

YEAR 4	Autumn 1 Water Wonderful World	Autumn 2 EGYPTIANS	Spring 1 JOURNEY TO THE RIVER AMAZON	Spring 2 Dream	Summer 1 NATURAL DISASTERS	Summer 2 THE VIKINGS
Special Events, days, weeks, festivals, assembly		Anti- Bullying Week Egyptian Day Inter Faith Day	Safer Internet week Mental Health Day Number Day	World Book Day	Careers Day	Viking Day Residential Sports Day
Wow Start Celebration Finish	WOW afternoon - Literacy	WOW afternoon – Art workshop	WOW afternoon - Maths	WOW afternoon - Play	WOW afternoon – Poetry workshop	WOW afternoon – Viking Battle
Visits Visitors	Testwood Lakes	Ancient Egyptian Day	Marwell Zoo	Elizabethan to Now Architecture through time	Stubbington Study Centre	Viking Day Sports Day Beaulieu Residential
Parent Engagement	Writing recital	Ancient Egyptian art work shop Parents Evening	Explore maths	Play Parents evening	Poetry writing workshop	Viking Battle Reinactment
Spoken Language	<p>Listening- range of contexts and respond appropriately to adults and peers</p> <p>Instruction – follow complex directions and multi-step instructions without the need for repetition</p> <p>Questioning - that relate to what has been heard or presented, some justifiable reasoning</p> <p>Vocabulary – regular use of adjectives, adverbial phrases and extended noun phrases, increasing confidence of acceptable formal/informal, recognise and use powerful vocabulary in stories/ texts</p> <p>Discussion - descriptions, recounts and narrative retellings with specific details to actively engage listeners, debate and give clear opinions, adapt ideas in response to new information</p> <p>Participation - use intonation to emphasise punctuation, rehearse sentences and stories, converse in role, respond to feedback,</p> <p>Purpose - descriptions, recounts and narrative retellings with specific details to actively engage listeners, debate, give clear opinions, adapt and respond to new information</p>					
English Texts (Reading and Writing)	The Rhythm of the Rain Supported through rich non-fiction text	A Mummy Ate My Homework! - Thiago de Moraes	The Explorer – Katherine Rundell Supported through rich non-fiction text	A Midsummer Night’s Dream Supported through other versions of the text	Hurricane – David Weisner FLOOD – Alvaro F Villa	Arthur and the Golden Rope – Joe Todd Stanton Beowulf – Michael Morpurgo
Writing Genre	Explanation report – Water cycle Poetry- Cinquains Recount: Postcard	Setting Description Newspaper Report Performance Poetry	Narrative – Journey Story Recount – Explorer's Log Letter – To persuade - formal (Habitat issues)	Narrative - RETELL Playscript Letter – Informal	Instructions (Making an Electric Circuit) Poetry- Kennings Letter – email	Narrative – Norse Myths and Legends Character development in Narrative (Dialogue/ Show not Tell) Discussion Text (1 viewpoint)
Grammar and Punctuation	Standard English – verb inflections Expanding noun phrases	Paragraphs around theme Pronoun/noun – to aid commas and other punctuation	Direct speech – inverted	Comma - fronted adverbial	cohesion/avoid repetition Fronted adverbials	Apostrophe - plural possession Plural/possessive -s
Spelling	aw – augh/au Prefix – in/im/il/ir Homophones shun – sion /ee/ spelled as i	shun – ssion, tion, cian Ough Adding –ly to adverbs (See Spelling Overview for specific rules linked) Statutory spelling challenge words	Homophones Suffix – ation Prefix – sub, super Plural possessive apostrophes with plural words	S – sc C – ce/ci Prefix - bi Word families common words	Prefix – inter, anti, auto, ex, non Er. Er endings	Suffix – ous Adverbials Homophones/Near homophones /sh/ spelt as ch

