

YEAR 4	Autumn 1 Water Wonderful World	Autumn 2 EGYPTIANS	Spring 1 DREAM	Spring 2 NATURAL WORLD	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	Minstead Study	Ancient Egyptian Day	Marwell Zoo	Science VR Question of Faith Day	Stubbington Study Centre	Viking Day Sports Day
Parent Engagement	Poetry recital	Ancient Egyptian art work shop Parents Evening	Explore maths	Parents evening	Poetry workshop	Viking Battle Reinactment
Spoken Language	<ul style="list-style-type: none"> <li>Frequently listens and responds appropriately to adults and their peers.</li> <li>Frequently uses relevant strategies to build their vocabulary.</li> <li>Frequently ask relevant questions to extend their understanding and knowledge.</li> <li>Frequently uses spoken language to develop understanding through speculating, hypothesising, imagining exploring ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently participates in discussions, presentations, performances, role play, improvisations and debates.</li> <li>Frequently uses relevant strategies to build their vocabulary.</li> <li>Frequently gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>Frequently articulates and justifies answers, arguments and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently maintains attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>Frequently articulates and justifies answers, arguments and opinions.</li> <li>Frequently uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>Frequently uses relevant strategies to build their vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>Frequently speaks audibly and fluently with an increasing command of Standard English eg: <i>Most subject and verb choices agree. (e.g. was/were; did/done).</i></li> <li>Frequently maintains attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently considers and evaluates different viewpoints, attending to and building on the contributions of others.</li> <li>Frequently uses relevant strategies to build their vocabulary.</li> <li>Frequently participates in discussions, presentations, performances, role play, improvisations and debates.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently considers and evaluates different viewpoints, attending to and building on the contributions of others.</li> <li>Frequently uses relevant strategies to build their vocabulary.</li> <li>Frequently selects and uses appropriate registers for effective communication.</li> <li>Frequently gains, maintain and monitor the interest of the listener(s).</li> </ul>
English Texts (Reading and Writing)	1) The Rhythm of the Rain Grahame Baker-Smith 2) Flood Alvaro F. Villa	1) A Mummy Ate my Homework! Thiago de Moraes 2) The Story of Tutankhamun	1) A Midsummer’s Night Dream William Shakespeare edited by Tony Ross	1) Our Planet – David Attenborough	1) Earth Shattering Events – Robin Jacobs 2) Varmints – Helen Ward and Marc Craste	1) Beowulf Michael Morpurgo 2) Arthur and the Golden Rope – Joe Todd Stanton

			2) Something Fishy (LS Animation)	2) Wild Life: The extraordinary adventures of David Attenborough.		
<b>Writing Genre</b>	<p>Poetry – Haiku</p> <p>Diary**** – Journey down the river.</p> <p>Setting <b>Description</b></p>	<p>Instructions****: How To Guide</p> <p>Inform: Museum Exhibition</p> <p>Narrative: Action sequence</p>	<p>Narrative: Play Script*</p> <p>Non-Chron Shakespeare/ Entertainment in the Tudor Period</p> <p>Description: Creating atmosphere (Positive Intent)</p>	<p>Diary****: Expedition</p> <p>Non- Fiction: David Attenborough Voiceover</p> <p>Persuade**: Letter</p>	<p>Explanation****: Natural Disaster</p> <p>TV News Report</p> <p>Description: Atmosphere (Negative intent)</p>	<p>Poetry: Kenning</p> <p>Narrative – Legend using dialogue</p> <p>Discussion*</p>
<b>Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Use of modifying adjectives, nouns and prepositional phrases to</li> <li>Order of adjectives</li> </ul> <p><u>Where, When How Sentences</u> Use a fronted adverbial of place, time or manner to build a sentence. Eg: In the town square, at 5 o'clock, the morning sun rose slowly.</p> <p>Recap Y2 content:</p> <ul style="list-style-type: none"> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Fronted adverbial followed by a comma</li> <li>Use of paragraphs around a theme</li> <li>Difference between plural and possessive s</li> </ul> <p><u>-ing + Character Sentence</u> Use an -ing verb followed by a comma, and then the character's name or pronoun eg: Laughing, Mum helped Daniel off the floor. Gasping, he beckoned the other workers to come and see his discovery.</p> <p>Recap Y2 content:</p> <ul style="list-style-type: none"> <li>Commas in a list</li> </ul> <p>Y4 content:</p> <ul style="list-style-type: none"> <li>Apostrophes to mark plural possession</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate choice of pronoun or noun <b>within and across sentences</b> to aid cohesion and avoid repetition.</li> </ul> <p><u>(Y3) When, If, Although Sentences</u> Use When, if, or although to extend a sentence with a subordinate clause or use When, if or although to start a subordinate clause to open a sentence. Eg: I left my coat at home although it was raining <b>OR</b> Although it was raining, I left my coat at home.</p> <ul style="list-style-type: none"> <li>Use of a comma to mark a fronted adverbial.</li> </ul>	<ul style="list-style-type: none"> <li>Verb inflections: we were instead of we was <b>OR</b> I did rather than I done</li> </ul> <p><u>Present Perfect Sentences</u> Pronoun + have + ed verb Eg: You have travelled a long way. Kasim has climbed the mountain.</p>	<ul style="list-style-type: none"> <li>Use of paragraphs around a theme</li> </ul> <p><u>Double -ed Sentences</u> Use two -ed adjectives followed by a comma eg: Worried and scared, Nicola watched the rain fall outside for yet another day.</p> <ul style="list-style-type: none"> <li>Use of inverted commas and other punctuation to indicate direct speech</li> </ul>	<p><u>Double ly Sentences</u> Use two -ly adjectives followed by a comma eg: Shakily and slowly, Grendel crawled back to his hideaway.</p> <p><u>Speaker First Sentences</u> Write the speaker's name (or pronoun) followed by a said synonym and comma. Then write the speech in inverted commas. Eg: The train driver yelled, "All aboard!"</p>
<b>Spelling The Spelling Book</b>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>Words with the /k/ sound spelt ch (Greek in origin)</p> <p>Prefixes: im, il</p>	<p>The suffix -ation</p> <p>Homophones and near-homophones</p>	<p>Prefixes: mis, dis</p> <p>Possessive apostrophe with plural words</p>	<p>Words with the /s/ sound spelt sc (Latin in origin) eg: scheme</p> <p>Endings which sound like spelt -tion, -sion, -ssion, -cian /jən/,</p>	<p>Words with endings sounding like or /ʒə/ -sure -ture</p> <p>Prefixes: sub, inter</p>	<p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) eg: antique</p>
<b>Class Reader</b>	The Weather Weaver – Tamsin Mori	A Mummy Ate my Homework! Thiago de Moraes	Magiborn – Peter Bunzl	Kensuke's Kingdom – Michael Morpurgo	The Last Bear - Hannah Gold	Norse Myths – Kevin Crossley-Holland
<b>Banister Book Bear</b>	Leon and the Place Between – Angela Mcallister and Grahame Baker-Smith					

