



Medium Term Planning Year 4 Curriculum

YEAR 4	TREASURES OF THE RAINFOREST	Our Local Area from Anglo Saxon Settlement to Today	THE VICIOUS VIKINGS
	AUTUMN	SPRING	SUMMER
LITERACY COVERAGE	<u>Narrative</u> Stories in Imaginative Worlds Where the Forest Meets the Sea (3 weeks)	<u>Narrative</u> Stories from other Cultures Anansi Stories (3 weeks)	<u>Narrative</u> Diaries Diary of a Wimpy Kid and other Diary examples (3 weeks)
	<u>Narrative</u> Adventure Stories Charlie and the Chocolate Factory (3 weeks)	<u>Information Texts</u> Linked to topic (3 weeks)	<u>Narrative</u> Myths & Legends Norse Myths (3 weeks)
	<u>Explanations Texts</u> (3 weeks)	<u>Riddles, Kennings & Clerihews</u> (2 weeks)	<u>Newspaper Reports</u> (3 weeks)
	<u>Non-Fiction</u> Persuasive Writing		<u>Instructions</u> (3 weeks)

Transcription	Grammar	<p>Objective: To punctuate accurately</p> <p>Develop understanding of writing concepts by:</p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using the present perfect form of verbs in contrast to the past tense. (Use the correct verb inflection instead of local dialect.) • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Noun phrases expanded by addition of modifying adjectives) • Using conjunctions, adverbs and prepositions to express time and cause. • Using fronted adverbials (Later that day) • Indicate grammatical and other features by: <ul style="list-style-type: none"> ➤ Using commas after fronted adverbials. ➤ Indicating possession by using the possessive apostrophe with plural nouns. (The grammatical difference between plural and possessive -s) ➤ Using and punctuating direct speech 	<p>Objective: To punctuate accurately</p> <p>Develop understanding of writing concepts by:</p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using the present perfect form of verbs in contrast to the past tense. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using conjunctions, adverbs and prepositions to express time and cause. • Using fronted adverbials • Indicate grammatical and other features by: • Using commas after fronted adverbials. • Indicating possession by using the possessive apostrophe with plural nouns. • Using and punctuating direct speech 	<p>Objective: To punctuate accurately</p> <p>Develop understanding of writing concepts by:</p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using the present perfect form of verbs in contrast to the past tense. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using conjunctions, adverbs and prepositions to express time and cause. • Using fronted adverbials • Indicate grammatical and other features by: • Using commas after fronted adverbials. • Indicating possession by using the possessive apostrophe with plural nouns. • Using and punctuating direct speech
	Spelling (See NC Spelling List)		<p>Terminology for pupils: determiner, pronoun, possessive pronoun, adverbial.</p> <p>Objective: To spell correctly</p> <ul style="list-style-type: none"> • Use prefixes and suffixes and understand how to add them. • Spell further homophones. • Spell correctly often misspelt words. • Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<p>Objective: To spell correctly</p> <ul style="list-style-type: none"> • Use prefixes and suffixes and understand how to add them. • Spell further homophones. • Spell correctly often misspelt words. • Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Composition	Presentation	<p><u>Objective: To present neatly.</u></p> <ul style="list-style-type: none"> • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately 	<p><u>Objective: To present neatly.</u></p> <ul style="list-style-type: none"> • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately 	<p><u>Objective: To present neatly.</u></p> <ul style="list-style-type: none"> • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately
	Purpose	<p><u>Objective: To write with purpose</u></p> <ul style="list-style-type: none"> • Write for a wide range of purposes using the main features identified in reading. • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve. 	<p><u>Objective: To write with purpose</u></p> <ul style="list-style-type: none"> • Write for a wide range of purposes using the main features identified in reading. • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve. 	<p><u>Objective: To write with purpose</u></p> <ul style="list-style-type: none"> • Write for a wide range of purposes using the main features identified in reading. • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve.
	Imaginative Description	<p><u>Objective: To use imaginative description</u></p> <ul style="list-style-type: none"> • Create characters, settings and plots. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns. 	<p><u>Objective: To use imaginative description</u></p> <ul style="list-style-type: none"> • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns. 	<p><u>Objective: To use imaginative description</u></p> <ul style="list-style-type: none"> • Create characters, settings and plots. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns.
	Organisation	<p><u>Objective: To organise writing appropriately and use paragraphs</u></p> <ul style="list-style-type: none"> • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting. • Organise paragraphs around a theme. • Sequence paragraphs. 	<p><u>Objective: To organise writing appropriately and use paragraphs</u></p> <ul style="list-style-type: none"> • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting • Organise paragraphs around a theme. • Sequence paragraphs. 	<p><u>Objective: To organise writing appropriately and use paragraphs</u></p> <ul style="list-style-type: none"> • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting • Organise paragraphs around a theme. • Sequence paragraphs.

