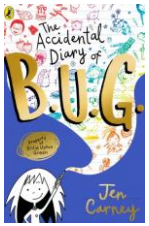
Year 4 Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**<u>Performance</u>** **<u>Tattybogle</u>**	**Chocolate and the rain forest**	**<u>Vikings</u>** **Book: How to train your dragon**	**<u>All Change</u>** Families and differences	**<u>Greece</u>** **Real life experience/Mantle: Running a Greek restaurant** **Mini topic: Ancient Greece**	
Trips		**London Zoo** **Chocolate day**	**Viking Day**		**Ancient Greece day**	
Reading	**Book relating to the performance**	**The great chocoplot** **Chocolate cake poem**	**How to train your dragon**	**The suitcase kid** **The accidental diary of B.U.G** 	***Percy Jackson and the lightning thief?*** ***Leo and the gorgons?*** ***Who let the gods out?***	
	Ongoing -Read for a range of purposes. -Develop an active attitude towards reading e.g. seeking answers, anticipating events and imagining situations that are described. -Have an active and positive attitude towards reading. -Listen to, read and distinguish an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.					

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	Autumn term focus	*Spring term focus*	*Summer term focus*
	Vocabulary -Check that the text makes sense to them, discuss their understanding and explain the meaning of new words in context **Prediction** Predict what may happen and explain using stated and implied detail from the text. **Sequence and summarise** Identify the main ideas drawn from more than one paragraph and summarise these **Purpose and viewpoint** -Discuss both books read to them and those read themselves, taking turns and listening to what others say.	**Vocabulary** . Use dictionaries to check meanings of words read. **Retrieve** Answer questions giving evidence from the text in their response Retrieve, record and present information from non-fiction. **Text Organisation** Identify and explain the purpose of structural features. **Purpose and viewpoint** Recommend an author and explain why. **Poetry** . Recognise different forms of poems.	**Vocabulary** Begin to identify how language, structure and presentation contribute to meaning. **Inference** Draw inferences about characters' feelings, thoughts and motives from their actions and justify inferences with evidence. **Text Organisation** Understand the structure of a wide range of genres, including myths and legends, considering their characteristics **Link** Make connections between books in terms of plot, similar characters, same author etc. **Poetry** Recognise different forms of poems. **Explain and Clarify**

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No Nonsense Spelling	Lesson 1 Revise Strategies at the point of writing: Have a go Lesson 2 Learn/Practise Strategies for learning words: words from statutory spelling list Lesson 3 Assess Words from statutory and personal spelling lists Lesson 4 Teach Words ending /ʒə/ Lesson 5 Practise Words ending /ʒə/ Lesson 6 Assess Words ending /ʒə/ Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists Lesson 8 Teach From Year 2: possessive apostrophe with singular proper nouns Lesson 9 Practise From Year 2: possessive apostrophe with singular proper nouns	Lesson 1 Revise Strategies for learning words: words from statutory list learnt previously Strategies at the point of writing: Have a go Lesson 2 Revise Strategies for learning words: words from statutory list learnt previously Strategies at the point of writing: Have a go Lesson 3 Teach Proofreading Lesson 4 Teach Prefixes 'in-', 'il-', 'im-' and 'ir-' Lesson 5 Practise Prefixes 'in-', 'il-', 'im-' and 'ir-' Lesson 6 Apply Prefixes 'in-', 'il-', 'im-' and 'ir-' Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 1 Teach The /g/ sound spelt 'gu' Lesson 2 Practise The /g/ sound spelt 'gu' Lesson 3 Learn Strategies for learning words: words from statutory and personal spelling lists Lesson 4 Teach Words with endings sounding like /tʃə/ spelt '-ture' Lesson 5 Practise Words with endings sounding like /tʃə/ spelt '-ture' Lesson 6 Assess Words with endings sounding like /tʃə/ spelt '-ture': dictation Lesson 7 Learn Strategies for learning words: selected words from statutory and personal spelling lists Lesson 8 Teach Possessive apostrophe with plurals	Lesson 1 Assess Statutory spellings learnt so far Lesson 2 Revise Strategies at the point of writing: Have a go Lesson 3 Teach Proofreading Week 2 Lesson 4 Teach Prefixes 'anti-' and 'inter-' Lesson 5 Practise Prefixes 'anti-' and 'inter-' Week 3 Lesson 6 Assess Prefixes 'anti-' and 'inter-' Lesson 7 Learn Strategies for learning words: selected words from statutory and personal spelling lists Lesson 8 Assess Spellings learnt so far Lesson 9 Teach Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' Lesson 10 Practise Strategies at the point of writing:	Lesson 1 Teach Words with the /s/ sound spelt 'sc' (Latin in origin) Lesson 2 Practise Words with the /s/ sound spelt 'sc' (Latin in origin) Lesson 3 Learn Strategies for learning words: words from statutory and personal spelling lists Strategies at the point of writing: Have a go Lesson 4 Teach Endings that sound like /ʒən/ spelt 'sion' Lesson 5 Practise Endings that sound like /ʒən/ spelt 'sion' Lesson 6 Assess Endings that sound like /ʒən/ spelt 'sion' Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists Lesson 8 Revise Apostrophes for possession, including singular and plural	Lesson 1 Teach Suffix '-ous' Lesson 2 Practise Suffix '-ous' Lesson 3 Apply Suffix '-ous' Lesson 4 Practise Proofreading Lesson 5 Revise Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-' Lesson 6 Practise/Apply Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-' Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists Lesson 8 Assess Words learnt so far Lesson 9 Teach Suffix '-ly' added to words ending in 'y', 'le' and 'ic' Lesson 10 Practise Suffix '-ly' added to words ending in 'y', 'le' and 'ic' Lesson 11 Assess Suffix '-ly' added to words ending in 'y', 'le' and 'ic'