<b>Guided Reading</b>	1) The Rhythm of the Rain Grahame Baker-Smith  2) Flood Alvaro F. Villa + range of Non-Fiction based on the water cycle and rivers.	The Story of Tutankhamun	What's so special about Shakespeare? Michael Rosen	Indian Lowlands: Expedition Diary – Simon Chapman	1) Earth Shattering Events – Robin Jacobs  2) Varmints – Helen Ward and Marc Craste	1) Beowulf Michael Morpurgo 2) Arthur and the Golden Rope – Joe Todd Stanton
<b>Maths</b>	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
<b>Science</b>	States of Matter	Electricity	Living Things and their Habitats	Animals Including Humans	Sound	End of year enquirey
<b>Religious Education</b>	<b>Devotion / Worship (all)</b> Why people worship Temple / Mosque <b>Belonging</b>	<b>Interpretations (Ch)</b> Comparing the birth narratives	<b>Wisdom (S)</b> Wisdom of Gurus	<b>Ritual: (Ch)</b> Paschal candle Church <b>Belonging</b>	<b>Good and Evil (H)</b> Holi <b>Love</b>	<b>Sewa (S)</b> Service Gurudwara <b>Community</b>
<b>History</b>		Ancient Egypt (Achievements of Earliest Civilisations DEPTH STUDY)		The Anglo -Saxons (LKS NC) (Locality)		The Vikings (LKS NC) (Locality)
<b>Geography</b>	Rivers and the Water Cycle		Biomes		Natural Disasters	
<b>Art</b>	<u>Drawing &amp; 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 &amp; 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.
<b>Design Technology</b>		Torches Electrical Systems		Pavilions Structures		Moving Monster Mechanisms
<b>Computing</b>	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
<b>Online Safety</b>	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

<b>Personal, Social, Health and Relationships</b>	Caring friendships Mental Wellbeing Respectful relationships	Drugs, alcohol and tobacco	Belonging to a community	Health and prevention	Mental wellbeing	Money and work
<b>Leader In Me</b>	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)
<b>Music</b>	<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 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>					
<b>Physical Educaiton</b>	Football / Hockey  Gymnastics Unit 1	Dance  Gymnastics Unit 2	Volleyball  Dance Unit 1	Tag rugby  Dance Unit 2	Athletics  OAA	Strike and field Athletics
<b>French</b>	Autumn		Spring		Summer	
	<b>Phonetics 1-2</b> Early language Teaching	<b>Seasons</b> Early Language Teaching	<b>Vegetables</b> Early Language Teaching	<b>Presenting Myself</b> Intermediate Teaching	<b>My Family</b> Intermediate Teaching	<b>In the classroom</b> Intermediate Teaching
	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Grammar</b>	
	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Read aloud short pieces of text applying knowledge learnt from 'Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	