	Sentence Construction	<p>Objective: To use sentences appropriately</p> <ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences. • Write sentences that include: <ul style="list-style-type: none"> ➤ conjunctions ➤ adverbs ➤ direct speech, punctuated correctly ➤ clauses ➤ adverbial phrases. 	<p>Objective: To use sentences appropriately</p> <ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences. • Write sentences that include: <ul style="list-style-type: none"> ➤ conjunctions ➤ adverbs ➤ direct speech, punctuated correctly ➤ clauses ➤ adverbial phrases. 	<p>Objective: To use sentences appropriately</p> <ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences. • Write sentences that include: <ul style="list-style-type: none"> ➤ conjunctions ➤ adverbs ➤ direct speech, punctuated correctly ➤ clauses ➤ adverbial phrases.
Analyse and Presentation	Analysis	<p>Objective: To analyse writing Use and understand grammatical terminology when discussing writing and reading: Year 4</p> <ul style="list-style-type: none"> • pronoun, possessive pronoun, adverbial. 	<p>Objective: To analyse writing Use and understand grammatical terminology when discussing writing and reading: Year 4</p> <ul style="list-style-type: none"> • pronoun, possessive pronoun, adverbial. 	<p>Objective: To analyse writing Use and understand grammatical terminology when discussing writing and reading: Year 4</p> <ul style="list-style-type: none"> • pronoun, possessive pronoun, adverbial.
	Presentation	<p>Objective: To present writing</p> <ul style="list-style-type: none"> • Read aloud writing to a group or whole class, using appropriate intonation. 	<p>Objective: To present writing</p> <ul style="list-style-type: none"> • Read aloud writing to a group or whole class, using appropriate intonation. 	<p>Objective: To present writing</p> <ul style="list-style-type: none"> • Read aloud writing to a group or whole class, using appropriate intonation.
Reading	<p>Essential Opportunities</p> <ul style="list-style-type: none"> • Read and listen to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart. • Use the school and community libraries. • Look at classification systems. • Read and listen to whole books. • Read books that are structured in different ways and reading for a range of purposes. • Used dictionaries to check the meaning of words they have read. 			
	Accuracy	<p>Objective: To read words accurately</p> <ul style="list-style-type: none"> • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings 	<p>Objective: To read words accurately</p> <ul style="list-style-type: none"> • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings 	<p>Objective: To read words accurately</p> <ul style="list-style-type: none"> • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings

Understanding Texts		<p>Objective: To understand texts</p> <ul style="list-style-type: none"> • Draw inferences from reading • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text 	<p>Objective: To understand texts</p> <ul style="list-style-type: none"> • Draw inferences from reading • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text 	<p>Objective: To understand texts</p> <ul style="list-style-type: none"> • Draw inferences from reading • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text
		Listening		<p>Objective: To listen carefully and understand</p> <ul style="list-style-type: none"> • Engage in discussions, making relevant points. • Ask for specific additional information to clarify. • Understand the meaning of some phrases beyond the literal interpretation