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	Lesson 10 Teach Homophones (peace/piece, main/ mane, fair/fare) Lesson 11 Practise Homophones (peace/piece, main/ mane, fair/fare) Lesson 12 Apply Strategies for learning words: homophones (peace/piece, main/ mane, fair/fare) Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists Lesson 14 Practise Strategies for learning words: words from statutory and personal spelling lists Lesson 15 Assess Words from statutory and personal spelling lists: pair testing	Lesson 8 Assess Words from statutory and personal spelling lists: pair testing Lesson 9 Revise Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou' Lesson 10 Practise/Apply Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou' Lesson 11 Learn Strategies for learning words: words from statutory and personal spelling lists Lesson 12 Assess Words from statutory and personal spelling lists: pair testing Lesson 13 Teach Adding suffixes beginning with vowel letters to words of	Lesson 9 Practise Possessive apostrophe with plurals Lesson 10 Teach Homophones (scene/seen, mail/male, bawl/ball) Lesson 11 Practise Strategies for learning words: homophones (scene/seen, mail/male, bawl/ball) Lesson 12 Apply Homophones (scene/seen, mail/male, bawl/ball) Lesson 13 Assess Words already learnt from the statutory spelling test Lesson 14 Learn Strategies for learning words: words from statutory and personal spelling lists Lesson 15 Assess Error Analysis (teacher to do)	Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' Lesson 11 Assess Strategies at the point of writing: Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' Lesson 12 Learn Strategies for learning words: words from statutory and personal spelling lists Lesson 13 Assess Spellings learnt so far this term Lesson 14 Revise/Assess Spellings taught so far Lesson 15 Revise/Assess Spellings taught so far	Lesson 9 Practise Apostrophes for possession, including singular and plural Lesson 10 Teach Homophones Lesson 11 Practise Homophones Lesson 12 Apply Homophones Lesson 13 Assess Statutory words learnt during the year Lesson 14 Revise/Learn Strategies for learning words: words from statutory list that need further learning Lesson 15 Revise/Learn Strategies for learning words: words from statutory list that need further learning	Lesson 12 Learn Strategies for learning words: words from statutory and personal spelling lists Lesson 13 Assess Words learnt so far Lesson 14 Revise Work covered this term Lesson 15 Revise Work covered this term

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		more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’) Lesson 14 Practise Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’) Lesson 15 Apply Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’)				
Spelling	**Ongoing -** <u>Using a dictionary and thesaurus</u> Use the first 2 or 3 letters of a word to check its spelling in a dictionary					

