

<p style="text-align: center;">English Core Text: Iron Man Non-Fiction-Plastic Pollution</p> <p style="text-align: center;">Writing to entertain: Alternative opening Focus: Figurative language</p> <p style="text-align: center;">Writing to inform: Diary entry Focus: Emotive language</p> <p style="text-align: center;">Writing to persuade: Persuasive letter to the Mayor Focus: Rhetorical questions</p>	<p style="text-align: center;">Science <u>Scientific Enquiry</u></p> <ul style="list-style-type: none"> Children will ask relevant questions and use different types of scientific enquiries to answer them. They will set up simple practical enquiries, comparative and fair tests. Children will gather, record, classify and present data in a variety of ways to help in answering questions. Children will report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Children will use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions <p style="text-align: center;"><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> Children will recognise that living things can be grouped in a variety of way Children will explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Children will recognise that environments can change and that this can sometimes pose dangers to living things 	<p style="text-align: center;">Computing – Coding</p> <p>Children will be able to understand what an algorithm is. Children will be able to understand how to use a repeat command in coding. Children will know what debugging means. Children will be able to predict what objects will do on other programmes based on their knowledge of what the object is capable of.</p> <p>Children will be able to use all their coding knowledge to create a complex programme that tells a story. Children can show how a character repeats an action and explain how they caused it to do so.</p>
<p style="text-align: center;">Maths (P.V & Addition and subtraction) Children will: Place value of numbers up to 1000 Round numbers to the nearest 10, 100 and 1000 Count backwards through zero including negative numbers. Add and subtract numbers up to 4 digit using formal written methods. Identify, represent and estimate numbers using different representations. Solve problems using the above mathematics. Muddy Puddles- partitioning using nature</p>	<p>Year 4 Term 1 Environment</p>	<p style="text-align: center;">PE – Gym (floor) and Catching/throwing skills and games</p> <p>Within gymnastics lessons, children will develop fluency between movements, flexibility, control and balance. Will understand the importance of concentration when balancing. Children will show an understanding of why physical activity has health benefits. To develop controlled movement and flexibility. To develop an understanding of what gym is. To show control when copying and repeating gym poses. To develop their throwing and catching skills. To develop their hand eye coordination skills. To develop relevant techniques</p>
<p style="text-align: center;">Art <u>Eric Joyner – Robot art</u> (Paintings)</p> <ul style="list-style-type: none"> Children will use paint and equipment correctly. They will draw whole sketches with details of surroundings eg: including background They will solidify infill of shapes with coloured pencils and can produce a range of tones with each. Children will use the colour wheel to mix different shades of the same colour. <p style="text-align: center;">Muddy Puddles- Colour wheel autumn art</p>	<p style="text-align: center;">Fundamental British Values</p> <p>Children will understand the expectations of behaviour and expectations around school. Children will participate in a democratic vote for the roles of: school council representatives, eco warrior, digital leaders and class beacon. Children will show respect through looking after the Environment in our humanities lessons this term.</p> <p style="text-align: center;">Inspirational figures</p> <p style="text-align: center;">Art- Eric Joyner English- Ted Hughes Science- David Attenborough Geography- Greta Thunberg</p>	<p style="text-align: center;">History – Significant environmental figures</p> <p>Children can use a variety of resources to find out about aspects of life in the past. I can use a variety of resources to find out about aspects of life in the past (historical enquiry). Children can use a greater range of historical terms in order to describe, explain and discuss periods studied Children can ask and answer more complex questions about the past Discuss the importance of significant people</p>
<p style="text-align: center;">Design Technology <u>Robot designs</u></p> <ul style="list-style-type: none"> Children will describe the purpose of their products Indicate design features of their products that will appeal to intended users Use annotated sketches, some cross-sectional drawings and computer-aided design packages, to develop and communicate ideas Make design decisions that take account of the availability of resources Confidently select tools and equipment suitable to the task Select materials and machinery suitable to the task Measure, mark out, cut and shape materials and components with accuracy Assemble, join, and combine most materials accurately Identify the strengths and weaknesses in their ideas and products Investigate and analyse whether products can be recycled or re-used 	<p style="text-align: center;">PSHEE <u>How can we keep our minds happy?</u></p> <ul style="list-style-type: none"> Recognise feelings of negative pressure and how to manage them <ul style="list-style-type: none"> Identify who is responsible for their health and wellbeing Describe further the range and intensity of their feelings Consider how to manage complex and conflicting emotions <ul style="list-style-type: none"> Develop strategies to resolve disputes and conflict Appreciate the different types of relationships <p style="text-align: center;">CST-peace</p>	<p style="text-align: center;">RE <u>Domestic Church Family</u></p> <p>Children will be able to ask and respond to questions about family trees, including feelings and experiences. Most children will be able to retell and describe the stories of the characters in the bible. Most children will understand the links between the characters and how they are related. <u>Belonging Baptism and Confirmation</u> All children will understand the role of the Holy Spirit and that it is part of the Holy Trinity. All children will be able to identify Confirmation as a Sacrament and it's meaning to a Christian CST- Solidarity, common good.</p>
