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| **Term** | **Autumn 1** | **Autumn 2** | | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **Trips** | River Study (Stanley Head) | | | |  | | | | Tatton Park – Anglo Saxons | | | |
| **Reading**  [**https://www.booksfortopics.com/year-4**](https://www.booksfortopics.com/year-4) | **The Butterfly Lion / Ironman** | | | | **Firework Maker’s Daughter** | | | | **Krindlekrax** | | | |
| **Writing**  **(Edit and Improve)** | **Non-chronological Reports**  *Standard English*  *Use of paragraphs to organise ideas.*  *Headings and subheadings used to aid presentation.* | | **Poetry - Kennings**  **Narrative – retell & writing to entertain**  *create settings, characters and plot, alternative ending* | | **Rhyming couplets poetry**  **Playscripts**  *create settings, characters and plot*  **Alternative ending to a story** | | | | **A letter as a character from the class text &**  **Instructions**  *Create cohesion through the use of nouns and pronouns.*  **Tetractys Poetry**  **5 line syllable poem – 1,2,3,4,10**  **Persuasive writing**  Children to write a persuasive text. | | | |
| **SPaG** | \*consolidation of previous year group’s grammar  (CL, FS, ?, !, commas, apostrophes – contraction and possession, present tense, past tense, progressive verbs, present perfect verbs)  \*noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (the strict maths teachers with curly hair) | | | | \* consolidate GaPS previously taught  \*extend the range of sentences with more than one clause using a wider range of conjunctions  \*punctuate speech with inverted commas, comma for the reporting clause and punctuation within | | | | \* consolidate GaPS previously taught  \*commas for fronted adverbials  \*apostrophes for plural possession | | | |
| **Spelling** | aw in the middle of end of words  au and all  wa, swa and squa and  short (e) as ea 1  Short (e) as ea 2 and (or) homophones  (f) as ph and  (w) as w  Prefix in, and prefix im  Prefix il, prefix ir | | | tion and suffix ation  sion, ssion and cian  ough words  Long (e) as I before ous and change our to or before suffix ous | | suffix ly – just add and  double ll  suffix ly – change y to I and drop the e  -ic and adding ally  suffix en and suffix ity  prefix dis and prefix mis  or words and ore words  oar & our words and wor words  prefix un and prefix sub | | short (u) as o and  -ble and -dle  tle, kle, fle and gle  ple, stle, cle, zle and –el words  -al words and  il & gn words  kn- words  and wr- words  -ce words  and -se words  ture and sure  short (u) as ou and ous (not as a suffix)  Suffix ous – just add, drop e and change y to i | | soft c and  -ge words  -dge words and soft g  short (i) as y 1 and 2  short (i) as y 3 and (k) as ch 1  (k) as ch 2 and (s) as sc  -gue and –que words and  change y to i  change y to i and add es and double the final consonant | | and (ir) as ear  Long (a) as ei & ea and Silent u  Regular words 1  Regular words 2 and –age words  Irregular words 1 and 2  Doubling / NOT doubling the final consonant  -Prefixes inter, super, anti and auto |
| **Handwriting** | Use diagonal and horizontal strokes needed to join, understanding which is best left unjoined.  Increase the legibility , consistency and quality of handwriting. | | | | | | | | | | | |
| **Maths** | Place Value (4 Weeks)  Statistics (3 Weeks)  **11 Timetable**  **Count in Multiples of 25, 50, 100 and 1000.** | | Addition and Subtraction (3 Weeks)  Properties of Shapes (3 weeks)  **6 Timetable**  **Add and Subtract Mentally Two-Digit Numbers with Crossing** | | Multiplication and Division (6 Weeks)  Deep Learning  **7 Timetable**  **Multiply Three One-Digit Numbers** | | Multiplication and Division (2 Weeks)  Deep Learning  Units of Measure (2 Weeks)  Time (2 Weeks)  **9 Timetable**  **Multiply and Divide Whole Numbers by Ten** | | Fractions (6 Weeks)  **12 Timetable**  **Halves and Doubles of Odd and Even Numbers to 100** | | Money (3 Weeks)  Position and Direction (3 Weeks)  **Add and Subtract Four-Digit Numbers Mentally with No Crossing**  **All Timetables** | |
