

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>WCR Book</b>	<b>South America</b> <b>The Explorer</b> Katherine Rundell	<b>Arctic &amp; Antarctic</b> <b>Shackleton's journey</b> <b>Journey to the Frozen North</b> Catherine Henderson	<b>South Africa</b> <b>The Akimbo Adventures</b> Alexander McCall Smith <b>Africa Amazing Africa</b> Atinuke & Mouni Feddag	<b>Roman Britain</b> <b>Julius Caesar</b> William Shakespeare <b>The Usbourne Official Roman Soldier's Handbook</b> by Lucia Fabricius Imperiosa	<b>Ancient Settlements</b> <b>The Wizards of Once</b> Cressida Cowell	<b>Vikings</b> <b>Riddle of The Runes</b> Janina Ramirez
<b>English</b>	<p><b>Diaries, Story writing- alternative chapters, poetry</b></p> <p><b>Step 5 Writing</b>            I can work independently to plan writing, recording my ideas in an appropriate way.            I can think about each sentence before I write it, using simple, compound and complex sentences and new words.            I can plan my writing in sections/paragraphs.            I can create settings, characters and a plot, and add details into descriptions.            I can edit and improve my own and others writing using my knowledge and understanding of SPaG, vocab and text type.            I can read my writing out, taking notice of punctuation to give intonation.</p> <p><b>PAG</b></p>	<p><b>Chronological reports, biographies, letters</b></p> <p><b>Step 5 Writing</b>            I can name the type of text and describe when you might use it.            I can use appropriate features to organise my non-fiction writing.            I can work independently to plan writing, recording my ideas in an appropriate way.            I can think about each sentence before I write it, using simple, compound and complex sentences and new words.            I can plan my writing in sections/paragraphs.            I can add details into descriptions.</p>	<p><b>Story writing from different viewpoints, poetry</b></p> <p><b>Step 5 Writing</b>            I can work independently to plan writing, recording my ideas in an appropriate way.            I can think about each sentence before I write it, using simple, compound and complex sentences and new words.            I can plan my writing in sections/paragraphs.            I can create settings, characters and a plot, and add details into descriptions.            I can edit and improve my own and others writing using my knowledge and</p>	<p><b>Instructional writing, non-chronological reports, fact files</b></p> <p><b>Step 5 Writing</b>            I can name the type of text and describe when you might use it.            I can use appropriate features to organise my non-fiction writing.            I can work independently to plan writing, recording my ideas in an appropriate way.            I can think about each sentence before I write it, using simple, compound and complex sentences and new words.            I can plan my writing in sections/paragraphs.            I can add details into descriptions.</p>	<p><b>Character and descriptive settings, persuasion.</b></p> <p><b>Step 5 Writing</b>            I can name the type of text and describe when you might use it.            I can use appropriate features to organise my non-fiction writing.            I can work independently to plan writing, recording my ideas in an appropriate way.            I can think about each sentence before I write it, using simple, compound and complex sentences and new words.            I can plan my writing in sections/paragraphs.            I can create settings, characters and a plot, and add details into descriptions.            I can edit and improve my own and others writing</p>	<p><b>Explanation, Newspaper reports.</b></p> <p><b>Step 5 Writing</b>            I can name the type of text and describe when you might use it.            I can use appropriate features to organise my non-fiction writing.            I can work independently to plan writing, recording my ideas in an appropriate way.            I can think about each sentence before I write it, using simple, compound and complex sentences and new words.            I can plan my writing in sections/paragraphs.            I can add details into descriptions.            I can edit and improve my own and others writing using my knowledge and</p>