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Spelling	<u>Prefixes and Suffixes</u> Revision from the work of Year 1 and 2: Pay special attention to the rules for adding suffixes. Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er' Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly' Suffix '-ly' with root words ending in 'le' and 'ic'	<u>Homophones</u> Spell further homophones (e.g. affect/effect, ball/bawl, berry/bury, brake/break, eight/ate, grate/great, weight/wait, son/sun, here/hear, heel/heal/he'll, knot/not, meet/meat, main/mane, rain/reign, plain/plane, heel/heal/he'll) <u>Using an apostrophe</u> Revise contractions from Year 2 Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]	<u>Segmenting to spell</u> Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual.	<u>Writing sentences</u> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	<u>Follow spelling rules</u> Learn Year 3-4 word list see <u>English appendix 1</u>	<u>Using a dictionary and thesaurus</u> Use the first 2 or 3 letters of a word to check its spelling in a dictionary

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Writing Genre	Linked to performance	Chocolate and the rainforest	How to Train a Dragon Adventure stories	Family changes	Myth & legend (Pandora's box)	Who let the gods out
Handwriting Vocabulary	As R- Y3 plus: Sloped writing Size, proportion and spacing Diminutives Print: captions, headings, labels, posters Font style					
Readiness and Posture	Be reminded to sit correctly and comfortably. Have a sharp pencil. Use the agreed language from PenPals Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]					
Handwriting/ joining	**PenPals Term 1** Ensure all letters and numbers are formed correctly.		**PenPals Term 2** Ensure all letters and numbers are formed correctly.		**PenPals Term 3** Master the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Master joining: To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	
Formation			Ensure all letters and numbers are formed correctly.			

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Composition ***Planning, writing (draft), Editing and Evaluating***	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. English appendix 2	To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.	To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.			
Awareness of Audience, Purpose and Structure	To write a range of In narratives and non-fiction pieces using consistent and appropriate structure(including genre-specific layout devices). To write a range of narratives that are well-structured and well-paced. To create detailed settings, characters and plots in narratives to engage the reader and to add atmosphere.	To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.			To write a range of In narratives and non-fiction pieces using consistent and appropriate structure(including genre-specific layout devices). To write a range of narratives that are well-structured and well-paced. To create detailed settings, characters and plots in narratives to engage the reader and to add atmosphere.	To write a range of In narratives and non-fiction pieces using consistent and appropriate structure(including genre-specific layout devices). To write a range of narratives that are well-structured and well-paced. To create detailed settings, characters and plots in narratives to engage the reader and to add atmosphere.

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Sentence construction and tense		To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' and 'I did rather than 'I done'.				
Alan Peat sentences	**All of years 1-3 plus:** 2 adjective pairs sentences	3_ed sentences	Emotion word, comma sentences	Personification of weather sentences	Last word, first word sentences	
Vocabulary Grammar & Punctuation	To always maintain an accurate tense throughout a piece of writing.	To always maintain an accurate tense throughout a piece of writing. To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.	To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial. To consistently use apostrophes for singular and plural possession.	To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.	

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English appendix 2 Progression for vocabulary, grammar and punctuation	Word suffixes- nouns Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) **Fronted adverbials** [for example, Later that day, I heard the bad news.]	Standard English forms for verb inflections instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*] Use of paragraphs to organise ideas around a theme	The grammatical difference between **plural** and **possessive** –s Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition
On going	***Register***		
Spoken Language – on going	listen and respond appropriately to adults and their peers maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Learn lines for our performance	ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication	articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas gain, maintain and monitor the interest of the listener(s)
Use of phrases and clauses		To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.

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Maths	Place Value / Addition	Multiplication / Division	Fractions	Geometry

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	4NPV–1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. 4NPV–2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and nonstandard partitioning. 4NPV–3 Reason about the location of any fourdigit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. 4NPV–4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts 4NF–3 Apply place-value knowledge to known	4MD–1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. 4MD–2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication. 4MD–3 Understand and apply the distributive property of multiplication.	Recall multiplication and division facts up to 12x12 , and recognise products in multiplication tables as multiples of the corresponding number. 4NF–2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.	4F–1 Reason about the location of mixed numbers in the linear number system. 4F–2 Convert mixed numbers to improper fractions and vice versa 4F–3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.	4G–1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant. 4G–2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons 4G–3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.