Communication	Developing vocabulary	<p><u>Objective: To develop a wide and interesting vocabulary</u></p> <ul style="list-style-type: none"> • Use time, size and other measurements to quantify. • Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. • Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. 	<p><u>Objective: To develop a wide and interesting vocabulary</u></p> <ul style="list-style-type: none"> • Use time, size and other measurements to quantify. • Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. • Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. 	<p><u>Objective: To develop a wide and interesting vocabulary</u></p> <ul style="list-style-type: none"> • Use time, size and other measurements to quantify. • Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. • Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.
	Speaking	<p><u>Objective: To speak with clarity</u></p> <ul style="list-style-type: none"> • Use verbs with irregular endings. • Use a mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud. 	<p><u>Objective: To speak with clarity</u></p> <ul style="list-style-type: none"> • Use verbs with irregular endings. • Use a mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud. 	<p><u>Objective: To speak with clarity</u></p> <ul style="list-style-type: none"> • Use verbs with irregular endings. • Use a mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud.
	Story Telling	<p><u>Objective: To tell stories with structure</u></p> <ul style="list-style-type: none"> • Bring stories to life with expression and intonation. • Read the audience to know when to add detail and when to leave it out. 	<p><u>Objective: To tell stories with structure</u></p> <ul style="list-style-type: none"> • Bring stories to life with expression and intonation. • Read the audience to know when to add detail and when to leave it out. 	<p><u>Objective: To tell stories with structure</u></p> <ul style="list-style-type: none"> • Bring stories to life with expression and intonation. • Read the audience to know when to add detail and when to leave it out.
	Conversation	<p><u>Objective: To hold conversations and debates</u></p> <ul style="list-style-type: none"> • Make relevant comments or ask questions in a discussion or a debate. • Seek clarification by actively seeking to understand others' points of view. • Respectfully challenge opinions or points, offering an alternative. 	<p><u>Objective: To hold conversations and debates</u></p> <ul style="list-style-type: none"> • Make relevant comments or ask questions in a discussion or a debate. • Seek clarification by actively seeking to understand others' points of view. • Respectfully challenge opinions or points, offering an alternative. 	<p><u>Objective: To hold conversations and debates</u></p> <ul style="list-style-type: none"> • Make relevant comments or ask questions in a discussion or a debate. • Seek clarification by actively seeking to understand others' points of view. • Respectfully challenge opinions or points, offering an alternative.

Number - Place Value - 4-digit numbers (1)

- identify, represent and estimate numbers using different representations
- count in multiples of 6, 7, 9, 25 and 1000
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- round any number to the nearest 10, 100 or 1000
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Place Value - 4-digit numbers (2)

- identify, represent and estimate numbers using different representations-
- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- order and compare numbers beyond 1000
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

Addition and Subtraction

- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- 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.

Multiplication and Division (2)

- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- 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 law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign

Measure - Area

- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence

Fractions (1)

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
- 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

Decimals (2)

-)add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to $1/4$; $1/2$; $3/4$
- 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
- 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
- solve simple measure and money problems involving fractions and decimals to two decimal places

Money

- solve simple measure and money problems involving fractions and decimals to two decimal places
- estimate, compare and calculate different measures, including money in pounds and pence

Time

- convert between different units of measure [for example, kilometre to metre; hour to minute]

Statistics

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

Measure - Perimeter

-convert between different units of measure [for example, kilometre to metre; hour to minute]
-measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.

Multiplication and Division (1)

-recall multiplication and division facts for multiplication tables up to 12×12 .
-use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
-solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Fractions (2)

-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
-add and subtract fractions with the same denominator

Decimals (1)

-count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
-recognise and write decimal equivalents of any number of tenths or hundredths
-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
-solve simple measure and money problems involving fractions and decimals to two decimal places

Geometry - Angles and 2D shapes

-compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
-identify acute and obtuse angles and compare and order angles up to two right angles by size
-identify lines of symmetry in 2-D shapes presented in different orientations
-complete a simple symmetric figure with respect to a specific line of symmetry

Geometry - Position and Direction

-describe positions on a 2-D grid as coordinates in the first quadrant
-describe movements between positions as translations of a given unit to the left/right and up/down
-specified points and draw sides to complete a given polygon

The Rainforest

Objective: To investigate places

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Explain own views about locations, giving reasons.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use a range of resources to identify the key physical and human features of a location.