<p style="text-align: center;">MFL Portraits</p> <ul style="list-style-type: none"> Using a model to form a spoken sentence Listening and repeating further key phonemes with care Choosing appropriate adjectives from a wider range of adjectives Identifying items by colour and other adjectives Listening and selecting information Following a short text or rhyme, listening and reading at the same time 	<p style="text-align: center;">Music – Changes in pitch and tempo: Theme, rivers.</p> <ul style="list-style-type: none"> Create an accompaniment to a known song. Create descriptive music in pairs and small groups. Describe the different purposes of music throughout history and in other cultures. Understand that the sense of occasion affects the performance. Recognise and understand the terms pitch and tempo and use these in a composition. 	<p style="text-align: center;">Geography – The climate</p> <ul style="list-style-type: none"> Understand the term 'climate zones' and identify some differing ones. Include global warming and its implications. Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area. Children to ask questions about global warming. Discover the cause of global warming and research the implications. Reach reasoned and informed solutions and discuss the consequences for the future. Identify changes to be made in own lives in response to this. <p style="text-align: center;">Muddy Puddles- Global warming scenario cards CST- Creation and environment</p>

<p style="text-align: center;">English</p> <p>Core texts: Into the Jungle by Katherine Rundell Poetry: Walking with my iguana by Brian Moses</p> <p style="text-align: center;">Writing to entertain: poetry Focus: tankas and haikus</p> <p>Writing to inform: Non-chronological report Focus: expanded noun phrases.</p> <p>Writing to persuade: Balanced argument Focus: adverbials to link ideas</p>	<p style="text-align: center;">Science <u>Scientific Enquiry</u></p> <ul style="list-style-type: none"> Children will ask relevant questions and use different types of scientific enquiries to answer them. They will set up simple practical enquiries, comparative and fair tests. Children will gather, record, classify and present data in a variety of ways to help in answering questions. Children will report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Children will use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions <p style="text-align: center;"><u>Electricity</u></p> <ul style="list-style-type: none"> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts. 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 some common conductors and insulators, and associate metals with being good conductors 	<p style="text-align: center;">Computing – Animation</p> <p>Children have an understanding of animation 'frames'. Children have made a simple animation using 2Animate. Children know what the Onion Skin tool does in animation. Children can use the Onion Skin tool to create an animated image. Children can use backgrounds and sounds to make more complex and imaginative animations. Children know what stop motion animation is and how it is created..</p>
<p style="text-align: center;">Maths (Perimeter & Multiplication and division)</p> <p>Children will: Measure and calculate the perimeter of a rectilinear figure Convert between different units of measure Recall and use multiplication and division facts up to 12 x 12 Count in multiples of 6, 7, 8, 9, 25 and 1,000 Solve problems involving multiplying and adding Multiply two digit numbers by one digit To multiply by 0 and 1 Muddy Puddles- arrays with stones</p>	<p>Year 4 Term 2 Rainforests</p>	<p style="text-align: center;">PE – Gym (low and high apparatus), football skills and OAA</p> <p>Children will show an understanding of why physical activity has health benefits. Most children will take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Within gymnastics lessons, children will develop fluency between movements, flexibility, control and balance. Will understand the importance of concentration when balancing. Children will learn how to perform controlled movements from a height.</p>
<p style="text-align: center;">Art Claude Monet – Landscapes and Nature Art</p> <ul style="list-style-type: none"> Confidently works from imagination Communicates their own ideas and meanings through a range of materials and processes for a range of purposes Stipling using cotton buds. Nature art creations outside. Is aware that movement can be photographed in small slides. Can make a photobook showing the effect of movement (Links to Animation ICT) <p style="text-align: center;">CST- stewardship</p>	<p style="text-align: center;">Fundamental British Values</p> <p>Children will understand key e-safety rules within computing lessons. Children will learn about inspirational figures during Black History Month. Children will learn about Judaism within their RE lessons. School council, eco warriors, digital leaders and beacons will participate in meetings and provide feedback to the class. Children will understand their human rights, the rule of law and how laws are made.</p> <p style="text-align: center;">Inspirational figures</p> <p>Art- Claude Monet PE- Ellie Simmons English- Katherine Rundell Science- Thomas Edison Geography- Jackie Ronne</p>	<p style="text-align: center;">History – Amazon Tribes</p> <ul style="list-style-type: none"> Use historical concepts to frame valid questions Use mathematical skills to round up time differences between centuries and decades Use a greater range of historical terms in order to describe, explain and discuss periods studied Ask and answer more complex questions about the past Choose relevant material to present an aspect of life or of a study
