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|  | AU 1 | AU 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 |
| English – R and W | Recount  Instructions  Setting description  Character description  Story  Poetry  Non – chronological report  Text - Egyptians | Diary  News Report  Letter  Explanation text  Text – The Tear Thief – Carol Ann Duffy | Descriptive passages  How to guides  Letters  Discussions  Non-chronological reports  Text – Cinderella of the Nile – Beverley Naidoo | Descriptive poems  Postcards  Dialogue  Setting descriptions as letters  Retellings  Winter’s Child – Angela McAllistair | Lost posters  Dialogue  Setting and character descriptions  Ledger entries Instructions  Letters of warning  Text – How to live forever- Colin Thompson | Warning posters, warning announcements, alternative endings, performance poetry, letters of apology  Text – Jim, A Cautionary Tale – Hilaire Belloc |
| SPAG (see appendix 2) | What makes a sentence  Compound words  Expanded noun phrases  Adjectives  Coordinating conjunctions  4 sentence types  dge, 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 | Homophones  Adjective, verb, adverb, noun  Simile and metaphor – figurative language  4 sentence types  Double consonants where there is a short vowel sound followed by single consonant when adding suffix e.g. forgetting  Changing the y to and I before adding ed  The 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 le  Prefix – dis, mis and in  e.g. disappear, mislead, incorrect  I before L e.g. illegible, illegal  Before a root word starting with m or p, in– becomes im– e.g. impossible, impatient  Before a root word starting with r, in– becomes ir e.g irregular, irresponsible  re– means ‘again’ or ‘back’. re–: redo, refresh, return, reappear, redecorate  Coordinating and subordinating conjunctions  Paragraphs 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 Value  Addition and Subtraction  Measurement – YR 4 only  Multiplication and Division Unit A | | Multiplication and Division Unit B  Length and Perimeter  Fractions  Mass and Capacity – Yr 3 only  Decimals – Yr 4 only | | Fractions  Decimals  Money  Time  Shape  Statistics  Position 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 bullying  The effects of bullying and the responsibility of the bystander  Stereotyping - Gender  Stereotyping - Age/disability  Healthy friendships – boundaries  Learning who to trust  Respecting differences\*  Change and loss - bereavement\* | **Health and Wellbeing**  My health diary  Diet and dental health  Relaxation – stretches  Wonderful me  My superpowers  Celebrating mistakes  Communicating my feelings  My happiness | **Safety and the Changing Body**  Be kind online  Cyberbullying  Share aware  Privacy and secrecy  First aid: Bites and stings  Choices and influences  Emergencies and calling for help  Road safety  Introducing puberty?  Growing up? | **Citizenship**  Recycling and reusing  Local community buildings and groups  Local council and democracy  Rules  Rights of the child  Human rights | **Economic Wellbeing**  Spending choices  Budgeting  Money and emotions  Jobs and careers  Genders 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**  • greetings  introducing 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 |