Anglo Saxon settlements in our local area (see Collins Connect)

Objective: To investigate places

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Name and locate the countries of Europe and identify their main physical and human characteristics.
- Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. –

Objective: To Investigate patterns

- human geography, including settlements and land use.
- Describe geographical similarities and differences between countries.
- Describe the locality of the school has changed over time.

To communicate geographically

- Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

Vikings

Objective: To investigate places

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Name and locate the countries of Europe and identify their main physical and human characteris

Anglo Saxons**Objective: To investigate and interpret the past**

- Use evidence to ask questions and find answers to questions about the past.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history.
- Describe the social, ethnic, cultural or religious diversity of past society.

Objective: To build an overview of world history

- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

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Objective: To build an overview of world history

- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Describe changes that have happened in the locality of the school throughout history.
- Give a broad overview of life in Britain.
- Compare some of the times studied with those of other areas of interest around the world

Objective: To understand chronology

Place events, artefacts and historical figures on a time line using dates.

- Use dates and terms to describe events.

Objective: To communicate historically

- Use appropriate historical vocabulary to communicate, including dates, time period, era, change, chronology.
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past

Living Things in their Habitat
Animals Including Humans

Objective: To work scientifically

- Ask relevant questions.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations and displays
- Identify differences, similarities or changes related to simple, scientific ideas and processes.
- Use straightforward, scientific evidence to answer questions or to support their findings

Electricity

Objective: To work scientifically

- Ask relevant questions.
- Set up simple practical enquiries and comparative and fair tests.
- Make accurate measurements using standard units, using a range of equipment
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests
- Identify differences, similarities or changes related to simple, scientific ideas and processes.
- Use straightforward, scientific evidence to answer questions or to support their findings

States of Matter

Sound

Objective: To work scientifically

- Ask relevant questions.
- Set up simple practical enquiries and comparative and fair tests.
- Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
- Identify differences, similarities or changes related to simple, scientific ideas and processes.
- Use straightforward, scientific evidence to answer questions or to support their findings

Objective: To understand animals and humans

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey

Objective: To investigate living things

- Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups.
- Give reasons for classifying plants and animals based on specific characteristics.
- Recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats

Objective: To understand electrical circuits

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators and associate metals with being good conductors

Objective: To investigate sound and hearing

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between pitch of a sound and features of the object that produced it
- Find patterns between the volume sound
- Recognise that sounds get fainter as the distance from the sound's source increases.

Objective: To investigate materials – States of Matter

- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Inspirational People

- To recognise a wide range of inspirational people
- To reflect on who influences and inspires them and why?
- To explore the qualities we admire in someone who inspires others.
- To understand how people show respect or devotion to those who inspire.
- To research a textual extract
- To understand what the Gospels tell us about what Jesus was like
- To present findings to the class
- To summarise from the evidence what sort of person Jesus was and why he inspired people to follow him
- About the people who encountered Jesus and how they regarded him
- To reflect on their own ideas about who Jesus was and what he key teachings were
- Why is Jesus important to Christians today?
- To reflect on their own ideas about heroes and inspirational people.
- To understand why Muslims call Muhammad the Messenger of God and put pbuh after his name
- To understand the importance of the Qur'an and Hadith for Muslims
- To recognise some teachings that Muhammad gave
- To understand how Muslims use the teachings of Hadith in daily life
- The importance of personal examples as inspiration
- To consider how teachers and writers use stories to teach particular ideas
- To use and interpret information from the Bible
- To recognise the key events from Muhammad's life.
- To understand the importance and inspiration of Muhammad
- The importance and daily use of Hadith as example and inspiration

Religion and the Individual

- To reflect on present day celebrities.
- To reflect on sources of inspiration.
- To recognise that certain actions and practices follow a commitment to religion.
- To recognise the key teachings of Islam.
- To understand what a Muslim is supposed to do.
- To explore the concept and meaning of prayer.
- To understand how prayer is part of human expression.
- To understand how prayer is a commitment within the Muslim way of life.
- To recognise the similarities and differences between Christian and Muslim teachings.
- To understand that following a religion involves commitment to a way of life, supported by practices such as prayer.
- About the significance of Hajj in Islam, focussing on the importance of Makkah and Mina and the symbolic actions of the pilgrims.
- To reflect on the importance of special places and journey in their own lives.
- To consider why Muslims believe giving is important.
- To reflect on the importance of giving.