<p style="text-align: center;">Design Technology <u>Recycled animal sculptures</u></p> <ul style="list-style-type: none"> Develop their own design criteria and use this to inform ideas. Explain their choices, giving evidence Select materials and machinery suitable to the task Order the main stages of making in logical steps Refer to their design criteria as they design and make Use their design criteria to evaluate and improve their completed products Investigate and analyse how well products have been designed and made Investigate and analyse why materials have been chosen Understand that materials have functional and artistic qualities Apply this thinking successfully to their own products 	<p style="text-align: center;">PSHE <u>How can we be a good friend?</u></p> <ul style="list-style-type: none"> Develop skills in negotiation and compromise Understand what makes a positive, healthy relationship (friendship) Recognise skills to maintain positive relationships Learn to give feedback and support to self and others Recognise and value wider range of feelings in others Respond appropriately to how others are feeling <p style="text-align: center;">Muddy Puddles- Muddy man hunt team building game CST- human dignity, solidarity</p>	<p style="text-align: center;">RE <u>Loving Advent</u></p> <ul style="list-style-type: none"> Children will be able to make links to show how feelings and beliefs affect their behaviour Some children will be able to make links between Advent and the arrival of the Messiah. Some children will be able to use a developing religious vocabulary to give reasons for the religious actions and symbols connected with the liturgical season of Advent and Christmas. <p style="text-align: center;">Judaism – Holy book</p> <p style="text-align: center;">CST- peace, solidarity, common good</p>
<p style="text-align: center;">MFL <u>Clothes</u></p> <ul style="list-style-type: none"> Recognising and answering simple questions which involve giving personal information Beginning to form opinion phrases Speaking in full sentences using known vocabulary Comparing sounds and spelling patterns with English Using language detective skills to decode vocabulary Noticing and beginning to predict key word patterns and spellings Following a short text or rhyme, listening and reading at the same time Recognising and using possessive adjective 'my' and pronouns he/she/it 	<p style="text-align: center;">Music – Body and tune percussion</p> <ul style="list-style-type: none"> Listen and compose four seasons music. Recognise how music can reflect different intentions. Present performances effectively. Choose instruments on the basis of internalized sounds. Analyse and comment on how sounds are used to create different moods. 	<p style="text-align: center;">Geography – Comparison Amazon/Antarctica</p> <ul style="list-style-type: none"> Focus in particular on the biomes of Antarctica and on the Amazon rainforest and make comparisons with the UK. Whilst studying Antarctica, look briefly at physical Geography around glaciers. While studying the Amazon rainforest, use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries, mountain ranges, capitals, rivers and oceans of South America. Identify the climate, the habitats, the plant and animal types and how people live in the rainforest. Study life in the Amazon rainforest through primary sources – recounts/photographs, and ask questions, make comparisons to life in the UK.

<p style="text-align: center;">English</p> <p>Core texts: How to train your dragon.</p> <p style="text-align: center;">Non-Fiction- Viking sagas</p> <p>Writing to inform: Non-chronological report mythical dragons Focus: nouns and pronouns</p> <p>Writing to entertain: narrative- adventure story Focus: characterisation</p>	<p style="text-align: center;">Science <u>Scientific Enquiry</u></p> <ul style="list-style-type: none"> Children will ask relevant questions and use different types of scientific enquiries to answer them. They will set up simple practical enquiries, comparative and fair tests. Children will gather, record, classify and present data in a variety of ways to help in answering questions. Children will report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Children will use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further question <p style="text-align: center;"><u>Animals including humans</u></p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;">Computing – Spreadsheets</p> <p>Children can use the number formatting tools within 2Calculate to appropriately format numbers.</p> <p>Children can add a formula to a cell to automatically make a calculation in that cell. Children can use the timer, random number and spin button tools. Children can combine tools to make fun ways to explore number. Children can make practical use of a spreadsheet to help them plan actions.</p>
