

Year group: 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Fantasy story	Recount/diary	Historical narrative	Adventure story	Non-chronological report	Explanation: letters
	<p>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use fronted adverbials</p> <p>Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures)</p> <p>Use commas after fronted adverbials</p>	<p>Use Standard English forms for verb inflections</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Recognise the difference between plural and possessive 's'</p> <p>Build a varied and rich vocabulary</p>	<p>Variety of verb forms used correctly and consistently including the progressive and the present perfect forms</p> <p>Use Standard English for verb inflections</p> <p>Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs)</p> <p>Use and punctuate direct speech (using dialogue to show the relationship between characters)</p>	<p>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use and punctuate direct speech</p> <p>Use commas after fronted adverbials</p>	<p>Build a varied and rich vocabulary</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Use paragraphs to organise information and ideas around a theme</p> <p>Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular</p> <p>Recognise the grammatical difference between</p>	<p>Build a varied and rich vocabulary</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Use paragraphs to organise information and ideas around a theme</p> <p>Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular</p> <p>Recognise the grammatical</p>

					plural and possessive 's'	difference between plural and possessive 's'
Reading	Ask questions to improve understanding Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Discuss words and phrases that capture the reader's interest and imagination Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify main ideas drawn from more than one paragraph and summarise	Use dictionaries to check the meaning of words that they have read Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction	Discuss words and phrases that capture the reader's interest and imagination Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Identify themes and conventions in a wide range of books Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning	Use dictionaries to check the meaning of words that they have read Ask questions to improve understanding Retrieve and record information from non-fiction
Ongoing reading skills	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally Check that the text makes sense to them and discuss their understanding Participate in discussion about books Predict: Predict what might happen from					
Maths	Number & Place Value Addition & Subtraction	Length & perimeter Multiplication & Division	Multiplication & Division Area	Fractions Decimals	Decimals Money Time	Statistics Properties of shape Position and direction
	Count in multiples of 6, 7, 9, 25 and 1,000 Find 1,000 more or less than a given number Count backwards through 0 to include negative numbers	Convert between different units of measure Measure and calculate the perimeter of a rectilinear figure (including squares) in	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout Solve problems involving multiplying and adding, including using the distributive	Recognise and show, using diagrams, families of common equivalent fractions Count up and down in hundredths; recognise that hundredths arise when dividing an	Round decimals with one decimal place to the nearest whole number Compare numbers with the same number of decimal places up to two decimal places	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs

	<p>Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)</p> <p>Order and compare numbers beyond 1,000</p> <p>Identify, represent and estimate numbers using different representations</p> <p>Round any number to the nearest 10, 100 or 1,000</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> <p>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value</p> <p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p>	<p>centimetres and metres</p> <p>Recall multiplication and division facts for multiplication tables up to 12×12</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers</p> <p>Recognise and use factor pairs and commutativity in mental calculations</p>	<p>law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</p> <p>Find the area of rectilinear shapes by counting squares.</p>	<p>object by 100 and dividing tenths by 10</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <p>Add and subtract fractions with the same denominator</p> <p>Recognise and write decimal equivalents of any number of tenths or hundreds</p> <p>Recognise and write decimal equivalents $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$</p> <p>Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p>	<p>Solve simple measure and money problems involving fractions and decimals to two decimal places</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence</p> <p>Convert between different units of measure</p> <p>Read, write and convert time between analogue and digital 12- and 24-hour clocks</p> <p>Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days</p>	<p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>identify acute and obtuse angles and Compare and order angles up to two right angles by size</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry</p> <p>Describe positions on a 2-D grid as coordinates in the first quadrant</p>
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	Estimate and use inverse operations to check answers to a calculation Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why					Describe movements between positions as translations of a given unit to the left/right and up/down Plot specified points and draw sides to complete a given polygon
Religion	People Called	Gift Judaism	Community Giving and Receiving	Self-Discipline Islam	New Life Building Bridges	God's People
	<p>People To ask and respond to questions about their own and others' experiences and feelings about tracking back family trees. To ask questions about what they and others wonder about family trees.</p> <p>Called To ask questions about what they and others wonder about the reason for responses to being chosen. To make links to show how feelings and beliefs can affect the</p>	<p>Gift To make links between their beliefs about love, their behaviour and how it affects others. To compare their own and other people's ideas about questions of unconditional love.</p> <p>Judaism To learn about the Torah To prepare for Bar and Vat Mitzvah.</p>	<p>Community To ask and respond to questions about their own and others' experiences of being part of a community. To ask questions about what they and other wonder about the responsibility and commitment of belonging to a community and realise that some of these questions are difficult to answer. To make links to show how feelings and beliefs affect their commitment to</p>	<p>Self-Discipline To make links to show how feeling and beliefs affect their self-discipline and that of others. To compare their own and other people's ideas about questions concerning the need for self-discipline and realise that some of these questions are difficult to answer.</p> <p>Islam To learn about the Quran</p>	<p>New Life To make links to show how feelings of sadness and joy and the belief in the goodness of others, affects their own and others' behaviour. To compare their own and other people's ideas about how good news brings life.</p> <p>Building Bridges To show how feelings and beliefs affect their behaviour and that of others in respect to maintaining friendship. To compare their own</p>	<p>God's People To make links to show how feelings and beliefs affect their behaviour and that of others, using the example of Eric or other examples. To compare their own and other people's ideas about the question of what makes a person do extraordinary things and find it is difficult to answer. To show how their own and others' decisions about actions in life are</p>

