

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	- Frequently listens and responds appropriately to adults and their peers. - Frequently uses relevant strategies to build their vocabulary. - Frequently ask relevant questions to extend their understanding and knowledge. - Frequently uses spoken language to develop understanding through speculating, - hypothesising, imagining exploring ideas.	- Frequently participates in discussions, presentations, - performances, role play, improvisations and debates. - Frequently uses relevant strategies to build their vocabulary. - Frequently gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. - Frequently articulates and justifies answers, arguments and opinions.	- Frequently maintains attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. - Frequently articulates and justifies answers, arguments and opinions. - Frequently uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. - Frequently uses relevant strategies to build their vocabulary.	- Frequently gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. - 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> - Frequently maintains attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	- Frequently considers and evaluates different viewpoints, attending to and building on the contributions of others. - Frequently uses relevant strategies to build their vocabulary. - Frequently participates in discussions, presentations, performances, role play, improvisations and debates.	- Frequently considers and evaluates different viewpoints, attending to and building on the contributions of others. - Frequently uses relevant strategies to build their vocabulary. - Frequently selects and uses appropriate registers for effective communication. - Frequently gains, maintain and monitor the interest of the listener(s).
English Texts (Reading and Writing)	1) The Rhythm of the Rain Grahame Baker-Smith 2) Flood Alvaro F. Villa (Picture Book)	1) The Story of Tutankhamun by Patricia Cleveland-Peck 2) Secrets of a Sun King – Emma Carroll	1) A Midsummer's Night Dream 2) William Shakespeare edited by Tony Ross 3) Dreamgiver (LS Animation)	1) Our Planet – David Attenborough 2) Wild Life: The extraordinary adventures of 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 Literacy Shed Plus - LitShed Resource // Viking Village Film Unit 7-9

Writing Genre	Poetry – Haiku Diary**** – Journey down the river. Setting Description	Instructions***: How To Mummify Guide Inform: Museum Exhibition Narrative: Action sequence	Narrative: Play Script* Non-Chron Shakespeare/ Entertainment in the Tudor Period Description: Creating atmosphere (Positive Intent)	Diary****: Expedition Account Non- Fiction: David Attenborough Voiceover Persuade**: Letter	Poetry: Verse – figurative language Explanation***: Natural Disaster TV News Report Narrative: Setting change- the sensory shock of The Buffer Zone	Poetry: Kennings Narrative – Legend using dialogue Discussion* Should Arthur go on the quest?
Grammar and Punctuation	Recap Y2 content: - Use of capital letters, full stops, questions marks and exclamation marks to demarcate sentences. - Expanded noun phrases - Use of modifying adjectives, nouns and prepositional phrases - Order of adjectives	Recap Y2 content: - Commas in a list - Y4 content: - Apostrophes to mark plural possession - Fronted adverbial followed by a comma - Use of paragraphs around a theme - Difference between plural and possessive s	- Use of a comma to mark a fronted adverbial. - Use of a comma to mark a subordinate clause - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Verb inflections: we were instead of we was OR I did rather than I done	Use of inverted commas and other punctuation to indicate direct speech	Use two –ly adjectives followed by a comma eg: Shakily and slowly, Grendel crawled back to his hideaway.
Spelling	Adding suffixes beginning with vowel letters to words of more than one syllable Words with the /k/ sound spelt ch (Greek in origin) Prefixes: im, il	The suffix –ation Homophones and near-homophones	Prefixes: mis, dis Possessive apostrophe with plural words	Words with the /s/ sound spelt sc (Latin in origin) eg: scheme Endings which sound like spelt –tion, –sion, –ssion, –cian /ʃən/,	Words with endings sounding like or /ʒə/ -sure - ture Prefixes: sub, inter	Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) eg: antique
Class Reader	The Weather Weaver – Tamsin Mori	The Story of Tutankhamun by Patricia Cleveland-Peck Secrets of a Sun King – Emma Carroll	Magicborn – Peter Bunzl	Kensuke’s Kingdom – Michael Morpurgo	Where the World Turns Wild – Nicola Penfold	Beowulf - Michael Morpurgo Arthur and the Golden Rope – Joe Todd Stanton
Banister Book Bear	Leon and the Place Between – Angela Mcallister and Grahame Baker-Smith					
Guided Reading	A range of Non-Fiction based on the water cycle and rivers.	Secrets of a Sun King – Emma Carroll	What’s so special about Shakespeare? Michael Rosen	Indian Lowlands: Expedition Diary – Simon Chapman	Where the World Turns Wild – Nicola Penfold	Norse Myths – Kevin Crossley-Holland
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	Rivers and the Water Cycle		Biomes		Natural Disasters	
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	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. Children will work as an orchestra at various=s points through the year with the other children from their year group with different instruments. 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. 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.					
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	Autumn		Spring		Summer	
	Phonetics 1-2 Early language Teaching	Seasons Early Language Teaching	Vegetables Early Language Teaching	Presenting Myself Intermediate Teaching	My Family Intermediate Teaching	In the classroom Intermediate Teaching
	Listening		Speaking		Writing	Grammar

	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...'