<p style="text-align: center;">Maths (Multiplication and Division, Area and Fractions)</p> <p>Children will:</p> <p style="text-align: center;">Recognise and use factor pairs</p> <p>Multiply two and three digit numbers by a one digit number</p> <p style="text-align: center;">Solve problems using the above Mathematics</p> <p>Find the area of rectilinear shapes by counting squares</p> <p style="text-align: center;">To recognise common equivalent fractions</p> <p style="text-align: center;">Count up and down in hundredths</p> <p style="text-align: center;">Muddy Puddles- fraction wall with natural resources.</p>	<p>Year 4 Term 3 Vikings</p>	<p style="text-align: center;">PE – Racket Skills and Swimming</p> <p>To develop hand eye co-ordination, movement, agility, tactics and teamwork. By the end of the term children will understand the rules of Tennis and apply all of these skills in a competitive Tennis gameplay.</p> <p>To develop the skills of the front crawl, focusing on kicking and arms. To develop breathing techniques relating to swimming speeds. To introduce kicking their legs confidently whilst doing back stroke.</p>
<p style="text-align: center;">Art <u>Viking inspired art</u></p> <ul style="list-style-type: none"> Uses the technique of overlaying- building up the layers on the surface/colour mixes. (Layered Viking Long ship) Pastels to create a layered sunset Uses appropriate language Shape, forms, models and constructs from imagination (Shield homework) Competently works with different consistencies of paint (Water colours) 	<p style="text-align: center;">Fundamental British Values</p> <p>Children will understand key e-safety rules within computing lessons. Children will learn about the Eucharist within their RE lessons. School council, eco warriors, digital leaders and beacons will participate in meetings and provide feedback to the class. Children will look at inspirational figures in their History lessons.</p> <p style="text-align: center;"><u>Inspirational figures</u></p> <p>History- Alfred the Great Computing- Alan Turing RE- St. Valentine, St. Patrick English- Cressida Cowell</p>	<p style="text-align: center;">History – Vikings</p> <ul style="list-style-type: none"> Sequence recent history on a timeline Use a timeline in greater detail to sequence periods studied and key events within these Use evidence and sources to reconstruct life in time studied Identify key features and events of time studied Propose a reasonable explanation for events Use evidence to construct a picture of a past event Choose relevant material to present an aspect of life or of a study Ask a variety of questions using historical language Create a cohesive account of an event from a range of sources
<p style="text-align: center;">Design Technology <u>Historical Viking Shields</u></p> <ul style="list-style-type: none"> Generate realistic ideas, focusing on the needs of the user Make design decisions that take account of the availability of resources Use an extensive range of materials and machinery, e.g. textiles, mechanical, construction kits, electrical and food ingredients Investigate and analyse what methods of construction were used Investigate and analyse how well the products worked Investigate and analyse whether they achieved their purpose Investigate and analyse the needs/wants of the users Apply several finishing techniques accurately 	<p style="text-align: center;">PSHEE</p> <p style="text-align: center;"><u>How do we manage difficult emotions?</u></p> <ul style="list-style-type: none"> Ascertain how their actions can affect self and others Recognise and manage dares Describe further the range and intensity of their feelings Consider how to manage complex and conflicting emotions Recognise feelings of negative pressure and how to manage them <p style="text-align: center;">Muddy Puddles- The paint therapy method, supporting big emotions.</p>	<p style="text-align: center;">RE <u>Jesus the teacher</u></p> <ul style="list-style-type: none"> To know that God fulfilled his promise to Mary when Jesus was born. To reflect on the birth of Jesus for us and to understand the challenges Mary and Joseph faced. <ul style="list-style-type: none"> To know that Mary and Joseph took Jesus to the temple. <ul style="list-style-type: none"> To know that Jesus was born a Jew. To reflect on how Mary and Joseph found Jesus in the Temple. <ul style="list-style-type: none"> To know about the Baptism of Jesus. <ul style="list-style-type: none"> To reflect on what Jesus' baptism means for us. To know that Jesus called people to follow him. To be aware that as well as the disciples, we are also called to follow Jesus. <ul style="list-style-type: none"> CST- participation, common good, human dignity, distributive justice
<p style="text-align: center;">MFL <u>Numbers, calendars and birthdays</u></p> <ul style="list-style-type: none"> Beginning to use conversational phrases for purposeful dialogue Using a model to form a spoken sentence Comparing sounds and spelling patterns with English Noticing and beginning to predict key word patterns and spellings Using cognates and near cognates along with other detective skills to gist information Noticing and discussing cognates and beginning to identify language detective strategies Comparing schools and celebrations between France and the UK 	<p style="text-align: center;">Music – Developing singing techniques (Vikings)</p> <ul style="list-style-type: none"> Sing expressively with awareness and control of the expressive elements eg. Timbre, tempo and dynamics. Sing songs and create different vocal effects. Explore and perform different types of accompaniment Create an accompaniment to a known song. 	<p style="text-align: center;">Geography – Location of Viking invasions</p> <ul style="list-style-type: none"> Look at and produce pictures and labeled diagrams of different historical settlements over time. Ask and answer questions through own knowledge and self-conducted research. Study maps of Anglo Saxon settlements Draw conclusions about the location of the settlements based on prior knowledge Compare with current maps and make suggestions about change. Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed. Compare with trade in the past.