	responses they might make to being chosen.		community and that of others. Giving and Receiving To make links to show how feelings and beliefs about giving and receiving affects their own behaviour and that of others. To compare their own and other people’s ideas about questions of giving and receiving that are difficult to answer.		and other people’s ideas about questions of building and maintaining friendship and realise that these questions are difficult to answer.	informed by beliefs and values.
Science I ask relevant scientific questions I use observations and knowledge to answer scientific questions	Living things and their habitats:	States of Matter	Electricity	Sound	Animals, including humans	Living things and their habitats:
	Can I group living things in different ways? Can I use classification keys to group, identify and name living things? Can I create classification keys to group, identify and name living things? Can I describe how changes to an	Can I group materials based on their state of matter? (solid, liquid, gas) Can I describe how some materials can change state? Can I explore how materials change state? Can I measure the temperature at which	Can I identify and name appliances that require electricity to function? Can I construct a series circuit? Can I identify and name the components in a series circuit? (including cells, wires, bulbs, switches and buzzers)	Can I describe how sound is made? Can I explain how sound travels from a source to our ears? Can I explore how sounds are made, associating some of them with vibrating? Can I find patterns between pitch and the object producing a sound?	Can I identify and name the parts of the human digestive system? Can I describe the functions of the organs in the human digestive system? Can I identify and describe the different types of teeth in humans?	Can I group living things in different ways? Can I use classification keys to group, identify and name living things? Can I create classification keys to group, identify and name living things? Can I describe how changes to an