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	additive and multiplicative number facts (scaling facts by 100) 3AS - Add and subtract up to 3 digit numbers using columnar methods.				
Science	***Personal Development - Science investigations & play time*** how to predict, assess and manage risk in different situations				

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Science	**Sound** • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases.	**Animals and their habitats** •Construct and interpret a variety of food chains, identifying producers, predators and prey. • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things.	**Electricity** • Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors	**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 the temperature at which this happens in degrees Celsius (°C), • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	**Digestive system** • 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.	**Recap all learning**

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Scientist	Scientist- Aristotle- Sound waves	Terri Irwin- naturalist and conservationist	Scientist- Thomas Edison	Scientist- Daniel Fahrenheit Temperature Scale / Invention of the Thermometer	Scientist-Joseph Lister- antiseptic	
Big Question	Big question- How can we make different sounds? Other questions: What material is the most effective sound insulator? Does the length of material affect the pitch e.g. straw, string, wooden and metal ruler?	Big question- Are living things in danger? Other questions: What is the most common amount of legs among mini-beasts	Big question- What can we do with electricity? How does the number of batteries affect the brightness of a bulb? How does the number of bulbs affect the brightness of a bulb?	Big question- Where do ice cubes go when they disappear? Why does it rain and hail?	Big question- What do our bodies do with the food we eat?	

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Six areas of Working Scientifically	**Working Scientifically** Identify differences, similarities or changes related to simple scientific ideas and processes Ask relevant questions and use different types of scientific enquiries to answer them Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions **Comparative testing** Which material is best to use for muffling sound in ear defenders?	**Working Scientifically** Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables **Identifying and classifying** Can we use the classification keys to identify the animals **Research** Why are people cutting down the rainforests and what effect does that have? Ask relevant questions and use different types of scientific enquiries to answer them	**Working Scientifically** • Ask relevant questions and use different types of scientific enquiries to answer them • Make predictions from prior learning. • Set up simple practical enquiries, comparative and fair tests • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Use straightforward scientific evidence to answer questions or to support their findings • Gather, record, classify and present data in a variety of ways to help in answering questions **Fair Test** How does the thickness of a conducting material affect how bright the lamp is? **Observation over time** How long does a battery light a torch for?	**Working Scientifically** Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gather, record, classify and present data in a variety of ways to help in answering questions Use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions Ask relevant questions and use different types of scientific enquiries to answer them Identify differences, similarities or changes related to simple scientific ideas and processes **Identifying and classifying**	**Working Scientifically**

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	Are two ears better than one **<u>Fair test</u>** How does the volume of a drum change as you move further away from it? How does the length of a guitar string/tuning fork affect the pitch of the sound? **<u>Research</u>** Do all animals have the same hearing range?	Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.		Can you group these materials and objects into solids, liquids, and gases? **<u>Comparative testing</u>** Does seawater evaporate quicker than fresh water? **<u>Pattern seeking</u>** Is there a pattern in how long it takes different sized ice lollies to melt?	

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Computing	**Coding and Programming** I can use an efficient procedure to simplify a program. I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts. I can recognise an error in a program and debug it. I know that I need to keep testing my program while I am putting it together. I can use a variety of tools to create a program. I can use a sensor to detect a change which can select an action within my program. I recognise that an algorithm will help me to sequence more complex programs. I am beginning to recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology. E-Safety I can talk about the ways I can protect myself and my friends from harm online. I know that anything I share online can be seen by others. I use the safety features of websites as well as reporting concerns to an adult. I comment positively and respectfully online and through text messages.	**Multimedia** I can use an appropriate tool to share my work and collaborate online. I can use photos, video and sound to create an atmosphere when presenting to different audiences and for a particular purpose. I can change the appearance of text to increase its effectiveness and make use of a spellchecker to write and review my work. I am confident to explore new media to extend what I can achieve. **E-Safety** I choose websites, apps and games that are appropriate for my age. I choose a secure password and appropriate screen name when I am using a website I can talk about why I need to ask a trusted adult before downloading files and games from the Internet. using is on the Internet, the school network or my own device. I can create a hyperlink to a resource on the World Wide Web.	**E-Safety** I can help my friends make good choices about the time they spend online. I can tell you how to check who owns photos, text and clipart.