<p style="text-align: center;">English Core texts: Beowulf Poetry: Hot like fire by Valerie Bloom</p> <p style="text-align: center;">Writing to entertain: Poetry – Kennings Focus- Hyphens</p> <p style="text-align: center;">Writing to describe: Character description Focus: High level adjectives</p> <p style="text-align: center;">Writing to entertain: Narrative – Viking legend Focus: setting description</p>	<p style="text-align: center;">Science <u>Scientific Enquiry</u></p> <ul style="list-style-type: none"> Children will ask relevant questions and use different types of scientific enquiries to answer them. They will set up simple practical enquiries, comparative and fair tests. Children will gather, record, classify and present data in a variety of ways to help in answering questions. Children will report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Children will use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions <p style="text-align: center;"><u>Animals including humans</u></p> <ul style="list-style-type: none"> Construct and interpret a variety of food chains, identifying producers, predators and prey 	<p style="text-align: center;">Computing – Writing for different Audiences</p> <p>Children can analyse the contents of a web page for clues about the credibility of the information.</p> <p>Children have used 2Connect to mind-map ideas.</p> <p>Children have looked at and discussed a variety of written material where the font size and type are tailored to the purpose of the text.</p> <p>Children have used text formatting to make a piece of writing fit for its audience and purpose.</p>
<p style="text-align: center;">Maths (Fractions and decimals) Children will:</p> <p>Add and subtract fractions using the same denominator Calculate quantities using fractions Recognise and write decimal equivalents of any number Divide two digit numbers by 10 or 100 To identify the value of digits in a number including tenths and hundredths Solve simple measure and money problems</p>	<p>Year 4 Term 4 Anglo-Saxons</p>	<p style="text-align: center;">PE – Hockey and Swimming</p> <p>To use the hockey put correctly. To use the chipper to focus on the elevation of the ball. To learn how to choose shot selection to overcome obstacles. Children will show an understanding of why physical activity has health benefits. To develop the skills of the front crawl, focusing on kicking and arms. To develop breathing techniques relating to swimming speeds. To introduce kicking their legs confidently whilst doing back stroke.</p>
<p style="text-align: center;">Art Anglo-Saxon inspired art</p> <ul style="list-style-type: none"> Uses surface patterns/textures Relief and impress printing processes Use language appropriate to skill Understands how to use tints and tones to lighten and darken with the use of black and white Discuss in detail and describe differences and similarities between different practices and discipline 	<p style="text-align: center;">Fundamental British Values</p> <p>Children will participate in Anti-Bullying Week and raise money and awareness of its importance. Children will raise money and collect donations for local charities. Children will understand key e-safety rules within computing lessons. Children will participate in well-being sessions through the schools mental health practitioner focusing on managing worries and anxieties and understanding that others may have worries and anxieties. School council, eco warriors, digital leaders and beacons will participate in meetings and provide feedback to the class.</p> <p style="text-align: center;">Inspirational figures</p> <p>History- Alfred the great English- Michael Morpurgo PSHE- Malala Yousafzai, Martin Luther King Music- Adam de la Halle RE- St George</p>	<p style="text-align: center;">History – Anglo-Saxons settlements</p> <ul style="list-style-type: none"> Evaluate the usefulness of different sources Identify primary and secondary sources Use a wider range of resources to consider periods and events Discuss the importance of significant people (Alfred the Great) Use evidence to construct a picture of a past event Choose relevant material to present an aspect of life or of a study Ask a variety of questions using historical language Create a cohesive account of an event from a range of sources Start to make links between periods studied <p style="text-align: center;">Muddy Puddles- Saxons and Celts</p>
