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|  | AU 1 | AU 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 |
| English – R and W | Recount InstructionsSetting descriptionCharacter descriptionStoryPoetryNon – chronological reportText - Egyptians | DiaryNews ReportLetterExplanation textText – The Tear Thief – Carol Ann Duffy | Descriptive passagesHow to guidesLettersDiscussionsNon-chronological reportsText – Cinderella of the Nile – Beverley Naidoo | Descriptive poemsPostcardsDialogueSetting descriptions as lettersRetellingsWinter’s Child – Angela McAllistair | Lost postersDialogueSetting and character descriptionsLedger entries InstructionsLetters of warningText – How to live forever- Colin Thompson | Warning posters, warning announcements, alternative endings, performance poetry, letters of apologyText – Jim, A Cautionary Tale – Hilaire Belloc |
| SPAG (see appendix 2) | What makes a sentenceCompound wordsExpanded noun phrasesAdjectivesCoordinating conjunctions4 sentence typesdge, g/ge (gem/large)c before e,i and y (icy, city)kn/gn (know, gnaw)wr (write, wrap)Y making different sounds e.g. silly, fly, Egypt, myth, pyramid,mystery | HomophonesAdjective, verb, adverb, nounSimile and metaphor – figurative language4 sentence typesDouble consonants where there is a short vowel sound followed by single consonant when adding suffix e.g. forgettingChanging the y to and I before adding edThe consonant letter is not doubled if the syllable is unstressed e,g. gardener, limiting,le (table, apple)el (tunnel, camel)a (want, watch)ment, –ness, –ful , –less and –ly | ou (double, trouble, country) and recap lePrefix – dis, mis and ine.g. disappear, mislead, incorrectI before L e.g. illegible, illegalBefore a root word starting with m or p, in– becomes im– e.g. impossible, impatientBefore a root word starting with r, in– becomes ir e.g irregular, irresponsiblere– means ‘again’ or ‘back’. re–: redo, refresh, return, reappear, redecorate Coordinating and subordinating conjunctionsParagraphs and using headings/subheadings | sub– means ‘under’. sub–: subdivide, subheading, submarine, submerge inter– means ‘between’ or ‘among’. inter–: interact, intercity, international, interrelated (inter + related) super– means ‘above’. super–: supermarket, superman, superstar anti– means ‘against’. anti–: antiseptic, anticlockwise, antisocial auto– means ‘self’ or ‘own’. auto–: autobiography, autograph | The suffix –ation is added to verbs to form nouns. The rules already learnt still apply. information, adoration, sensation, preparation, admiration | Recap and fill gaps |
| Maths | Place ValueAddition and SubtractionMeasurement – YR 4 onlyMultiplication and Division Unit A | Multiplication and Division Unit BLength and PerimeterFractionsMass and Capacity – Yr 3 onlyDecimals – Yr 4 only | FractionsDecimalsMoneyTimeShapeStatisticsPosition and direction – Yr 4 only |
| Science (see appendix A) | Movement and Nutrition – muscles and skeleton | Rocks and Soils (Link to Geog in Sum2) | Forces and Magnets | Light and Shadows | Plant Reproduction | Making Connections |
| Geography |  | What are rivers and how are they used? |  | Are all settlements the same? |  | Why do people live near volcanoes? |
| History | Egyptians |  | Stone Age to Iron age |  | Tudors – War of the Roses and Henry VIII life in Tudor Britain |  |
| RE | Forgiveness, serving others and Christian love- what makes us human? | Islam what is important to Muslims? | Do beliefs affect how we read texts?When faith is tested | Artistic interpretations of stories in the bible | What shapes our world view? Why do we think and feel the way we do? | What makes a good leader? Role models and their qualities |
| PSHE | **Families and relationships.**Setting ground rules and signposting\* Friendship issues and bullyingThe effects of bullying and the responsibility of the bystanderStereotyping - Gender Stereotyping - Age/disabilityHealthy friendships – boundariesLearning who to trustRespecting differences\*Change and loss - bereavement\* | **Health and Wellbeing**My health diaryDiet and dental healthRelaxation – stretchesWonderful meMy superpowersCelebrating mistakesCommunicating my feelingsMy happiness | **Safety and the Changing Body**Be kind onlineCyberbullyingShare awarePrivacy and secrecyFirst aid: Bites and stingsChoices and influencesEmergencies and calling for helpRoad safetyIntroducing puberty?Growing up? | **Citizenship**Recycling and reusingLocal community buildings and groupsLocal council and democracyRulesRights of the childHuman rights | **Economic Wellbeing**Spending choicesBudgetingMoney and emotionsJobs and careersGenders and careers | **Transition**Coping strategies |
| Art | **Craft and design: Ancient Egyptian scrolls** |  | **Painting and mixed media: Prehistoric painting** |  | **Sculpture and 3D: Mega materials** |  |
| Design Technology |  | **Cooking and nutrition: Eating seasonally**  |  | **Mechanical systems: Pneumatic toys** |  | **Structures: Constructing a castle** |
| Music | **Creating compositions in response to an animation** (Theme: Mountains)Learning to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation, building up layers of texture. | **Developing singing technique** (Theme: the Vikings)The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions. | **Ballads**Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad. | **Pentatonic melodies and composition** (Theme: Chinese New Year)Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies. | **Jazz**Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm. | **Traditional instruments and improvisation** (Theme: India)Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class. |
| French | **Pleased to meet you**• greetingsintroducing yourself• saying how you feel• numbers 0-10• saying your age• using formal and informal language | **All about me**classroom instructions;• body parts• action words• colours• clothes• using ‘un’ and ‘une’ for masculine and feminine nouns• using ‘et’ to join words in a list |  | **On the move**types of transport/ways of travelling• asking and answering about how you get to school• asking for directions• following directions• matching subject pronouns with the correct form of the verb• reading and saying words containing the French spelling ‘ch’ pronounced /sh/• substituting vocabulary to vary sentences. | **Where in the world?****countries**• continents• animals• identifying whether nouns are masculine or feminine• choosing the correct preposition ('en' for feminine countries, 'au' for masculine countries,'à' for islands)• using an English/French dictionary or online translator• using the past tense to say ‘J’ai vu...’• using the pronouns ‘il/elle’ correctly | **Holidays and hobbies**seasons• weather• countries• sports and hobbies• likes and dislikes;• using the third person plural of ‘être’• choosing the correct preposition ('en' for feminine countries, 'au' for masculine countries,'à' for islands)• using possessive adjectives ‘ma/mon/mes’ |
| Computing | Computing Systems and Networks – Networks | Programming  | Computing Systems and Networks - Emails | Computing systems and networks 3: Journey inside a computer  | Creating media: Video trailers (digital literacy) | Data handling: Comparison cards databases |