Religion, Family and Community

- To consider the communities we belong to.
- To find out what children know about Christian communities and what they would like to find out more about.
- To reflect on their own feelings.
- To identify and describe the key features of a Christian worship and community.
- To research some beliefs which lie behind Christian artefacts.
- To describe features of the local Christian community.
- To make links between the values the children hold and the values of a Christian community.
- To reflect on their own feelings.
- To identify and describe the key features of Muslim worship and community.
- To show understanding of the differences and similarities between some Christian and Muslims.

Milestones**To code**

- Motion - Use specified screen coordinates to control movement.
- Looks - Set the appearance of objects and create sequences of changes.
- Sound - Create and edit sounds. Control when they are heard, their volume, duration and rests.
- Draw - Control the shade of pens.
- Events - Specify conditions to trigger events.
- Control - Use IF THEN conditions to control events or objects.
- Sensing - Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).
- Operators - Use the Reporter operators

() + ()

() - ()

() * ()

() / ()

- Variables and lists - Use variables to store a value
 - Use the functions define, set, change, show and hide to control the variables.

To connect

- Contribute to blogs that are moderated by teachers.
- Give examples of the risks posed by online communications.
- Understand the term 'copyright'.
- Understand that comments made online that are hurtful or offensive are the same as bullying.
- Understand how online services work.

To communicate

- Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.

To collect

- Devise and construct databases using applications designed for this purpose in areas across the curriculum.

Unit 1: Coding

We are software developers (Switched On) – existing planning on server

- Events - Specify conditions to trigger events.
- Control - Use IF THEN conditions to control events or objects.
- Sensing - Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).
- Operators - Use the Reporter operators
 - $() + ()$
 - $() - ()$
 - $() * ()$
 - $() / ()$
- Variables and lists - Use variables to store a value
- Use the functions define, set, change, show and hide to control the variables.
-

Debugging – finding errors in code and fixing problems.

- Develop an educational computer game using selection and repetition
- Understand and use variables
- Start to debug computer programs
- Recognise the importance of user interface design, including consideration of input and output.

Unit 2: Connect

Back to the Future - Knowsley City Learning Centre

- Contribute to blogs that are moderated by teachers.
- Give examples of the risks posed by online communications.
- Understand the term ‘copyright’.
- Understand that comments made online that are hurtful or offensive are the same as bullying.
- Understand how online services work.

Knowsley City Learning Resources

https://www.dropbox.com/sh/prexpk8xn609sig/AA DsepsU_pi1CdQ6lYz3r8XFfa

Unit 3: Connect and communicate

Knowsley City Learning Centre

- Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.

iMovie – ipads

Knowsley City Learning Resources

https://www.dropbox.com/sh/prexpk8xn609sig/AA DsepsU_pi1CdQ6lYz3r8XFfa

Objective: to master practical skills**Materials – shell structures**

- Develop and use knowledge of how to construct strong, stiff shell structures.
- Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.
- Explain their choice of materials according to functional properties and aesthetic qualities.
- Cut materials accurately and safely by selecting appropriate tools.
- Measure and mark out to the nearest millimetre.
- Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).
- Select appropriate joining techniques.
- Use finishing techniques suitable for the product they are creating.

Construction

- Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.

Objective: To design, make, evaluate and improve

- Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.
- Make products by working efficiently (such as by carefully selecting materials).
- Refine work and techniques as work progresses, continually evaluating the product design.
- Use software to design and represent product designs.

Objective: To take inspiration from design throughout history

- Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.
- Improve upon existing designs, giving reasons for choices.
- Disassemble products to understand how they work.

Objective: To master practical skills**Textiles**

- Understand the need for a seam allowance.
- Measure and mark out to the nearest millimetre.
- Cut materials accurately and safely by selecting appropriate tools.
- Join textiles with appropriate stitching and joining techniques.
- Select the most appropriate techniques to decorate textiles.