	<p>1. I can use a wide range of conjunctions at the beginning and within sentences to add details.</p> <p><b>Spelling</b></p> <p>1. I can spot and spell homophones and near homophones. 2. I can write sentences that are told to me, spelling common exception words correctly.</p> <p><b>Reading</b></p> <p>I can monitor my own reading for mistakes and talk about the meaning of new and unusual words. I can discuss books I have read. I can retell a range of stories, including interesting details. I can talk about key themes found in different stories. I can self-evaluate and reflect my own understanding of what I have read. I can infer. I can predict using clues from the text. I can describe how the language, structure and lay-out of a book add to my understanding of it. I can explain what I have read. I can perform poems and play scripts using drama to improve my performance. I can describe the features of different types of poetry. I can choose the right for a purpose, and talk about what I have done and why.</p>	<p>I can edit and improve my own and others writing using my knowledge and understanding of SPaG, vocab and text type. I can read my writing out, taking notice of punctuation to give intonation.</p> <p><b>PAG</b></p> <p>1. I can use standard forms of verbs.</p> <p><b>Spelling</b></p> <p>1. I can put a possessive apostrophe in words with an irregular plural, and explain this rule. 2. I can write sentences that are told to me, spelling common exception words correctly.</p> <p><b>Reading</b></p> <p>I can monitor my own reading for mistakes and talk about the meaning of new and unusual words. I can discuss books I have read. I can retell a range of stories, including interesting details. I can talk about key themes found in different stories.</p>	<p>understanding of SPaG, vocab and text type. I can read my writing out, taking notice of punctuation to give intonation.</p> <p><b>PAG</b></p> <p>1. I can use speech marks and other punctuation when I am writing speech.</p> <p><b>Spelling</b></p> <p>1. I can explain the meanings of further prefixes, such as il-, im-, ir-, re-, sub-. 2. I can write sentences that are told to me, spelling common exception words correctly.</p> <p><b>Reading</b></p> <p>I can monitor my own reading for mistakes and talk about the meaning of new and unusual words. I can discuss books I have read. I can retell a range of stories, including interesting details. I can talk about key themes found in different stories. I can self-evaluate and reflect my own</p>	<p>I can edit and improve my own and others writing using my knowledge and understanding of SPaG, vocab and text type. I can read my writing out, taking notice of punctuation to give intonation.</p> <p><b>PAG</b></p> <p>1. I can use 'a' and 'an' correctly in my writing.</p> <p><b>Spelling</b></p> <p>1. I can explain the spelling rule of when to double the last letter if you add a suffix. 2. I can write sentences that are told to me, spelling common exception words correctly.</p> <p><b>Reading</b></p> <p>I can monitor my own reading for mistakes and talk about the meaning of new and unusual words. I can discuss books I have read. I can retell a range of stories, including interesting details.</p>	<p>using my knowledge and understanding of SPaG, vocab and text type. I can read my writing out, taking notice of punctuation to give intonation.</p> <p><b>PAG</b></p> <p>1. I can usually use a wide range of conjunctions, adverbs and prepositions to show time, place and cause in my writing. 2. I can use pronouns to avoid repeating the same noun.</p> <p><b>Spelling</b></p> <p>1. I can explain the meanings of almost all prefixes, including inter-, super-, ant-, auto-. 2. I can write sentences that are told to me, spelling common exception words correctly.</p> <p><b>Reading</b></p> <p>I can monitor my own reading for mistakes and talk about the meaning of new and unusual words. I can discuss books I have read. I can retell a range of stories, including interesting details. I can talk about key themes found in different stories. I can self-evaluate and reflect my own understanding of what I have read. I can infer. I can predict using clues from the text. I can describe how the language, structure and lay-</p>	<p>understanding of SPaG, vocab and text type. I can read my writing out, taking notice of punctuation to give intonation.</p> <p><b>PAG</b></p> <p>1. I can use adverbial phrases to start some sentences followed by a comma.</p> <p><b>Spelling</b></p> <p>1. I can spot mistakes in my own and others' work. 2. I can write sentences that are told to me, spelling common exception words correctly.