audience.	- To identify features of an effective ensemble performance. -To understand the importance of warming up our voices, posture, breathing and voice projection. -To know different parts of a song within an ensemble. -To perform in an ensemble that has multiple parts. - To identify where the texture varies in a song or piece of music. -To perform and practise a part of a song with 2 parts. -To perform in an ensemble to an audience.	To maintain a part in a song with 2 parts. Year 6 To show an awareness of the audience when performing. To confidently maintain a part in a song with 2 parts in front of an audience.
	Key Vocabulary	Verse, refrain (chorus), ensemble, lyrics, vocal parts, articulation, expression	Enrichment Opportunities	To perform in an ensemble to an audience during assembly time.	
Physical Education	Invasion Games				
	Year 3 To explore different throwing actions.	-Know what a bounce and chest pass are. -Know when a bounce/chest pass are most effective. -Know that space can be used to gain an advantage in a game. -Know what dribbling is and how it is used to travel in a game of basketball. -Know what tactics are and how to use them in play.	-Use space after a pass to gain an advantage. -Use varied force to control a ball. -Use tactics to outwit an opponent.	-To be able to demonstrate a bounce and chest pass with accuracy. -To be able to dribble a ball with control. -To begin to use tactics to outwit an opponent.	Year 6 To be able to control a basketball with both hands.
	Key Vocabulary	Chest pass, bounce pass, dribble, basket, travel, receive, tactic, space, control.	Enrichment Opportunities	Class competition – How many passes can be received against the clock, using bounce and chest pass?	

				Interschool basketball matches – Maple and Elder competition.	
				Maple class to set up a lunch time basketball challenge for other classes and lead it.	
	Net and Wall				
	Year 3 To begin to use a racket to strike.	-To know different types of throws. -To know effective body positions for throwing (stand opposite leg forward to throwing arm). -To know the positions needed for a striking game. -To know how to use space to your advantage. -To know that a racket can be used in different ways to strike (backhand and forehand).	-Use differing throws for a purpose. -Use two hands in a glove position to catch balls from height. -To begin to use tactics when striking a ball, looking for space. -Use more than one striking technique.	-To explore different throwing actions. -To consolidate catching skills. -To be able to strike a ball with hand or small bat. -To be able to control a ball using a racket. -To explore how to use a racket in more than one way to strike.	Year 6 To demonstrate forehand and backhand shots with accuracy.
French (Alphabet and Numbers)	Year 3 To know numbers 0-10 in French.	- To know the French numbers from 10-20. - To know how to read and repeat rhymes about numbers 10-20 in French.	- Recognise the written French for numbers 10-20. -Repeating French number rhymes with increasing accuracy.	-To understand the correct pronunciation for the French alphabet. -To review the French for numbers 0-10.	Year 5 To know numbers 20-30 in French.
	Year 4 To know numbers 10-20 in French.	-To know the French numbers from 20-30. - To know the French alphabet with the correct pronunciation. -To know how to use a French dictionary to identify vocabulary.	-Recognise the written French for numbers 20-30. -Identify and apply the correct pronunciation of the French alphabet. -Use a French dictionary to identify numbers. -Spell French numbers correctly.	-To review the French for numbers 10-20. - To understand and identify the French vocabulary for numbers 10-20. - To understand and identify the French vocabulary for numbers 20-30. - To listen to, read and repeat rhymes with French numbers. - To understand the main points from a spoken passage with repetition. - To ask and answer simple questions to give basic information about how old someone is. -To develop pronunciation of the French alphabet by using familiar	Year 6 To know numbers 30-40 in French.

				words and phrases to ask and answer how old someone is. - To spot spelling patterns in simple written phrases. - To begin to use a French dictionary to broaden vocabulary.	
	Key Vocabulary	-11 onze,12 douze, 13 treize,14 quatorze,15 quinze, 16 seize,17 dix-sept, 18 dix-huit,19 dix-neuf, 20 vingt - 20 vingt, 21 vingt et un, 22 vingt-deux, 23 vingt-trois, 24 vingt-quatre, 25 vingt-cinq, 26 vingt-six, 27 vingt-sept, 28 vingt-huit, 29 vingt-neuf, 30 trente - alphabet A-Z	Enrichment Opportunities	To create a display to help children remember and recognise French vocabulary for numbers 10-30.	
Religious Education (Hindu Dharma)	What might a Hindu learn through celebrating Diwali?				
	Hindu Dharma Why is family an important part of Hindu life?	-To know that the story of Rama and Sita teaches us that with persistence and dedication, goodness will win over bad. -To know Rama represents the ideal of dharma, which is the moral and ethical code that guides human behaviour. He is known for his adherence to dharma, even when it meant going into exile, and for his commitment to fairness and justice. Sita represents the ideal of devotion and loyalty, as well as the ideal of the perfect wife. -To know that an avatar, in Hinduism, is the incarnation of a deity in human or animal form to counteract an evil in the world. -To know that Diwali is also known as the Festival of Lights. -To understand that people light lamps at Diwali to show that light is	-To list examples of where we might see ‘goodness’ in the world. -To collect images that could be used as a symbol of goodness. -To discuss examples of people who have overcome difficulties and could be described as sources of light, hope and goodness for others. -To reflect on our own concept of ‘goodness’ -To discuss what gives them hope during difficult times -To use subject specific language to describe how and why Hindus celebrate Diwali.	-To discuss the importance of the belief that good overcomes evil. -To suggest people, words or stories that might be inspiring when trying to overcome difficulties in life -To retell the story of Rama and Sita. To be able to describe what moral guidance Hindus might gain from the story of Rama and Sita. -To describe the roles and life of the deity Vishnu (the protector and preserver). To Investigate Hindu beliefs about avatars – living forms of Vishnu who come to earth 1 times of trouble to defeat evil and restore dharma. -To understand how Hindus in the UK celebrate Diwali. -To explain the importance of	Elder- Hindu Dharma What might Hindus learn from stories about Krishna?

		more powerful than darkness, and good is more powerful than evil. Diwali also celebrates new beginnings.		light in the Diwali celebrations, and how this is a symbol of good overcoming evil.	
	Key Vocabulary	Hindus, goodness, evil, Rama, Sita, protector, Diwali, light.	Enrichment Opportunities	To create a class display about Diwali or plan and celebrate a Diwali Day.	