Objective: To design, make, evaluate and improve

- Investigate a range of 3-D textile products relevant to the project.
- Disassemble products to understand how they work.
- Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.
- Produce annotated sketches, prototypes, final product sketches and pattern pieces.
- Test their product against the original design criteria and with the intended user.
- Take into account others' views.

Objective: to take inspiration from design throughout history

- Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.
- Improve upon existing designs, giving reasons for choices.
- Understand how a key event/individual has influenced the development of the chosen product and/or fabric.

Objective: to master practical skills**Food**

- Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.
- Plan the main stages of a recipe, listing ingredients, utensils and equipment.
- Select and use appropriate utensils and equipment to prepare and combine ingredients.
- Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.
- Prepare ingredients hygienically using appropriate utensils.
- Measure ingredients to the nearest gram accurately.
- Follow a recipe.
- Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).

Computing

- Control and monitor models using software designed for this purpose.

Objective: To design, make, evaluate and improve

- Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. . Record the evaluations using e.g. tables and simple graphs
- Design with purpose by identifying opportunities to design.
- Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. Use software to design and represent product designs.
- Make products by working efficiently (such as by carefully selecting materials).
- Refine work and techniques as work progresses, continually evaluating the product design with reference to the design criteria and the views of others.

Objective: to master practical skills**Materials, mechanics and construction – leavers and linkages**

- Understand and use lever and linkage mechanisms.
- Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)
- Distinguish between fixed and loose pivots.
- Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.
- Measure and mark out to the nearest millimetre.
- Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).
- Select appropriate joining techniques.
- Select from and use finishing techniques suitable for the product they are creating.

Computing

- Control and monitor models using software designed for this purpose.

Objective: To design, make, evaluate and improve

- Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.
- Use annotated sketches and prototypes to develop, model and communicate ideas.
- Order the main stages of making Make products by working efficiently (such as by carefully selecting materials).
- Refine work and techniques as work progresses, continually evaluating the product design.
- Use software to design and represent product designs.

Objective: to master practical skills**Electrical Systems**

- Constructed Understand and use electrical systems in their products using a simple series electrical circuit in science, using bulbs, switches and buzzers.
- Cut and join a variety of construction materials, such as wood, card, plastic, reclaimed materials and glue.
- Select from and use tools and equipment to cut, shape, join and finish with some accuracy.
- Select electrical components according to their functional properties and aesthetic qualities.

Computing

- Apply their understanding of computing to program and control their product

Objective: To design, make, evaluate and improve

- Investigate and analyse a range of existing battery-powered products.
- Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.
- Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.

Objective: to master practical skills**Food**

- Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.
- Plan the main stages of a recipe, listing ingredients, utensils and equipment.
- Select and use appropriate utensils and equipment to prepare and combine ingredients.
- Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.
- Prepare ingredients hygienically using appropriate utensils.
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- Make products by working efficiently (such as by carefully selecting materials).
- Refine work and techniques as work progresses, continually evaluating the product design with reference to the design criteria and the views of others.

Objective: To take inspiration from design throughout history

- Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.
- Improve upon existing designs, giving reasons for choices.
- Disassemble products to understand how they work.

Objective: To develop ideas (these objectives over-arch all units)

- Develop ideas from starting points throughout the curriculum.
- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Comment on artworks using visual language.

Painting

- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
- Mix colours effectively.
- Use watercolour paint to produce washes for backgrounds then add detail.
- Experiment with creating mood with colour.

Rainforest scene

Look at images of rainforests for colour swatch. Create a background for rainforest animal in paint using colour-mixing.

Collage

- Select and arrange materials for a striking effect.
- Ensure work is precise.
- Use coiling, overlapping, tessellation, mosaic and montage.

Rainforest animal

*Look at a variety of rainforest animals/birds (i.e. parrot, toucan). Practise sketching in pencil and pastel to combine colours.
Use medium of collage to create chosen animal/bird.*

Objective: To master techniques

Drawing

- Use different hardness of pencils to show line, tone and texture.
- Sketch lightly
- Use shading to show light and shadow

Anglo Saxon Helmets

Explore Anglo Saxon Helmets – build up page in sketch book. Up- level skills from previous year (pyramids) using line, tone and texture (exploring tonal variation) for Anglo Saxon Helmets.