</p> <p><b>Reading</b></p> <p>I can monitor my own reading for mistakes and talk about the meaning of new and unusual words. I can discuss books I have read. I can retell a range of stories, including interesting details. 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		<p>I can self-evaluate and reflect my own understanding of what I have read. I can infer. I can predict using clues from the text. I can describe how the language, structure and lay-out of a book add to my understanding of it. I can explain what I have read. I can perform poems and play scripts using drama to improve my performance. I can describe the features of different types of poetry. I can choose the right for a purpose, and talk about what I have done and why</p>	<p>understanding of what I have read. I can infer. I can predict using clues from the text. I can describe how the language, structure and lay-out of a book add to my understanding of it. I can explain what I have read. I can perform poems and play scripts using drama to improve my performance. I can describe the features of different types of poetry. I can choose the right for a purpose, and talk about what I have done and why</p>	<p>I can talk about key themes found in different stories. I can self-evaluate and reflect my own understanding of what I have read. I can infer. I can predict using clues from the text. I can describe how the language, structure and lay-out of a book add to my understanding of it. I can explain what I have read. I can perform poems and play scripts using drama to improve my performance. I can describe the features of different types of poetry. I can choose the right for a purpose, and talk about what I have done and why</p>	<p>I can predict using clues from the text. I can describe how the language, structure and lay-out of a book add to my understanding of it. I can explain what I have read. I can perform poems and play scripts using drama to improve my performance. I can describe the features of different types of poetry. I can choose the right for a purpose, and talk about what I have done and why</p>	<p>out of a book add to my understanding of it. I can explain what I have read. I can perform poems and play scripts using drama to improve my performance. I can describe the features of different types of poetry. I can choose the right for a purpose, and talk about what I have done and why</p>
<b>Maths</b>	<p><b>Power Maths</b></p> <p><b>Securing Step 4 /Exploring Step 5</b></p> <p>Place Value – 4 digit numbers 1 Place Value – 4 digit numbers 2 Addition and Subtraction</p>	<p><b>Power Maths</b></p> <p><b>Exploring Step 5</b></p> <p>Addition and Subtraction Measure- Perimeter Multiplication and Division 1</p>	<p><b>Power Maths</b></p> <p><b>Securing Step 5</b></p> <p>Multiplication and Division 2 Measure- Area Fractions 1</p>	<p><b>Power Maths</b></p> <p><b>Securing Step 5</b></p> <p>Fractions 2 Decimals 1</p>	<p><b>Power Maths</b></p> <p><b>Achieving Step 5</b></p> <p>Decimals 2 Money Time</p>	<p><b>Power Maths</b></p> <p><b>Achieving Step 5 / Exceeding Step 5</b></p> <p>Statistics Geometry- Angles and 2D shapes Geometry- Position and Direction</p>
<b>History / Geography</b>	<p><b>Focus: Geography G16</b> (Focus on South America export of chocolate / fair trade) <b>Focus: History H13</b> Geography</p>	<p><b>Focus: Geography G13, G16</b> Geography Identify specific positions on the globe: Longitude and Latitude, Hemispheres</p>	<p><b>Focus: Geography G11, G12,G13,16,17</b> Geography Describe and understand key aspects of human</p>	<p><b>Focus: History H6</b> History The impact of Roman art, architecture and general lifestyle on Britain</p>	<p><b>Focus: History H7</b> History Settlements, Place names and village life</p>	<p><b>Focus: History H8</b> <b>Geography G13, G16</b> History Viking invasion and raids and the Anglo Saxon resistance.</p>

	Comparison study with South American country		geography: types of settlement and land use, economic activity, including trade links. Distribution of natural resources including energy, food, minerals and water.(South Africa)			