	<p>environment could endanger living things?</p> <p><u>Identify & Classify</u> Classify animals into major groups such as vertebrates (animals with backbones) into fish amphibians, reptiles, birds and mammals: invertebrates into snails and slugs, worms, spiders and insects. Plants are more difficult to classify, but can be grouped into categories such as trees, grasses, flowers, and non -flowering plants such as ferns and mosses Use guides and keys to identify local small invertebrates Use classification keys</p> <p><u>Observation over time</u> They should identify how the local habitat changes throughout the year</p>	<p>materials change state?</p> <p>Can I describe the water cycle?</p> <p>Can I explain the part played by evaporation and condensation in the water cycle?</p> <p><u>Observation over time</u> Observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled. Observe and record evaporation over a period of time, such as a puddle in the playground or washing drying on a washing line</p> <p><u>Identify & Classify</u> Group and classify a variety of different materials</p> <p><u>Pattern seeking/Comparative test</u> Explore the effect of temperature on different substances</p>	<p>Can I draw a circuit diagram?</p> <p>Can I predict and test whether a lamp will light within a circuit?</p> <p>Can I describe the function of a switch in a circuit?</p> <p>Can I describe the difference between a conductor and an insulator, giving examples of each?</p> <p><u>Pattern seeking/Comparative test</u> Observing patterns, for example that the bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit</p> <p><u>Identify & Classify</u></p>	<p>Can I find patterns between the volume of a sound and the strength of the vibrations that produced it?</p> <p>Can I describe what happens to a sound as it travels away from its source?</p> <p><u>Pattern seeking/Comparative test</u> Explore how the pitch and volume of sounds can be changed in a variety of ways, and finding patterns in data. Finding patterns in the sounds that are made by different objects elastic bands of different thicknesses Make ear muffs from a variety of different materials to investigate which provides the best insulation against sound.</p>	<p>Can I describe the functions of different human teeth?</p> <p>Can I use food chains to identify producers, predators and prey?</p> <p>Can I construct food chains to identify producers, predators and prey?</p> <p><u>Pattern seeking/Comparative test</u> Find out what damages teeth</p> <p><u>Identify & Classify</u> Compare the teeth of carnivores and herbivores</p>	<p>environment could endanger living things?</p> <p><u>Identify & Classify</u> Classify animals into major groups such as vertebrates (animals with backbones) into fish amphibians, reptiles, birds and mammals: invertebrates into snails and slugs, worms, spiders and insects. Plants are more difficult to classify, but can be grouped into categories such as trees, grasses, flowers, and non -flowering plants such as ferns and mosses Use guides and keys to identify local small invertebrates Use classification keys</p> <p><u>Observation over time</u> They should identify how the local habitat</p>
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		such as chocolate, butter and cream. Investigate the effect of temperature on washing drying or snowmen melting	Group and classify a variety of different common appliances			changes throughout the year
Topic (History & Geography)	Romans		Anglo-Saxons		Local Area	
	<p>I talk about at least three things that the Romans did for our country</p> <p>I explain why the Romans needed to build forts in this country.</p> <p>I understand that Rome was a very important place and many decisions were made there</p> <p>I know about the lives of at least two famous Romans</p> <p>I know about some of the impacts of the Roman Empire on Britain</p> <p>I summarise how Britain may have learnt from other countries and civilisations (historically and more recently)</p> <p>I appreciate how our locality today has been shaped by what happened in the past</p> <p>I talk about the impact that periods of history studied had on the world</p>		<p>I explain where the Anglo-Saxons and Vikings came from and that they were often in conflict.</p> <p>I can place Anglo-Saxon and Viking historical events on a timeline</p> <p>I show on a map where the Vikings came from and where they invaded our country</p> <p>I know that Britain was invaded on more than one occasion</p> <p>I explain why the Vikings often overpowered the Anglo-Saxons</p>		<p>I plan a journey from my town/city to another place in England</p> <p>I carry out research to discover features of villages, towns and cities</p> <p>I name and locate some of the main islands that surround the United Kingdom</p> <p>I name the areas of origin of the main ethnic groups in the United Kingdom and in our school</p> <p>I explain the difference between the British Isles, Great Britain and the United Kingdom</p> <p>I can name and locate counties and cities of the United Kingdom, identify human and physical characteristics and understand how some of these have changed over time</p> <p>I can describe and understand key aspects of physical and human geography</p>	
Computing Digital literacy I recognise acceptable and unacceptable behaviour using technology	Algorithms & programming		Information technology		Information technology	
	<p>Experiment with variables to control models</p> <p>Give an on-screen robot specific instructions that takes them from A to B</p> <p>Make an accurate prediction and explain why I believe something will happen (linked to programming)</p> <p>De-bug a program</p>		<p>Select and use software to accomplish given goals</p> <p>Collect and present data</p>		<p>Select and use software to accomplish given goals</p> <p>Produce and upload a podcast</p>	

Art	Drawing Artist: Leonardo Da Vinci		Collage Artist: Henri Rousseau		Painting Artist: Friedensreich Hundertwasser
	<p>Begin to show facial expressions and body language in their sketches</p> <p>Identify and draw simple objects, and use marks and lines to produce texture</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement</p> <p>Show reflections</p> <p>Explain why they have chosen specific materials to draw with</p>		<p>Overlap materials</p> <p>Experiment using different colours</p> <p>Use mosaic</p> <p>Use montage</p> <p>Use ceramic mosaic</p> <p>Combine visual and tactile qualities</p>		<p>Create all the colours they need</p> <p>Create mood in their paintings</p> <p>Successfully use shading to create mood and feeling</p>
D.T.	Food – healthy and varied diet	Shell structures – using CAD	Electrical systems – simple programming and control	Mechanisms – pneumatics	
	Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing	Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the functional and	<p>Gather information about users' needs and wants, and develop design criteria to inform the design of products that are fit for purpose.</p> <p>Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.</p>	<p>Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user.</p> <p>Use annotated sketches and prototypes to develop, model and communicate ideas.</p> <p>Order the main stages of making.</p> <p>Select from and use appropriate tools with some accuracy to cut and join materials and</p>	