Print

- Use layers of two or more colours.
- Replicate patterns observed in natural or built environments.
- Make printing blocks (e.g. from coiled string glued to a block).
- Make precise repeating patterns.

Viking Jewellery

Look at a range of Viking jewellery designs and comment on these, exploring preferences. Gather ideas from images and adapt and refine their own ideas for own design. Using a 3D printing block with coiled string. (possible extension – bird print during residential week)

Animal Magic (Music Express, Year 4, Unit 6)
(adapted to rainforest animals)

- Choose, order, combine and control sounds to create an effect
- Devise non-standard symbols to indicate when to play and rest
- Recognise symbols for a one beat, two beat and four beat note and say how many beats that symbol represents

Creative Composition (inc djembe)
(Junior Voiceworks - Baboushka)

- Compose and perform melodic songs
- Create accompaniments for tunes
- Use drones as accompaniments

Lean On Me (Charanga)

- Sing from memory with accurate pitch
- Sing in tune
- Maintain a simple part within a group in harmony
- Pronounce words within a song clearly
- Show control of voice
- Use the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music
- Evaluate music using musical vocabulary to identify areas of likes and dislikes
- Understand layers of sound and discuss their effect on mood and feelings

Mamma Mia (Charanga)

- Sing from memory with accurate pitch
- Sing in tune
- Pronounce words within a song clearly
- Show control of voice
- Use the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music
- Evaluate music using musical vocabulary to identify areas of likes and dislikes
- Understand layers of sound and discuss their effect on mood and feelings

Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle

Term 1 Gym (Premiere Coaching)

Term 2 Tag Rugby and Hockey (Val Sabin)

- Throw and catch with control and accuracy.
- Strike a ball and field with control.
- Choose appropriate tactics to cause problems for the opposition.
- Follow the rules of the game and play fairly.
- Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).
- Pass to team mates at appropriate times.
- Lead others and act as a respectful team member.

REAL PE Unit 1 and 2

Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle

Term 3 Premier Coaching Volleyball

- Consolidate their striking skills and improve the control and quality
- Vary their shots and employ them appropriately
- Adapt rules of net games
- Recognise what they do well and what needs improving

Term 4 Games – Net/Court/Wall Games – Tennis (Val Sabin)

- Develop the range and consistency of their skills in tennis and volleyball activities
- To release the ball from different angles and send it back at different angles
- To work in pairs or small groups to develop attack and defence in net games

Swimming

- Swim unaided up to 25 metres.
- Use one basic stroke, breathing correctly.
- Control leg movements.
- Swim between 25 and 50 metres unaided.
- Use more than one stroke and coordinate breathing as appropriate for the stroke being used.
- Coordinate leg and arm movements.
- Swim at the surface and below the water.
- Swim over 100 metres unaided.
- Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.
- Swim fluently with controlled strokes.
- Turn efficiently at the end of a length.

REAL PE Unit 3 and 4

Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle

Term 5 Argyle Coaching Dodgeball

- Throw and catch with control and accuracy.
- Strike a ball and field with control.
- Choose appropriate tactics to cause problems for the opposition.
- Follow the rules of the game and play fairly.
- Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).
- Pass to team mates at appropriate times.
- Lead others and act as a respectful team member.

Term 6 Games – Striking and Fielding Games – Rounders(Val Sabin)

- Consolidate skills and improve techniques
- Receive a ball from one direction and strike it into or field it from another direction
- To develop simple tactics in a game activity

REAL PE Unit 5 and 6

DANCE Dance Workshop ‘Swinging 60s’

To read fluently

- Read and understand the main points in short written texts.
- Read short texts independently.
- Use a translation dictionary or glossary to look up new words.

To write imaginatively

- Write a few short sentences using familiar expressions.
- Express personal experiences and responses
- Write short phrases from memory with spelling that is readily understandable.

To speak confidently

- Understand the main points from spoken passages.
- Ask others to repeat words or phrases if necessary.
- Ask and answer simple questions and talk about interests.
- Take part in discussions and tasks.
- Demonstrate a growing vocabulary.