<b>Science</b>	<p><b>Materials</b></p> <p>19. compare and group materials together, according to whether they are solids, liquids or gases</p> <p>20. Can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p>21. Can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>12. Can tell you that metals are good conductors.</p>	<p><b>Electricity</b></p> <p>7. Can tell you the names of some appliances which run on electricity.</p> <p>8. construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>9. 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</p> <p>10. recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>11. Can tell you a list of common conductors and insulators.</p> <p>12. Can tell you that metals are good conductors.</p>	<p><b>Food Chains</b></p> <p>1.Can recognise that living things can be grouped in a variety of ways</p> <p>2. Can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>3. Can recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>4.Can construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p><b>Sound</b></p> <p>13. Can identify how sounds are made, associating some of them with something vibrating</p> <p>14. Can recognise that vibrations from sounds travel through a medium to the ear</p> <p>15. Can describe volume in terms of vibration.</p>	<p><b>Sound</b></p> <p>16. Can find patterns between the pitch of a sound and features of the object that produced it</p> <p>17. Can find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>18. Can recognise that sounds get fainter as the distance from the sound source increases</p>	<p><b>Human Biology</b></p> <p>5. Can describe the simple functions of the basic parts of the digestive system in humans</p> <p>6. Can identify the different types of teeth in humans and their simple functions</p>
<b>Religious Education (Discovery R.E scheme)</b>	<p>Discovery RE: Beliefs and practices</p> <p>How special is the relationship Jews have with God?</p>	<p>UC Concept: People of God</p> <p>What is it like for Christians to follow God?</p>	<p>Discovery RE: Passover</p> <p>How important is it for Jewish people to do what God asks them to do?</p>	<p>UC Concept: Easter</p> <p>Is forgiveness always possible for Christians?</p>	<p>Discovery RE: Rites of passage and good works</p> <p>What is the best way for a Jew to show commitment to God?</p>	<p>UC Concept: Kingdom of God</p> <p>When Jesus left, what was the impact of Pentecost</p>
<b>PSHE (Jigsaw scheme)</b>	<b>Being in My world</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>Art / Design</b>	<p>DT: Design and Make a Wonka Product</p> <p>Design, Make, Evaluate &amp; Improve:</p> <ul style="list-style-type: none"> <li>- Refine methods and design as work progresses, constantly reassessing design.</li> </ul>	<p>Art: Clay</p> <p>Make a ship</p> <ul style="list-style-type: none"> <li>- Use slabbing technique and dragging clay to join</li> </ul>	<p>Art: Painting African Skyline Silhouettes</p>	<p>DT: Design a Roman War Machine</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>- Use suitable cutting and shaping techniques</li> </ul>	<p>DT: Design a musical instrument</p> <ul style="list-style-type: none"> <li>- Apply understanding of forces to select a suitable mechanism eg levers, winding mechanism, pulleys</li> </ul>	<p>Art: Sketching of human body Da Vinci</p> <ul style="list-style-type: none"> <li>- Explore the properties and use of charcoal</li> <li>- Learn how to mix and match colours using dry materials eg</li> </ul>

	<ul style="list-style-type: none"> <li>- Use computer packages to design and model products.</li> </ul> <p>Historical Inspiration:</p> <ul style="list-style-type: none"> <li>- Make improvements to established designs and be able to explain why.</li> <li>- Disassemble designs to discover how they work.</li> </ul>	<ul style="list-style-type: none"> <li>- Learn how to pinch out and pull out clay</li> </ul>		<ul style="list-style-type: none"> <li>- Choose suitable joining techniques</li> </ul>	and gears.al instrument	<ul style="list-style-type: none"> <li>- blending, layering colour</li> <li>- Record patterns and colours from first hand observation</li> </ul>
<b>PE / Dance</b>	Complete PE	Complete PE	Complete PE	Complete PE	Complete PE	Complete PE
<b>Computing (Knowsley Scheme of Work)</b>	Information Technology Curriculum Link – Chocolate databases	Computer Science Espresso coding	E-Safety My Online Life (Knowsley Scheme)	Digital Literacy Real or Fake (Knowsley Scheme)	Computer Science Hour of Code (Knowsley Scheme)	Information Technology Dinosaurs -adapt to dragons (Knowsley Scheme)
<b>Music (Music Express)</b>	Music Express Food and Drink Around the World	Music Express Environmant Recycling	Music Express Time Communication	Music Express Ancient Worlds (change link to Romans)	Music Express Singing Spanish Sounds	Music Express Poetry In the past
<b>MFL (Southend Scheme)</b>	Les animaux (Animals)	Les animaux (Animals)	Le calendrier (Calendar)	Le calendrier (Calendar)	Le monde (The world)	Le monde (The world)