<p style="text-align: center;">Design Technology Anglo-Saxon architecture (houses) & Warburton’s visit</p> <ul style="list-style-type: none"> Gather information about the needs and wants of individuals and groups Share and clarify ideas confidently, through discussion Know that a single fabric shape can be used to make a 3D textile product Model ideas using prototypes and pattern pieces Follow procedures for safety and hygiene Know that a healthy diet is made up of a variety and balance of different foods and drinks, as depicted on ‘The Eat well Plate’ Know that to be active and healthy, food is needed to provide energy for the body Adapt recipes and know about substances that are needed for health, e.g. water, fibre and nutrients Recognise a range of fresh, pre-cooked and processed food 	<p style="text-align: center;">PSHEE <u>What is Diversity?</u></p> <ul style="list-style-type: none"> Appreciate difference and diversity (people living in uk) Respect values and customs of people around world Understand the value of agreeing and disagreeing to resolve differences Understand what is meant by ‘stereotypes’ Listen and respond respectfully to wide range of people and share views (ongoing) <p style="text-align: center;">CST- solidarity, subsidiarity, common good, human dignity</p>	<p style="text-align: center;">RE <u>Jesus the Saviour</u></p> <p>To know that Jesus travelled around teaching people To think about the Good News that Jesus teaches. To know some of the parables Jesus used to teach people. To reflect on the meaning on the parables for us. To know that Jesus came to show us the way to live. To think of ways in which we can be true followers of Jesus. To know that Jesus is truly God and, as man, truly human. To reflect on what Jesus as God and Man means for us. · To know about Jesus’ entry into Jerusalem. · To think about the importance of Holy Week for us. · To understand what happened on Holy Thursday. · To reflect on how we can show our love for Jesus</p> <p style="text-align: center;">Islam – Holy books</p> <p style="text-align: center;">CST- participation, common good, human dignity, peace, distributive justice</p>
<p style="text-align: center;">MFL <u>Food</u></p> <ul style="list-style-type: none"> Recognising and using the Euro currency. Comparing shops and high streets of France and UK Using indefinite article in the plural form Making short phrases or sentences using word cards Selecting and writing short words and phrases Using cognates and near cognates along with other detective skills to gist information Recognising and answering simple questions which involve giving personal information 	<p style="text-align: center;">Music – Rock and Roll</p> <ul style="list-style-type: none"> Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary Recognising, naming and explaining the effect of the interrelated dimensions of music. Beginning to improvise musically within a given style. Using musical vocabulary when discussing improvements to their own and others’ work. 	<p style="text-align: center;">Geography – Anglo Saxon Settlements</p> <ul style="list-style-type: none"> Look at and produce pictures and labeled diagrams of different historical settlements over time. Ask and answer questions through own knowledge and self-conducted research. Study maps of Anglo Saxon settlements Draw conclusions about the location of the settlements based on prior knowledge Compare with current maps and make suggestions about change. Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed. Compare with trade in the past.

<p style="text-align: center;">English</p> <p>Core texts: The True Story of the Three Little Pigs by Jon Scieszka and Lane Smith Non-Fiction: Carribean reference books</p> <p>Writing to inform: Newspaper report Focus: conjunctions</p> <p>Writing to entertain: Twisted fairy-tale Focus: first person</p>	<p style="text-align: center;">Science <u>Scientific Enquiry</u></p> <ul style="list-style-type: none"> Children will ask relevant questions and use different types of scientific enquiries to answer them. They will set up simple practical enquiries, comparative and fair tests. Children will gather, record, classify and present data in a variety of ways to help in answering questions. Children will report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Children will use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions <p style="text-align: center;"><u>Sound</u></p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;">Computing – Hardware investigators</p> <p>Children can name the different parts of a desktop computer. Children know what the function of the different parts of a computer is. Children can give examples of things that they wouldn't want to be in their digital footprint. Children can give reasons for limiting screen time</p> <p style="text-align: center;">Online safety</p> <p>Children know that security symbols such as a padlock protect their identity online. Children consider the reliability of the source of information when looking online. Children are able to take more informed ownership of the way that they choose to use their free time.</p> <p>They recognise a need to find a balance between being active and digital activities.</p>
<p style="text-align: center;">Maths (Decimals, Money and Time)</p> <p>Children will:</p> <p>Compare numbers with the same decimal places up to two decimal places Round decimals to the nearest whole number Recognise and write decimal equivalents to ¼, ½ and ¾. Identifying the value of the digit as ones, tenths and hundredths Estimate, compare and calculate different money amounts Solve money problems</p> <p>Read, write and convert time between analogue and digital 12 and 24 hour clocks Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.</p> <p style="text-align: center;">.Muddy Puddles- outdoor clocks</p>	<p>Year 4 Term 5 Caribbean</p>	<p style="text-align: center;">PE – Handball and Kwick cricket</p> <p>In handball, children will play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Children will show an understanding of why physical activity has health benefits.</p> <p style="text-align: center;">Developing batting and fielding skills with an over arm bowl. Learn how to field the ball and attack the stumps. Learn basic batting skills focusing on the hook shots.</p>