				Statutory spellings challenge words		
Storytime Options: <i>(Choose according to cohort preferences, needs etc...highlight your current selection)</i>	Magicborn – Peter Bunzl The Hatmakers – Tamzin Merchant	The Mystery of the Egyptian Scroll – Scott Peters	The Land of Roar – Jenny McLachlan When Life Gives You Mangoes – Kereen Getten		The Last Bear – Hannah Gold	Loopy Limericks – John Foster The 1,000 Year Old Boy – Ross Welford Odd and the Frost Giants – Neil Gaiman
Banister Book Bear	Leon and the Place Between – Angela Mcallister and Grahame Baker-Smith					
Poetry	Cinquain Poem Belonging Street – Mandy Coe November Night- Adelaide Crapsey Snow – Adelaide Crapsey Winter - Adelaide Crapsey At the Gate – John Foster Mirror – John Foster	Performance Poetry The Treasure – Clare Bevan			Kennings Sun Kenning – James Carter Today I Feel – Gervais Phinn	
Maths	Numbers to 10,000 Addition and Subtraction	Multiplication and Division	Multiplication and Division Graphs Fractions Review and Revision	Fractions Time Decimals	Money Volume and Length Area	Shape Position and Direction Position and Movement Review and Revision
Science	States of Matter	Sound	Living Things and their Habitats	Animals Including Humans	Electricity	End of year enquirey
Religious Education	Devotion / Worship (all) Why people worship Temple / Mosque Belonging	Interpretations (Ch) Comparing the birth narratives	Wisdom (S) Wisdom of Gurus	Ritual: (Ch) Paschal candle Church Belonging	Good and Evil (H) Holi Love	Sewa (S) Service Gurudwara Community
History		Ancient Egypt (Achievements of Earliest Civilisations DEPTH STUDY)		The Anglo -Saxons (LKS NC) (Locality)		The Vikings (LKS NC) (Locality)
Geography	The water cycle and land use		Rainforests		Earthquakes and tsunamis	
Art	<u>Drawing & Sketchbooks</u> Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing. Disciplines: Drawing, Sketchbooks	<u>The Drawing Journey</u> Minimum of 2 x 10 minutes a week to help ensure the continuation of sketchbook and drawing skill development.	<u>Working in Three Dimensions</u> Sculpture, Structure, Inventiveness & Determination What can artists learn from nature? Disciplines: Drawing, Sketchbooks, Sculpture	<u>The Drawing Journey</u> Minimum of 2 x 10 minutes a week to help ensure the continuation of sketchbook and drawing skill development.	<u>Surface & Colour</u> Exploring Still Life Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work. Discipline: Painting, Drawing, Collage, Sketchbooks, Relief	<u>The Drawing Journey</u> Minimum of 2 x 10 minutes a week to help ensure the continuation of sketchbook and drawing skill development.

Design Technology		Torches Electrical Systems		Pavilions Structures		Moving Monster Mechanisms
Computing	Computing Systems and Networks - The Internet	Creating Media - Photo Editing	Programming A - Repetition in Shapes	Creating Media - Audio Production	Programming B - Repetition in Games	Data and Information - Data Loggers
Online Safety	Health, Wellbeing and Lifestyle Privacy and Security	Online Relationships (Anti-bullying week)	Online Reputation Self-image and Identity (Safer Internet Day)	Online Bullying	Copyright and Ownership	Managing Online Information
Personal, Social, Health and Relationships	Caring friendships Mental Wellbeing Respectful relationships	Drugs, alcohol and tobacco	Belonging to a community	Health and prevention	Mental wellbeing	Money and work
Leader In Me	Creating a leadership classroom Habit 1 – Be proactive	Habit 1 – Be proactive Habit 2 – Begin with the end in mind Habit 3 – Put First things first	Habit 3 – Put First things first Habit 4 – Think win-win	Habit 5 – Seek first to understand then to be understood Habit 6 – Synergise	Habit 7 – Sharpen the Saw	More ways to lead (beyond habit 7)
Music	<p>Each child will continue to learn using their advanced instrument. Children will continue to develop their skills in reading notation with more challenging expectations including rhythm; pitch; dynamics; repeats; tempo and genre.</p> <p>Children will work as an orchestra at various=s points through the year with the other children from their year group with different instruments.</p> <p>Each half term will provide children with a challenging orchestral piece of music which combines the learning from prior learning steps with a final performance. These set works include In the Hall of the Mountain King (classical), C – Jam Blues (blues), We Will Rock You (rock) and more.</p> <p>These set pieces will enhance the learning of the children by encouraging a ‘team’ approach, promoting opportunities for children to improvise and compose, and, to perform as an orchestra more often in readiness for progressive skills in Year 5.</p>					
Physical Educaiton	Football / Hockey Gymnastics Unit 1	Dance Gymnastics Unit 2	Volleyball Dance Unit 1	Tag rugby Dance Unit 2	Athletics OAA	Strike and field Athletics
French	Vocabulary: J’ai/Tu as Dans ma trousse Items of clothing x 5 Je mets/Tu mets Oui/Non Des Grammar: Gender of nouns Plural nouns 1 st and 2 nd person - avoir 1 st and 2 nd person - mettre		Vocabulary: C’est Days of the week Numbers 11-20 Grammar: Plural nouns		Vocabulary: C’est Ce n’est pas Qui est-ce? Colours x 6 De quelle couleur est-ce? Grammar: Negative - ne.. pas 3 rd person singular être Position of colour adjective	