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***OS* – Personal development – online safety** **Online Safety**	**Self image and identity** -Explain how their online identity can be different to the identity they present in 'real life' and knowing this, describe the right decisions about how they interact with others and how others perceive them. **Online relationships/reputation** -Describe strategies for safe and fun experiences in a range of online social environments. -Give examples of how to be respectful to others online. Describe how others can find out information about them by looking online. -Explain ways that some of the information about them online could have been created, copied or shared by others.	**Online bullying** -Identify some online technologies where bullying might take place. -Describe ways people can be bullied through a range of media (e.g. image, video, text, chat). -Explain why they need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	**Privacy and security** -Explain what a strong password is. -Describe strategies for keeping their 2+++00-9p+ersonal information private, depending on context. -Explain that others online can pretend to be them or other people, including their friends. -Suggest reasons why they might do this. -Explain how internet use can be monitored	**Copyright and ownership** -When searching on the internet for content to use, explain why they need to consider who owns it and whether they have the right to reuse it, giving some simple examples.	**Health wellbeing and lifestyle** -Explain how using technology can distract them from other things they might do or should be doing. -Identify times or situations when they might need to limit the amount of time they use technology. -Suggest strategies to help them limit this time.	**Managing online information** -Analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. Understand what criteria have to be met before something is a 'fact'. -Describe how they can search for information within a wide group of technologies (e.g. social media, image sites, video sites). -Describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. -Explain that some people they 'meet online' (e.g. through social media) may be computer programmes pretending to be real people. -Explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.

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	OS what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships ***OS*** to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face ***OS*** about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact	***OS*** how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results ***OS*** about some of the different ways information and data is shared and used online, including for commercial purposes ***OS*** about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information	***OS*** about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation ***OS*** reasons for following and complying with regulations and restrictions(including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
PE	**Personal Development Daily mile:** How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle		

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PE	**<u>Gymnastics</u>** Develop strength, flexibility, control and balance. **<u>Fitness</u>** Develop strength, flexibility, control and balance.	**<u>Netball</u>** Begin to play competitive games and apply basic principles suitable for attacking and defending Learn to play fairly whilst following the rules Use running, jumping, throwing and catching techniques in isolation and in combination. **<u>Dance</u>** Develop strength, flexibility, control and balance. Begin to perform dances using a range of movement patterns. Begin to comment on others performances and offer constructive feedback	**<u>Netball</u>** Begin to play competitive games and apply basic principles suitable for attacking and defending Learn to play fairly whilst following the rules Use running, jumping, throwing and catching techniques in isolation and in combination. **<u>Tag Rugby</u>** Use running, jumping, throwing and catching techniques in isolation and in combination Begin to play competitive games and apply basic principles suitable for attacking and defending Learn to play fairly whilst following the rules	**<u>Cricket</u>** Begin to play competitive games and apply basic principles suitable for attacking and defending Learn to play fairly whilst following the rules Use running, jumping, throwing and catching techniques in isolation and in combination. **<u>Tag Rugby</u>** Use running, jumping, throwing and catching techniques in isolation and in combination Begin to play competitive games and apply basic principles suitable for attacking and defending Learn to play fairly whilst following the rules	**<u>Cricket</u>** Begin to play competitive games and apply basic principles suitable for attacking and defending Learn to play fairly whilst following the rules Use running, jumping, throwing and catching techniques in isolation and in combination. **<u>Athletics</u>** Begin to play competitive games and apply basic principles suitable for attacking and defending Learn to play fairly whilst following the rules Use running, jumping, throwing and catching techniques in isolation and in combination. Develop strength, flexibility, control and balance.	**<u>Recap all sports covered in Year 4.</u>** **<u>Football</u>** Begin to play competitive games and apply basic principles suitable for attacking and defending Learn to play fairly whilst following the rules Use running, jumping, throwing and catching techniques in isolation and in combination

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RE	***Personal Development – ongoing*** ***RE*** about the different groups that make up their community; what living in a community means ***RE*** to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own **Where do religious beliefs come from?** Christian		***RE*** about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong ***RE*** that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others ***RE*** that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart		***RE*** about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities ***RE*** to value the different contributions that people and groups make to the community	