To understand the culture of the countries in which the language is spoken

- Describe with some interesting details some aspects of countries or communities where the language is spoken.
- Make comparisons between life in countries or communities where the language is spoken and this country.

1: Animals and classroom instructions

2: Animals and a poem

3: Monsieur Gentil's day out

4: Talk4Writing: learning a story

5: Parts of the body

- Revise animals learnt in Y3.
- Revise classroom instructions.
- Revise animals learnt in Y3. Learn words for four new animals in French.
- Start to learn how to use a bilingual French-English dictionary.
- Read and practise reciting an authentic French poem.
- Revise words for animals.
- Listen to and respond to a French story.
- Present an authentic French poem.
- Listen to and respond to a French story.
- Learn part of a story using actions to support memorisation.
- Present an authentic French poem.
- Learn parts of the body, being able to say and understand them orally.
- Be able to read and write parts of of the body.
- Be able to identify the 'ou' sound and say a tongue twister with the sound in.

6: Colours

7: Monsters!

8: Adjective agreements

9: The hungry monster

10: Food

- Be able to say and understand parts of the body.
- Be able to read, say and understand words for colours.
- Start to use a bilingual dictionary to find out plurals and genders.
- Learn the words grand and petit to describe size.
- Learn five words for facial features.
- Learn how to find the plural form of nouns in a bilingual dictionary.
- Start to understand that adjectives must agree with the noun they describe.
- Start to recognise the adjective agreement rule.
- Start to apply the adjective agreement rule.
- Recognise the adjective agreement rule.
- Start to apply the adjective agreement rule.
- Learn some words for food items in French.
- Learn some words for food items.
- Pronounce words with the 'on' and 'om' nasal sounds.
- Learn part of a story.

11: Opinions about food

12: Goldilocks story

13: Shopping for food and pronunciation

14: Numbers 1-15 revision and months

15: Numbers 1-31 and French maths

- Give opinions with reasons about food.
- Develop reading strategies to work out the meaning of new words.
- Learn a poem.
- Give opinions with reasons about food.
- Take part in a conversation asking for and giving opinions about different foods.
- Read and interact with a traditional fairy tale.
- Read and act out a traditional tale.
- Revise 'je voudrais' and use it with different food items.
- Pronounce words with the 'e' sound.
- Revise food items and numbers 1-15.
- Learn words for months.
- Pronounce words with the 'an' sound.
- Revise words for months and numbers 1-15.
- Learn numbers 16-31.
- Be able to do some maths in French including division and multiplication.

Being Me in My World

- I know my attitudes and actions make a difference to the class team
- I understand who is in my school community, the roles they play and how I fit
- I understand how democracy works through the school council
- I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them
- I understand how groups come together to make decisions
- I understand how democracy and having a voice benefits the school community

Celebrating Difference

- I understand that, sometimes, we make assumptions based on what people look like
- I understand what influences me to make assumptions based on how people look
- I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure
- I can tell you why witnesses sometimes join in with bullying and sometimes don't tell
- I can identify what is special about me and value the ways in which I am unique
- I can tell you a time when my first impression of someone changed when I got to know them

Dreams & Goals

- I can tell you about some of my hopes and dreams
- I understand that sometimes hopes and dreams do not come true and that this can hurt
- I know that reflecting on positive and happy experiences can help me to counteract disappointment
- I know how to make a new plan and set new goals even if I have been disappointed
- I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group

Healthy Me

- I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most
- I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations
- I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke
- I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol
- I can recognise when people are putting me under pressure and can explain ways to resist this when I want
- I know myself well enough to have a clear picture of what I believe is right and wrong

Relationships

- I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant
- I can identify someone I love and can express why they are special to me
- I can tell you about someone I know that I no longer see
- I can explain different points of view on an animal rights issue
- I understand how people feel when they love a special pet
- I know how to show love and appreciation to the people and animals who are special to me

Changing Me

- I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm
- I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby
- I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this
- I know how the circle of change works and can apply it to changes I want to make in my life
- I can identify changes that have been and may continue to be outside of my control that I learnt to accept