| **Science** | **Living things and their habitats** | | **Electricity** | | **States of Matter** | | | | **Sound** | | **Animals including Humans** | |
| **History** | **WW2** | | | | **Mayans** | | | | **Anglo - Saxons**  Including visit to Tatton Hall | | | |
| **Geography** | **Rivers**  Including River Study fieldwork lead by Stanley Head | | | | **Extreme Earth - volcanoes** | | | | **Europe - Poland** | | | |
| **Music** | Vocal development 1 | | Christmas performance | | Whole class recorders – reading music | | | | Listening – Instruments of the orchestra | | Music and Space - composition | |
| **MFL** | Numbers 1 – 30  Presenting myself | | Days of the week  Vegetables | | Numbers 1 – 30  Habitats | | Days of the week  My Family | | Numbers 1 – 50  Goldilocks and the Three Bears | | Days of the week  In a Class | |
| **Geography** |  | | | |  | | | |  | | | |
| **Art** | **Hockney**  **Drawing/ Oil pastels/paint**  Water  Colour/line/pattern | | | | **Jill Townsley**  **Sculpture**  Local area  Line, shade and tone | | | | **Sue Kershaw**  Mosaics  Pattern, shape and colour | | | |
| **D&T** | Sew a pencil case **(Design and Make)**  Textiles | | | | Pop-up book **(Make and Evaluate)**  Mechanisms (Levers & linkages)  Light it Up- Lighthouse/ Christmas lights/Torch? | | | | Savoury seaside food (oatcakes) **(Make and Evaluate)**  Food technology | | | |
| **PSHE** | **What strengths, skills and interests do we have?**  *self-esteem, individuality, set-backs, resilience* | | **How do we treat each other with respect?**  *privacy, discrimination, respect, appropriate* | | **How can we manage our feelings?**  *emotion, action, nervous, ashamed* | | **What makes up a person’s identity?**  *values, identity, stereotypes* | | **How can our choices make a difference to others and the environment?**  *people, animals, care, charity* | | **How can we manage risk in different places?**  *peers, influence, laws, anti-social* | |
| **PE** | Cricket Aut 1  Tag Rugby Aut 2  Swimming – Sept- Feb | | | | Basketball (Outdoor) Spring 1  -Spring 2  Swimming – to Feb  Hall - Gymnastics | | | | Athletics (Outdoor)  Hall - Dance | | | |
| **RE** | L2.7 What do Hindus believe God is like? | | L2.3 What is the ‘Trinity’ and why is it important to Christians? | | L2.8 What does it mean to be a Hindu in Britain today? | | L2.5 Why do Christians call the day Jesus died ‘Good Friday?’ | | L2.6 For Christians when Jesus left what was the impact of Pentecost? | | L2.11 How and why do people mark the significant events of life?  C/H/NR | |
| **Computing** | Coding – Scratch Jnr | | Spreadsheets | | Animation | | Logo | | Effective searching | | Hardware Investigators | |
| e-safety | Health and well-being  ***Health, wellbeing, screen time, devices, technology***  Online Reputation  ***Opinion, fact, validity, trustworthy, positive, negative*** | | Online bullying  ***Bullying, cyberbullying, online, perception, trusted adult*** | | Self-image and identity  ***Identity, profile, social media, fake, false, true, trust, security, privacy*** | | Online relationships  ***Respect(ful), online, friend(s), relationship(s), positive, polite, responsible, post (online)*** | | Managing online information  ***Fact, belief, opinion, search engine, autocomplete*** | | Privacy and security  ***Password(s), privacy, security, device(s)***  Copyright and ownership  ***Ownership, copyright, plagiarism, internet, laws*** | |