<p style="text-align: center;">Art Janice Sylvia Brock</p> <ul style="list-style-type: none"> Identifies the different forms art takes: books, pictures, wallpaper, fabrics etc. Make clear links between artists, craft makers, designers, architects and their own work. Uses language appropriate to skill Uses surface patterns/textures Expresses different feelings through drawing <p style="text-align: center;">Muddy Puddles- Muddy walk and talk to inspire ideas.</p>	<p style="text-align: center;">Fundamental British Values</p> <p>Children will understand key e-safety rules within computing lessons. Children will celebrate Mental Health week focusing on its theme 'Growing Together' and understand the impact they have on their own and others' lives. School council, eco warriors, digital leaders and beacons will participate in meetings and provide feedback to the class. Children will look at inspirational figures to support Black history month.</p> <p style="text-align: center;">Inspirational figures DT- Brianna McCarthy Art- Janice Sylvia Brock MFL- Camille Saint-Saens</p>	<p style="text-align: center;">History – Caribbean</p> <ul style="list-style-type: none"> Suggest similarities and differences for people, events and beliefs Discuss the importance of significant people Use a greater range of historical terms in order to describe, explain and discuss periods studied Ask and answer more complex questions about the past
<p style="text-align: center;">Design Technology Briana McCarthy (Clothes designer)</p> <ul style="list-style-type: none"> Recognise several inventors, designers, chefs, manufacturers and engineers, who have been influential in the design and technology industries Investigate and analyse who designed the products Investigate and analyse where products were designed and made Use learning from Science, Maths and other subjects to help design and make products that work Recognise that materials can be combined and mixed to create more useful characteristics 	<p style="text-align: center;">PSHEE</p> <p style="text-align: center;"><u>How do we grow and change?</u></p> <ul style="list-style-type: none"> Know where to get help, advice and support Identify who is responsible for their health and wellbeing Understand that the spread of infection can be prevented Links to healthy eating <p style="text-align: center;">CST- human dignity</p>	<p style="text-align: center;">RE <u>The Early Christians</u></p> <p>· To know that Jesus made Peter Head of the Church · To think about what this means for all Christians · To know that the Church began at Pentecost · To think about what the Holy Spirit is able to do · To know what happened to Stephen and Saul · To reflect on how God brings good out of evil · To know about the challenges of being an apostle · To reflect on how God worked through Paul and Silas · To know about Paul's missionary journeys · To reflect on Paul's faith and courage · To know about the teaching of the Apostles · To reflect on how this teaching helps us today</p> <p style="text-align: center;">CST- peace, stewardship, solidarity</p>
<p style="text-align: center;">MFL Eurovision song contest</p> <ul style="list-style-type: none"> Identifying some French-speaking countries Making comparisons of word order in French and English Using prepositions Recognising and beginning to apply rules for placement and agreement of adjectives Making short phrases or sentences using word cards Beginning to form opinion phrases <p style="text-align: center;">Listening and repeating further key phonemes with care</p>	<p style="text-align: center;">Music – Samba and Carnival sounds</p> <ul style="list-style-type: none"> Identify phrases that could be used as an introduction, an interlude or an ending. Describe the different purposes of music throughout history and in other cultures. Analyse and comment on how sounds are used to create different moods. Sing songs and create different vocal effects 	<p style="text-align: center;">Geography – Caribbean</p> <ul style="list-style-type: none"> Understand the difference between the Northern and Southern hemisphere. <ul style="list-style-type: none"> Identify the different hemispheres on a map. Use the compass points. Locate and label different countries/continents in the Northern and Southern hemisphere. Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres Identify and mark on a map the different countries of the Caribbean. Identify the major cities and consider how they differ to other regions in the country. Looking at photographs, children to compare and contrast the UK and Caribbean.