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RE	**Where do religious beliefs come from?** Christian **Learning Objectives covered:** Identify the Bible as a source of authority for Christians. Identify the Laws of Moses and the teachings of the New Testament as sources of authority, and how these link with Christian beliefs. Identify the crucifixion of Jesus as an event which has shaped Christian belief. Describe how individuals, communities, society and experiences can shape beliefs.	**What do we mean by truth? Is seeing believing?** Multi, including Sikh views on God as truth **Learning Objectives covered:** Describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism. Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof. Give reasons for more than one point of view, providing pieces of evidence to support these	**How do/have religious groups contribute to society and culture?** Hindu/Christian **Learning Objectives covered:** Describe ways in which the Christian beliefs in God's compassion for the poor and the value of all people as equal in God's sight impact on and influence individual lives, communities and society. Describe ways in which dharma impacts on and influences Hindu life and society. • Describe some of the varying ways in which religious beliefs are practised both locally and globally with reference to Christianity and Hinduism. Identify ways in which beliefs might make a Christian or Hindu think about how they live their life.	**Why is there so much diversity of belief within Christianity?** Christian Includes some theological aspects **Learning Objectives covered:** Describe the difference between the terms 'religion' and 'belief'. Describe some of the varying ways in which Christianity is practised locally, nationally and globally. Identify events in history which have influenced Christianity, especially the East-West Schism and the Reformation	**What does sacrifice mean?** Multi/Humanist Learning Objectives covered: Describe different philosophical and theological answers to questions about sacrifice Identify ways in which beliefs about sacrifice influence the ways Christians and Muslims see the world. Identify ways in which beliefs about sacrifice impact the actions of Christians and Muslims Give reasons for more than one point of view on the importance of sacrifice, providing pieces of the evidence to support these views in both philosophy and sacred texts.	

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		views using the work of philosophers and truth claims from sacred texts.				
Geography	**<u>Physical and human Geography</u>** Discuss how changes in features of human/ physical geography can occur. Describe and understand key aspects of physical geography including climate zones. **<u>Location</u>** Locate the world's countries, using a map to focus on Europe, concentrating on their environmental regions. Use the eight points of a compass, four figure grid references and symbols to build their knowledge of the wider world. Use fieldwork to record and present the human/ physical features by sketching maps and making plans (Lindisfarne) **<u>Interpret</u>** Identify the position and significance of the Arctic and Antarctic Circles and Equator.		**<u>Rainforest</u>** Locate rainforests on a world map and explore the Amazon Rainforest Identify different layers on the rainforest and identify animals that live in the rainforest Identify products we get from the rainforest Understand where chocolate comes from Understand how chocolate is made (DT make a chocolate product) Understand why rainforests are under threat		**<u>Physical and human Geography</u>** Discuss how changes in features of human/ physical geography can occur. Understand geographical similarities/ differences through studying human/ physical **features of a region of a European country.** Describe and understand key aspects of physical geography including climate zones. Describe and understand the key aspects of economic activity including trade links. **<u>Location</u>** Locate the world's countries, using a map to focus on Europe, concentrating on their environmental regions. **<u>Mapping</u>** Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. Use the eight points of a compass, four figure grid references and symbols to build their knowledge of the wider world. **<u>Interpret</u>** Identify the position and significance of the Arctic and Antarctic Circles and Equator.	

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History	Gain and deploy historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' Understanding of Local, regional, national, international. <u>Chronology</u> -Place some historical periods in a chronological framework. Do they spot patterns in repetition of events occurring and begin to link them. - Begin to understand short term and long term timescales. -Use and recall dates and time periods <u>Historical enquiry</u> -Use sources of information in ways that go beyond simple observations to answer questions about the past. -Use a wide variety of resources to find out about aspects of life in the past. -Frame historical questions and form own opinions based on their research and findings. <u>Impact</u> -Use evidence to reconstruct life in time studied *-Identify key features, events and their impact* *-Look for links and effects in time studied offer a reasonable explanation for some events* *-Comprehend how people's lives have shaped this nation*		<u>Chronology</u> -Place some historical periods in a chronological framework. Do they spot patterns in repetition of events occurring and begin to link them. - Begin to understand short term and long term timescales. -Use and recall dates and time periods <u>Historical enquiry</u> -Use sources of information in ways that go beyond simple observations to answer questions about the past. -Understand that sources can contradict each other to analyse and the past can be represented and interpreted in different ways. -Use a wide variety of resources to find out about aspects of life in the past including written extracts from the time period that describe past societies and periods. -Frame historical questions and form own opinions based on their research and findings. <u>Impact</u> -Use evidence to reconstruct life in time studied -Identify key features, events and their impact -Look for links and effects in time studied offer a reasonable explanation for some events -Know and understand how ancient civilisations have impacted -Comprehend how people's lives have shaped this nation

