








English	Maths	Science
<p><u>Genre: Narrative</u> <u>Stimulus: Aladdin and the Enchanted Lamp</u></p> <p><u>Key Learning</u></p> <ul style="list-style-type: none">➤ Prepositions➤ Questions➤ Similes➤ Verbs➤ Single apostrophe➤ Noticing➤ Pathetic fallacy➤ Dialogue➤ Complex sentences➤ Adverbs➤ Verbs and alliteration➤ Personification <p><u>Grammar</u></p> <ul style="list-style-type: none">➤ Conjunctions to express time and cause➤ Plural possessive apostrophes➤ Dialogue <p><u>Spellings</u></p> <ul style="list-style-type: none">➤ Adverbs of manner➤ Homophones➤ The /s/ sound spelt c before 'i' and 'e'.➤ Word families 'sol' and 'real'➤ Word families 'phon' and 'sign'➤ The prefixes 'super-' 'anti-' and 'auto-'➤ The prefix bi- meaning two	<p><u>Reading</u> <u>Prior Learning:</u> Y4 - VIPERS skills.</p> <p><u>Class Novel:</u> <u>The Miraculous Journey of Edward Tulane</u> <u>By Kate DiCamillo</u></p> <p><u>Wider Reading Across The Curriculum:</u> <u>Black Dog and The Rhythm of the Rain</u></p> <p><u>Vocabulary</u></p> <p><u>Inference</u></p> <p><u>Prediction</u></p> <p><u>Explain</u></p> <p><u>Retrieve</u></p> <p><u>Summarise</u></p> <p>Development of reading accuracy and fluency across a range of age appropriate texts.</p>	<p><u>Prior Learning:</u> Year 3 – Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p><u>Living Things and Their Habitats</u></p> <ul style="list-style-type: none">➤ Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.➤ Describe the simple functions of the basic parts of the digestive system in humans.➤ Identify the different types of teeth in humans and their simple functions.➤ Construct and interpret a variety of food chains, identifying producers, predators and prey.➤ Recognise that environments can change and that this can sometimes pose dangers to living things.➤ Recognise that living things can be grouped in a variety of ways.

PSHE	French	Art	Computing
<p><u>Prior learning:</u> Family roles and relationships, keeping myself safe online, being a global citizen, celebrating my web of relationships</p> <p><u>Relationships</u></p> <ul style="list-style-type: none"> ➤ Jealousy ➤ Love and loss ➤ Memories ➤ Getting on and falling out ➤ Celebrating my relationships with people and animals 	<p><u>Prior learning:</u> Year 3 – Listen and respond to familiar spoken words, phrases and sentences.</p> <p><u>Habitats</u></p> <ul style="list-style-type: none"> ➤ Tell somebody in French the key elements animals and plants need to survive in their habitat. ➤ Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats. ➤ Tell somebody in French which animals live in these different habitats. ➤ Tell somebody in French which plants live in these different habitats. 	<p><u>Prior learning:</u> Year 4: Analysing the work of famous artists. Year 3 – Painting and drawing techniques.</p> <p><u>Impressionism - Monet</u></p> <ul style="list-style-type: none"> ➤ Analyse and understand impressionism art ➤ To mix and describe tertiary colours ➤ Develop composition skills when drawing landscape ➤ To experiment with impressionism art techniques ➤ Develop paint techniques by applying mixed media skills  	<p><u>Photo Editing</u></p> <ul style="list-style-type: none"> ➤ Changing digital images ➤ Recolouring ➤ Cloning ➤ Combining ➤ Creating ➤ Evaluating  

Geography	PE	RE	Music
<p><u>Prior learning:</u> Year 4 – Spring 1 – Climate and weather: Looking at weather and climate in our local area.</p> <p>Locality Unit How can I use map skills to learn about my locality?</p> <p>Investigating weather and climate How can we record and measure weather phenomena?</p>	<p><u>Prior learning:</u> Year 3 – Listen to instructions. Discuss and work with others in a group developing communication and collaborative skills. Identify and follow the rules of games.</p> <p><u>Outdoor and Adventurous</u></p> <ul style="list-style-type: none"> ➤ Develop strong listening skills. ➤ Beginning to think activities through and problem solve. ➤ Choose and apply strategies to solve problems with support. ➤ Discuss and work with others in a group. <p><u>Rounders</u></p> <ul style="list-style-type: none"> ➤ Identify and follow the rules of games. ➤ Choose and use effective tactics to suit different situations. 	<p><u>Prior learning:</u> Year 4 – Religious study of Christianity, Islam and Hinduism.</p> <p><u>Disposition:</u> Living By The Rules</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> ➤ Are rules helpful, in everyday life? What rules are important for Jewish people? ➤ What are two important rules for Christians? ➤ What rules do followers of Islam say are important? <p><u>Disposition:</u> Being temperate, self-disciplined and seeking contentment</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> ➤ Who do we allow to shape our behaviour? How have famous Christians, Hindus and Muslims changed their lives and the lives of others? ➤ How does being a Rastafari alter the way you live? 	<p><u>Prior learning:</u> Year 4 - Play a rhythmical pattern on an instrument clearly Beginning to show an awareness of volume and tempo when performing with others.</p> <p><u>Clarinet, Violin and Drums</u></p> <ul style="list-style-type: none"> ➤ Play a rhythmical melody on an instrument, exploring pitch. ➤ Adapting volume and tempo when performing with others. ➤ Improvise and compose simple rhythms using Y4 notes ➤ Listen to and repeat rhythms with a steady pulse using a rest. ➤ Crochets, minims, semibreves, stave and crotchet rests ➤ Know the duration of the Y4 notes ➤ Show appreciation for music, discussing how music makes us feel. ➤ Describe how a piece of music changes throughout using musical vocabulary: <ul style="list-style-type: none"> • Dynamics – piano, forte • Tempo – fast, moderate, slow • Timbre – gentle, harsh ➤ Listen and respond to a range of music, discussing how music has changed throughout history. 