	<p>product for a particular user and purpose.</p> <p>Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</p> <p>Plan the main stages of a recipe, listing ingredients, utensils and equipment.</p> <p>Select and use appropriate utensils and equipment to prepare and combine ingredients.</p> <p>Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</p> <p>Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.</p> <p>Evaluate the ongoing work and the final</p>	<p>aesthetic purposes of the product.</p> <p>Develop ideas through the analysis of existing shell structures and use computer-aided design to model and communicate ideas.</p> <p>Plan the order of the main stages of making.</p> <p>Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy.</p> <p>Explain their choice of materials according to functional properties and aesthetic qualities.</p> <p>Use computer-generated finishing techniques suitable for the product they are creating.</p> <p>Investigate and evaluate a range of shell structures including the materials, components and techniques that have been used.</p> <p>Test and evaluate their own products against design criteria and the</p>	<p>Order the main stages of making.</p> <p>Select from and use tools and equipment to cut, shape, join and finish with some accuracy.</p> <p>Connect simple electrical components and a battery in a series circuit to achieve a functional outcome.</p> <p>Program a standalone control box, microcontroller or interface box to enhance the way the product works.</p> <p>Investigate and analyse a range of existing battery-powered products, including pre-programmed and programmable products.</p> <p>Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.</p>	<p>components such as tubing, syringes and balloons.</p> <p>Select from and use finishing techniques suitable for the product they are creating.</p> <p>Investigate and analyse books, videos and products with pneumatic mechanisms.</p> <p>Evaluate their own products and ideas against criteria and user needs, as they design and make.</p>
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	product with reference to the design criteria and the views of others.	intended user and purpose.				
P.E.	Swimming Invasion Games	Swimming Net/wall games	Swimming Invasion games	Swimming Striking/field games	Dance Striking/field games	Gymnastics Athletics
Music	Charanga Mamma Mia	Charanga Glockenspiels	Charanga Stop (Rap)	Charanga Lean on Me (Soul/Gospel)	Charanga Blackbird (Beatles)	Charanga Reflect, Rewind & Replay
	Perform a simple part rhythmically Sing songs from memory with accurate pitch Identify and describe the different purposes of music	Improvise using repeated patterns Use notation to record and interpret sequences of pitches Use notation to record compositions in a small group or on my own Explain why silence is often needed in music and explain what effect it has	Identify and describe the different purposes of music	Identify and describe the different purposes of music	Identify the character in a piece of music Identify and describe the different purposes of music	Begin to identify the style of work of Beethoven, Mozart and Elgar Identify and describe the different purposes of music
P.S.H.E.	Relationships <i>"Above all else, guard your heart, for everything you do flows from it." (Proverbs 4:23)</i>		Living in the Wider World <i>"Be completely humble and gentle; be patient, bearing with one another in love." (1 Corinthians 16:14)</i>		Health and Wellbeing <i>"Above all else, guard your heart, for everything you do flows from it." (Proverbs 4:23)</i>	
	Families and friendships Positive friendships, including online		Belonging to a community What makes a community; shared responsibilities		Physical health and Mental wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care	

	<p>Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively</p> <p>Rights Respecting To know that the United Nations govern a set of children's rights that aim to ensure every government ensures all children around the world have access to all children's rights To know a range of the UN Convention of the Rights of the Child articles (includes Rights Respecting Fortnight)</p>		<p>Media literacy and digital resilience How data is shared and used</p> <p>Money and work Making decisions about money; using and keeping money safe</p>		<p>Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>Keeping safe Medicines and household products; drugs common to everyday life</p>	
<p>Spanish</p>	<p>Revise previous vocabulary Learn fruits and perform role plays in a fruit shop</p>	<p>Family Learn more animals Christmas traditions New year traditions</p>	<p>Sports/ hobbies Pastimes</p>	<p>Easter Water cycle</p>	<p>Descriptions Parts of the body</p>	<p>Numbers 10-100 Practise writing in Spanish</p>