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Art	Begin to explore complimentary colours Mix colours effectively. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Use watercolour paint to produce washes for background and then add detail.	**<u>Drawing</u>** Uses shading to show light and dark. Select appropriate pencils to show texture. Experiment using hatching and cross hatching to show tone and texture.	**<u>Sculpture:</u>** Use tools to carve and add shapes, texture and pattern. **<u>Appreciate and evaluate:</u>** Reflect upon own work and compare these with the work of others.
Artists study/Art Appreciation	**Artist: Monet**	**Famous artist: Picasso**	**Famous architect : Christopher Wren**

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DT	Explore\Technical knowledge Analyse items of clothing or accessories linked to another area of the curriculum (eg: religious festival or historical period). Design Identify design features and develop design criteria. Make Use measurement and pattern pieces to create clothing fitted to a specific user. Accurately measure, mark, join and assemble materials. Evaluate Investigate and evaluate a range of products including materials and techniques. Test and evaluate their own product against the design criteria and identify the strengths and areas for improvement in their work. THIS CAN BE LINKED TO THE PERFORMANCE	Explore\Technical knowledge Examine and disassemble a simple battery-powered product. (link to science - electricity). Explore and make a simple electrical circuit to enable a light bulb or buzzer to work. Design Develop, model and communicate their ideas through circuit drawings. Include switches and problems to solve. Eg: how to make the bulb brighter. Make Make the circuit as drawn and problem solve where necessary. challenge yourself to add bulbs, buzzer and batteries to observe changes. Evaluate Evaluate against your design criteria. What problems occurred and how did you solve them. What would you do differently next time?	Explore\Technical knowledge Know that to be active and healthy, food and drink are needed to provide energy for the body. Design Recognise the steps needed to prepare food safely and hygienically. Make Prepare a savoury dish using peeling, chopping, slicing and mixing. (could link this to topic eg: ancient Greece Evaluate Plan, carry out and record evaluations of food produced.
Music Assembly	**National Curriculum Aim One –** Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the work of the great composers and musicians.		

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Music	**<u>Singing</u>** Sing in one or two parts Know how to improve tone production and use diction and other vocal techniques ***Practice, rehearse and present a performance with an awareness of the audience** **<u>Play</u>** ***Clap, tap and internalise pulse** Begin to play tuned instruments by ear Become more familiar with pitch names	**<u>Listen</u>** Identify sounds and describe them using an increasing range of musical vocabulary ***Identify musical elements within pieces they listen to** Know how pitched and rhythmic sounds can be combined to create textures **<u>Appraise</u>** Respond to music through movement, dance and other expressive forms ***Recognise music from different times**	**<u>Listen</u>** Listen with sustained concentration Identify simple structures within music listened to. ***Identify metre (no. of beats in a bar)** ***Identify repeated phrases in music listened to**	**<u>Compose</u>** ***Choose sounds for particular effects eg to describe feelings and moods** Know that sounds can be created using IT resources Understand how rhythmic sounds can be combined Improvise simple melodies from a selected group of notes Compose music that has a recognisable structure e.g. question and answer, ABA form ***Improvise rhythmic and melodic ideas from a given stimulus** **Record compositions using graphic symbols that increasingly describe sounds in terms of pitch and duration** Make improvements to their own work,	***Maintain a melodic ostinato**

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					commenting on the intended effect Review the effectiveness of each other's compositions	
Spanish	Revision of Year 3 topics					
	• Animals	• Family	• Body parts • Hair and eye colour • Descriptions (using adjectives to describe family/ animals)	• Me gusta../ No me gusta… • Food and drink	Numbers 1-200 Revision and consolidation	Recap of skills