<p align="center">English</p> <p>Core texts: The Mysteries of Harris Burdick by Chris Van Allsberg Supported by extracts from The Wonderling, Harry Potter, Where Monsters Lie. <i>Shine by Sarah Asuquo</i></p> <p>Writing to entertain: narrative portal story blurb Focus: suspense and dialogue</p> <p>Writing to persuade: Persuasive leaflet- Visit the Caribbean Focus: fronted adverbials</p>	<p align="center">Science</p> <ul style="list-style-type: none"> Children will ask relevant questions and use different types of scientific enquiries to answer them. They will set up simple practical enquiries, comparative and fair tests. Children will gather, record, classify and present data in a variety of ways to help in answering questions. Children will report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Children will use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions <p align="center">States of matter</p> <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature 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 	<p align="center">Computing – Effective searching</p> <p>Children can structure search queries to locate specific information. Children have used search to answer a series of questions. Children have written search questions for a friend to solve.</p> <p align="center">Logo</p> <p>Children know what the different instructions are in Logo and how to type them. Children can follow simple Logo instructions to create shapes on paper. Children can follow simple instructions to create shapes in Logo. Children can create Logo instructions to draw letters of increasing complexity. Children can create shapes using the Repeat function. Children can find the most efficient way to draw shapes.</p>
<p align="center">Maths (Statistics, shape and direction)</p> <p>Children will:</p> <p>Interpret and present data using a range of graphical methods Solve problems using information in charts and graphs Identify acute and obtuse angles and compare angles Compare and classify geometric shapes including quadrilaterals and triangles Identify lines of symmetry in 2D shapes Complete simple symmetry Describe positions on a 2D grid as coordinates Describe movements between positions of translations <i>Muddy Puddles- lines of symmetry using natural resources.</i></p>	<p align="center">Year 4 Term 6 Fieldwork</p>	<p align="center">PE – Dance and Athletics</p> <p>Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare and evaluate performances against previous ones. Student to explore different ways on their own and explore different ways to test their agility.</p> <p>Understand how to use a range of jumps in athletics. Understand how to link movement patterns and dodging. Will learn how to do an over arm throw and catch consistently. Will learn to strike a bowled ball focussing on using power and strength. Pupils explore fielding techniques and test running and throwing skills.</p>
<p align="center">Art Brianna McCarthy (Art)</p> <ul style="list-style-type: none"> Draws whole sketches with details of surroundings e.g.: including background Confidently works from imagination Solidify infill of shapes with coloured pencils and can produce a range of tones with each Uses the technique of overlaying- building up the layers on the surface/colour mixes Communicates their own ideas and meanings through a range of materials and processes for a range of purposes 		<p align="center">Fundamental British Values</p> <p>Children will understand key e-safety rules within computing lessons. School council, eco warriors, digital leaders and beacons will participate in meetings and provide feedback to the class.</p> <p>Children will vote for their choice of charitable purchase from CAFOD using previous fundraising. Children will participate in an assembly from our local MP and understand the role of an MP, the rule of law and how laws are created.</p> <p>Children will participate in sports day led by their elected captains. Children will learn about Sikhism within RE.</p> <p align="center">Inspirational figures Art- Brianna McCarthy DT- Auguste Escoffier PE- Marcus Rashford</p>
<p align="center">Design Technology Auguste Escoffier (Chef and Inventor) / Ainsley Harriot</p> <ul style="list-style-type: none"> Know that food is farmed, reared, grown elsewhere (e.g. home, allotments), exported, imported or caught, this can be a local, regional and international scale Know how to prepare and cook a variety of savory and some sweet dishes safely and hygienically, including the use of a heat source. (Ice Cream and Rice dish) Know how to use a wide range of techniques, e.g. peeling, chopping, slicing, grating, mixing, spreading, kneading and baking Recognise several inventors, designers, chefs, manufacturers and engineers, who have been influential in the design and technology industries Consider the impact and innovative qualities of their products 	<p align="center">PSHEE</p> <p align="center"><u>How can we keep safe in our local area?</u></p> <ul style="list-style-type: none"> Manage risk in familiar situations and local environment Recognise people who help them to stay safe and healthy Know how to keep safe in the local environment Links to road safety <p align="center"><i>CST- stewardship, subsidiarity</i></p>	<p align="center">RE The Church</p> <p>To understand that the Church is a family · To be aware that we belong to the Church · To understand that the Church is Good News for people · To be aware that this Good News is also for us · To know about the different seasons in the Church's year · To think about why these times are important for us · To know about the Communion of Saints and the Holy Souls · To be aware of how they can help us · To know about God's call to individuals · To reflect on their responses · To deepen our understanding of Mary · To reflect on how she can help all of us.</p> <p align="center"><i>CST- option for the poor, human dignity, participation</i> Sikhism – Holy books</p>
<p align="center">MFL Weather</p> <ul style="list-style-type: none"> Using adapted phrases to describe an object or person Selecting and writing short words and phrases Using cognates and near cognates along with other detective skills to gist information Following a short text or rhyme, listening and reading at the same time Listening to songs, joining in with songs and noticing sound patterns Using language detective skills to decode vocabulary 	<p align="center">Music – Haiku music and performance</p> <ul style="list-style-type: none"> Identify melodic phrases and play them by ear Make their own symbols for notation to create a class graphic score. Create descriptive music in pairs and small groups. Choose instruments on the basis of internalized sounds. <p align="center"><i>Muddy Puddles- Natural resources to create own instruments.</i></p>	<p align="center">Geography Field work</p> <ul style="list-style-type: none"> Understand the 8 compass points and use them to explain/identify points on a map. To observe changes in the local area. Design questions and studies to conduct in the local area. Present data in an appropriate way using keys to make data clear. Identify local features on a map and begin to experiment with four figure grid references.