







Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b> Progress will be supported through our Spellings and Accelerated Reader programme.	<b>Ice Palace</b> , a fiction text by Robert Swindells. We will know more about informal letters, note taking and information texts including leaflets; focusing on apostrophes, pronouns for cohesion, nouns, fronted adverbials and paragraphs.	<b>I was a Rat! Or The Scarlet Slippers</b> , a fiction text by Philip Pullman. We will know more about newspapers, writing in role and persuasive writing; focusing on paragraphs, apostrophes of possession, pronouns for cohesion, noun phrases and verb inflections.	<b>FOX</b> , a fiction text by Margaret Wild. We will know more about recounts, poems, and character descriptions; focusing on speech/dialogue, paragraphs, fronted adverbials and noun phrases.	<b>African Tales</b> , a collection of traditional stories by Geina Mhlophe. We will know more about diary entries and newspaper reports; focusing on Reported speech, inverted commas and commas after reporting clauses, pronouns, paragraphs, noun phrases, possessive pronouns and plural apostrophes of possession.	<b>One Plastic Bag</b> , a true story by Miranda Paul. Letters, information texts including leaflets and poems; focusing on paragraphs, fronted adverbials, commas for subordinate clauses, pronouns to avoid repetition and possessive apostrophes. W	<b>Jemmy Button</b> , a text based on a true story by Jennifer Uman. We will know more about play scripts and recounts; focusing on Clauses, complex sentences and verb inflections.
<b>Maths</b>	We will continue to learn maths through our spiral, cumulative approach to the curriculum. This sequence takes into consideration children's cognitive development to maximise mastery of key concepts and picks up where the current cohort left off at the end of last year. Our approach will continue to support the transition from manipulation of concrete objects to mental representations, the development of mathematical language and the internalisation of strategies to operate mathematically. <b>Place Value</b> ⇨ <b>Addition and Subtraction</b> ⇨ <b>Length and Perimeter</b> ⇨ <b>Multiplication and Division</b> ⇨ <b>Area</b> ⇨ <b>Fractions</b> ⇨ <b>Decimals</b> ⇨ <b>Money</b> ⇨ <b>Time</b> ⇨ <b>Statistics</b> ⇨ <b>Properties of Shape</b> ⇨ <b>Position and Direction</b>  x2 x5 x10  x3 x6 x9  x6 x7  x4 x8  x11 x12  x1 to x12					
<b>RE</b>	Domestic Church: People, the family of God in scripture	Baptism & Confirmation: Called. confirmation, a call to witness	Local Church: Community, life in the local Christian community and ministries in the parish	Lent & Easter: Self-Discipline, celebrating growth to new life	Reconciliation & Anointing the Sick: Building Bridges. Admitting wrong, being reconciled with God and each other	Universal Church: God's People, different saints show people what God is like
		Judaism: Torah	Advent/Christmas: God's gift of love and friendship in Jesus	Eucharist: Giving and Receiving, living in communion	Pentecost: New Life, to hear and live the Easter message	Islam: Holy books
<b>Science</b>	Animals Including Humans	Living Things and Their Habitats		States of Matter	ELECTRICITY	SOUND
<b>History and Geography</b>	Focusing on History skills, we will be learning about <b>Our Local Area</b> and asking <i>why is local history important?</i> At the end of term, we will create a display about the campaign buildings.	Focusing on Geography skills, we will be learning about the Americas and asking <i>can you come on a great American Road Trip?</i> At the end of term, we will create a song or rap about America.	Focusing on History skills, we will be learning about <b>Roman Britain</b> and asking <i>was the Roman invasion good or bad for Britain?</i> At the end of term, we will stage a Roman army experience.	Focusing on Geography skills, we will be learning about Rivers and the Water Cycle and asking <i>how does the water go round and round?</i> At the end of term, we will make a model river.	Focusing on History skills, we will be learning about <b>Crime and Punishment</b> and asking <i>how has crime and punishment changed over time?</i> At the end of term, we will create a display about the changes in crime and punishment.	Focusing on Geography skills, we will be learning about Earthquakes and Volcanoes and asking <i>how does the Earth shake, rattle and roll?</i> At the end of term, we will make a real-life, erupting volcano.
<b>Computing</b>	<b>Coding</b> ⇨ <b>Online Safety</b> ⇨ <b>Spreadsheets</b> ⇨ <b>Writing for Different Audiences</b> ⇨ <b>Logo</b> ⇨ <b>Animation</b> ⇨ <b>Effective Searching</b> ⇨ <b>Hardware Investigation</b> ⇨ <b>Making Music</b>					
<b>Languages French</b>	All Around Town	On the Move	Going Shopping	Where in the World?	What's the Time?	Holidays and Hobbies
<b>Design Tech</b>			ROMAN FOOD AND DRNK		PURSES	ERUPTING VOLCANOS
<b>Art and Design</b>	Architecture. We will learn about some of the great architects through time and the different materials used to make buildings throughout history. Once we have studied different buildings, we will use our artistic techniques to focus on shading and textures.	Pop Art. We will learn about great artists, architects, and designers from the Pop Art era. We will use this knowledge to design and create our own Pop Art styled collage from a range of materials		Nature in Spring Time. We will create a sketch book which we will record observations of nature in Spring time. We will use our recording to create a scene of nature using the artistic technique: impressionism		
<b>Music</b>		Nativity		African Music		Composers
<b>PE</b>	Gym	Net Games - Games	Dance	Invasion Games	Striking & Fielding	Athletics - Games
<b>PSHE</b>	What is diversity? Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes.	How can we be a good friend? Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback.	How can we keep safe in our local area? Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe.		How do we grow and change? A journey in love. Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice.	
<b>Home Learning</b>	English (Monday to Monday)   Spellings (Monday to Monday)   Maths (Friday to Wednesday)					