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Personal Development	***PSHE*** **Y4** about the relationship between rights and responsibilities ***Philosophy.*** how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with ***PSHE*** ***TDW*** about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background ***PSHE*** ***OS*** that personal behaviour can affect other people; to recognise and model respectful behaviour online	***Year 3 objectives*** Use picture dictionaries/ word mats to help with spellings. Use adjectives (eg. Colours) to describe things. Start to recognise that words can be masculine or feminine. Understand that an adjective usually follows a noun. Start to recognise 'tengo' (I have) and 'tienes' (you have), relating to Year 3 topics.	Listen to songs, stories, rhymes and short passages, for specific words and phrases Engage in conversations: Ask and answer questions. Broaden vocabulary and recognise an increasing range of familiar written words and phrases. Write simple words and sentences using a model. Recognise verbs tener (to have) in the 1st , 2nd and 3rd person (present tense)	Listen to songs, stories, rhymes and short passages, for specific words and phrases. Broaden vocabulary and recognise an increasing range of familiar written words and phrases. Try to make predictions about the meaning of some words, based on links to English eg dientes~dentist Write simple words and sentences using a model. Continue to use picture dictionaries/ word mats to help with spellings. Develop descriptions of people/ animals by using an increasing range of adjectives, starting to understand that the adjectival ending must agree with the noun. Understand how to form the negative.	Say aloud familiar words and make links between some phonemes, rhymes and spellings, applying Spanish phonics. Engage in conversations: Ask and answer questions. Memorise and present a short, spoken text within class/ in assembly Broaden vocabulary and recognise an increasing range of familiar written words and phrases. USING STORIES AND RHYMES Try to make predictions about the meaning of some words, based on links to English. eg. dientes~dentist Follow a short familiar text, listening and reading at the same time. Make links between some phonemes, rhymes and spellings. Write simple words and sentences using a model. Continue to use picture dictionaries/ word mats to help with spellings. Understand how to form the negative.	**Year 4 KPIs** Ask and answer questions. Follow a short familiar text, listening and reading at the same time. Make links between some phonemes, rhymes and spellings. Write simple words and sentences using a model. Understand that an adjective must agree with a noun.

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	PSHE OS. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know ***PSHE Y4*** to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary ***PSHE Y4*** the importance of seeking support if feeling lonely or excluded ***Science investigations & play time*** how to predict, assess and manage risk in different situations ***PSHE*** about the new opportunities and responsibilities that increasing independence may bring			Recognise verb tener (to have) in the 1st , 2nd and 3rd person (present tense) Understand that an adjective must agree with a noun.		

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	PSHE Y4 to recognise their individuality and personal qualities ***PSHE* Y3 & 4** to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others ***PSHE Y3 & 4*** a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; ***PSHE*** All Year Groups: that mental health, just like physical health, is part of daily life; the importance of taking care of mental health ***PE*** how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be					

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	physically active and some of the risks associated with an inactive lifestyle					

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	OS what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships ***OS*** to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face ***OS*** about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact	***PSHE OS TDW*** to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships ***PSHE*** recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact ***PSHE*** about seeking and giving permission (consent) in different situations ***PSHE OS*** how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this ***PSHE* Y4** about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns ***PSHE*** All Year Groups: about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online ***PSHE*** All Year Groups: about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with	***PSHE* Y4** different ways to keep track of money ***PSHE* Y4**to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability ***PSHE*** to recognise that there are different types of relationships (e.g. friendships, family relationships, online relationships) ***PSHE Y3*** strategies for keeping safe in the local environment or unfamiliar places (rail Y5 & 6, water, road Y3 & Y4 crossing, Y6 Bikeability.) and firework safety; safe use of digital devices when out and about ***Visitors*** about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe ***PSHE* (All Year Groups)** strategies to manage transitions between classes and key stages ***Y4 Science & Y6 Crucial Crew*** how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

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		family and friends can support mental health and wellbeing ***PSHE*** about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement ***Taught where appropriate***	***Daily Mile, PE, Y3 & 4 Science*** about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
	TG ***PSHE*** ***OS*** where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	***OS*** how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results ***OS*** about some of the different ways information and data is shared and used online, including for commercial purposes ***OS*** about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information	***OS*** about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation ***OS*** reasons for following and complying with regulations and restrictions(including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming