

Long Term Plan September 2023



Year 4

	Autumn	Spring	Summer
The Ramsden Ruminator	Who lives in a cave like this?	What makes the world angry?	How much does a Greek earn?
Class Texts	'How to Skin a Bear' (E-book) 'Stone Age Boy' by Satoshi Kitamura 'How to Wash a Woolly Mammoth' by Michelle Robinson and Katie Hindley Non-fiction texts about the Stone Age, Bronze Age and Iron Age	'The Secret of Black Rock' by Joe Todd- Stanton 'Flood' by Alvaro F. Villa 'Escape from Pompeii' by Christina Balet 'The Ice Palace' by Robert Swindells 'The Lion, The Witch and The Wardrobe' by C. S. Lewis Non-fiction texts about natural disasters (volcano eruptions, floods, tsunamis)	'Beasts of Olympus: Beast Keeper' by Lucy Coates 'Leo and the Gorgon's Curse' by Joe Todd-Stanton 'The Ancient Greek Mysteries' by Saviour Pirotta Aesop's Fables Greek Play Scripts
English: Reading Foci	Develop positive attitudes to reading and understanding of what they read: Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; Read books that are structured in different ways and read for a range of different purposes; Recognise some different forms of poetry (for example, free verse, narrative poetry); Prepare Poems (National Poetry Day) to read aloud and to perform, showing understanding through intonation, tone, volume & action (Stone Age Poem for Harvest Festival); Discuss words and phrases that capture the readers' interest and imagination; Use dictionaries to check the meaning of words read;	Develop positive attitudes to reading and understanding of what they read: Listen to and discuss a wide range of fiction, poetry, plays non-fiction and reference books or textbooks; Read books that are structured in different ways and read for a range of different purposes; Recognise some different forms of poetry (for example, freeverse, narrative poetry); Prepare Poems (Weather Poems) to read aloud and to perform, showing understanding through intonation, tone, volume and action; Discuss words and phrases that capture the readers' interest and imagination; Use dictionaries to check the meaning of words read;	Develop positive attitudes to reading and understanding of what they read: Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; Read books that are structured in different ways and read for a range of different purposes; Increase familiarity with a wide range of books, including Myths and Legends (Aesop's Fables); Prepare Play Scripts (Greek Plays) to read aloud and to perform, showing understanding through intonation, tone, volume and action; Recognise some different forms of poetry (for example, free verse, narrative poetry); Discuss words and phrases that capture the readers' interest and imagination; Use dictionaries to check the meaning of words read;

	<p>Understand what they read, in books they can read independently: Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context; Ask questions to improve their understanding of a text; 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; Retrieve and record information from non-fiction; Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Understand what they read, in books they can read independently Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context; Ask questions to improve their understanding of a text; 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; Retrieve and record information from non-fiction; Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Understand what they read, in books they can read independently: Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context; Ask questions to improve their understanding of a text; 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; Retrieve and record information from non-fiction; Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>
<p>English: Writing Foci</p>	<p>Letters to Tribe Elders: How to Skin a Bear; Recounts: Stone Age Day - Bassetlaw Museum; Instructions: How to Wash a Woolly Mammoth; Poetry: Stone Age Animals; Persuasive Advert: Iron Age Round House; Diary Entry: Life in the Iron Age</p> <p>Composition: Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; and by discussing and recording ideas;</p>	<p>Narratives: The Flood; Newspaper Reports: Girl Uncovers the Secret of Black Rock Recounts: Worksop Floods; Escape From Pompeii; Shape Poetry: volcanoes/tornadoes.</p> <p>Composition: Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; and by discussing and recording ideas;</p>	<p>Playwriting: Greek Play Scripts; Instructions: How to Catch a Mythical Beast; Non-chronological Report: Greek Gods/Mythical Creatures; Balanced Arguments: Should Spartan boys go to the Agoge?/Is Athens or Sparta a better place to live?</p> <p>Composition: Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; and by discussing and recording ideas; Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied</p>

	<p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures;</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction) to create non-chronological reports, instructional texts and letters.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements; proposing changes to grammar and vocabulary to improve consistency; proofreading for spelling and punctuation errors;</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p><u>Vocabulary, Grammar and Punctuation:</u> Choose the correct tense when writing and be consistent: past/present; Extend range of sentences with more than one clause by using a wider range of conjunctions (co-ordinating/subordinating); Use conjunctions, adverbs and prepositions to express time, place and cause; Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition; Use capital letters for proper nouns;</p>	<p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures;</p> <p>In narratives by organising paragraphs around a theme, creating settings, characters and plot; and in non-narrative material using simple organisational devices for example headings and subheadings to aid presentation (Newspaper Report);</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements; proposing changes to grammar and vocabulary to improve consistency; proofreading for spelling and punctuation errors;</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p><u>Vocabulary, Grammar and Punctuation:</u> Use the present perfect form of verbs instead of the simple past (for example, 'He has gone out to play' contrasted with 'He went out to play.' Use Standard English for verb inflections and plurals – it is/they are and I was/we were; Use there/their/they're; are/our; your/you're; where/wear/were/we're; have/of correctly; Use a range of determiners: a, the, some etc.; Word classes: nouns, adjectives, verbs, adverbs;</p>	<p>and rich vocabulary and an increasing range of sentence structures;</p> <p>In narratives, creating settings, characters and plot; and in non-narrative material using simple organisational devices for example, headings and subheadings to aid presentation (Non-chronological Report);</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements; proposing changes to grammar and vocabulary to improve consistency; proofreading for spelling and punctuation errors;</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p><u>Vocabulary, Grammar and Punctuation:</u> Use fronted adverbials and adverbial phrases with commas after; Use and punctuate direct speech correctly; Understand the grammatical difference between plural and possessive 's'; Indicate possession by using the possessive apostrophe with singular and plural nouns; Word classes: nouns, adjectives, verbs, adverbs;</p> <p><u>Terminology/Vocabulary:</u> Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading: tense, noun, noun phrase, adjective, verb, adverb, adverbial, preposition, conjunction, pronoun, possessive pronoun, determiner, root word, word family, prefix, suffix, clause, subordinate clause, apostrophe, comma, direct speech, inverted commas.</p>
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	<p>Punctuate sentences correctly with full stops and capital letters, exclamation marks and question marks; Word classes: nouns, adjectives, verbs, adverbs.</p> <p><u>Terminology/Vocabulary:</u> Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading: tense, noun, noun phrase, adjective, verb, adverb, adverbial, preposition, conjunction, pronoun, possessive pronoun, determiner, root word, word family, prefix, suffix, clause, subordinate clause, apostrophe, comma.</p> <p><u>Handwriting:</u> Use a neat, joined handwriting style with increasing speed and accuracy; Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p><u>Transcription:</u> Use further prefixes and suffixes and understand how to add them, revising old ones: e.g. ly, ed, es, ing, er, est; 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>	<p><u>Terminology/Vocabulary:</u> Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading: tense, noun, noun phrase, adjective, verb, adverb, adverbial, preposition, conjunction, pronoun, possessive pronoun, determiner, root word, word family, prefix, suffix, clause, subordinate clause, apostrophe, comma, direct speech, inverted commas.</p> <p><u>Handwriting:</u> Use a neat, joined handwriting style with increasing speed and accuracy. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p><u>Transcription:</u> Spell further homophones e.g. here/hear; are/our; your/you're; there/their/they're; where/wear/were/we're; 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> <p><u>Spelling:</u> Target grp. (Tasmania): Application of Phonics; prefixes sub; super; suffix ation;</p>	<p><u>Handwriting:</u> Use a neat, joined handwriting style with increasing speed and accuracy; Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p><u>Transcription:</u> Spell words that are often mis-spelt e.g. to/two/too; have/of/off; though/although/through/threw/thought; Place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. 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> <p><u>Spelling:</u> Target grp. (Tasmania): Application of Phonics; prefixes inter; anti; auto; ex; non; suffix ous; words ending in er/ar</p> <p><u>Statutory Spellings: s - w</u> sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, although, thought, through, various, weight, woman, women.</p>
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	<p>Spelling: prefixes in, im, il; suffixes/spelling rules for adding: ly, es, ed, ing, er, est; au/augh; ough; sion; ssion; tion; cian;</p> <p>Statutory Spellings: m - o material, medicine, mention, minute, natural, naughty, notice, occasion, occasionally, often, opposite, ordinary.</p>	<p>words spelt with sc; soft c/ce</p> <p>Statutory Spellings: p - r particular, peculiar, perhaps, popular, position, possess, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember.</p>	
<p>English: Spoken Language</p>	<p>Listen and respond appropriately to others, picking up on and developing the key or relevant points. Ask questions in a growing range of structures for different purposes, e.g. open questions for clarification, closed questions to check an instruction. Make more specific word choices to produce a stronger response in the listener, adapting their word choices for different contexts. Articulate and justify their answers, arguments and opinions with simple evidence or reasoning. Sequence and develop descriptions, explanations, and narratives in an organised and logical way, which include the main point and supporting reasons using a range of sentence structures. Sustain collaborative conversations, listening to alternative views with an open mind and responding to comments that they may or may not agree with using appropriate language and non-verbal gestures. Identify, propose and discuss possible explanations and outcomes based on information they have heard and simple inferences they have made. Speak clearly to a range of audiences controlling volume, tone and intonation using more sophisticated language within complex sentences. Present structured information or ideas using more specific language to a varying type/size of audience; take part in a range of drama techniques, generally sustaining and enhancing a role through voice, language and gesture choices. Pick up on simple clues to know when a listener does not understand or has lost interest and employ a range of simple verbal and non-verbal techniques to regain and sustain interest. Listen and respond to different viewpoints, exploring why they agree or disagree with key points and supporting details. Choose the correct language and structure appropriate for familiar tasks/audience.</p> <p>These skills will be applied through: 1:1 and group reading, whole class reading, comprehension sessions, identifying key vocabulary, VIPERS, 'Read Alouds', 'Think Alouds', teacher modelling intonation and expression, children using different voices for speech, predicting events in a story, discussing book choices and inferring meaning in fiction and non-fiction texts; Rehearsing and reciting poetry and prayers by heart, 'choral speaking', e.g. Harvest, Christmas Services at Church and public speaking in Assemblies, National Poetry Day, National Storytelling Week (oral story telling using journey sticks); Riddles of Roman Gods and Goddesses; Boudicca's Battle Cry; Roman Podcasts (ICT); Performing playscripts, e.g. Rama & Sita; Role plays and discussions for PSHCE, e.g. Enzo's Egg; Read Write Perform: <i>Wish You Were Here?</i>; Rehearsing and performing in woodland amphitheatre; Discussing and explaining in all lessons, including Science, 'Rocket Words'; Rehearsing and composing sentences: writing composition & weekly spellings, dictation sentences; Reading work aloud, conferencing, teacher-peer-whole class; Standard English in SPAG explicitly taught, e.g. was/were; Participating in discussions with visitors and on school trips.</p>		

<p>Maths</p>	<p><u>Place Value</u></p> <ul style="list-style-type: none"> • Represent numbers to 1,000 • Partition numbers to 1,000 • Number line to 1,000 • Thousands • Represent numbers to 10,000 • Partition numbers to 10,000 • Flexible partitioning of numbers to 10,000 • Find 1, 10, 100, 1,000 more or less • Number line to 10,000 • Estimate on a number line to 10,000 • Compare numbers to 10,000 • Order numbers to 10,000 • Roman numerals • Round to the nearest 10 • Round to the nearest 100 • Round to the nearest 1,000 • Round to the nearest 10, 100 or 1,000 <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> • Add and subtract 1s, 10s, 100s and 1,000s • Add up to two 4-digit numbers – no exchange • Add two 4-digit numbers – one exchange • Add two 4-digit numbers – more than one exchange • Subtract two 4-digit numbers – no exchange • Subtract two 4-digit numbers – one exchange • Subtract two 4-digit numbers – more than one exchange • Efficient subtraction • Estimate answers • Checking strategies <p><u>Area</u></p> <ul style="list-style-type: none"> • What is area? 	<p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> • Factor pairs • Use factor pairs • Multiply by 10 • Multiply by 100 • Divide by 10 • Divide by 10 • Related facts – multiplication and division • Informal written methods for multiplication • Multiply a 2-digit number by a 1-digit number • Multiply a 3-digit number by a 1-digit number • Divide a 2-digit number by a 1-digit number (1) • Divide a 2-digit number by a 1-digit number (2) • Divide a 3-digit number by a 1-digit number • Correspondence problems • Efficient multiplication <p><u>Length and Perimeter</u></p> <ul style="list-style-type: none"> • Measure in kilometres and metres • Equivalent lengths (kilometres and metres) • Perimeter on a grid • Perimeter of a rectangle • Perimeter of rectilinear shapes • Find missing lengths in rectilinear shapes • Calculate perimeter of rectilinear shapes • Perimeter of regular polygons • Perimeter of polygons <p><u>Fractions</u></p> <ul style="list-style-type: none"> • Understand the whole • Count beyond 1 • Partition a mixed number • Number lines with mixed numbers 	<p><u>Decimals</u></p> <ul style="list-style-type: none"> • Make a whole with tenths • Make a whole with hundredths • Partition decimals • Flexibly partition decimals • Compare decimals • Order decimals • Round to the nearest whole number • Halves and quarters as decimals <p><u>Money</u></p> <ul style="list-style-type: none"> • Write money using decimals • Convert between pounds and pence • Compare amounts of money • Estimate with money • Calculate with money • Solve problems with money <p><u>Time</u></p> <ul style="list-style-type: none"> • Years, months, weeks and days • Hours, minutes and seconds • Convert between analogue and digital times • Convert to the 24-hour clock • Convert from the 24-hour clock <p><u>Shape</u></p> <ul style="list-style-type: none"> • Understand angles as turns • Identify angles • Compare and order angles • Triangles • Quadrilaterals • Polygons • Lines of symmetry • Complete a symmetric figure <p><u>Statistics</u></p> <ul style="list-style-type: none"> • Interpret charts • Comparison, sum and difference • Interpret line graphs
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	<ul style="list-style-type: none"> • Count squares • Make shapes • Compare areas <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> • Multiples of 3 • Multiply and divide by 6 • 6 times-table and division facts • Multiply and divide by 9 • 9 times-table and division facts • The 3, 6 and 9 times-tables • Multiply and divide by 7 • 7 times-table and division facts • 11 times-table and division facts • 12 times-table and division facts • Multiply by 1 and 0 • Divide a number by 1 and itself • Multiply three numbers 	<ul style="list-style-type: none"> • Compare and order mixed numbers • Understand improper fractions • Convert mixed numbers to improper fractions • Convert improper fractions to mixed numbers • Equivalent fractions on a number line • Equivalent fraction families • Add two or more fractions • Add fractions and mixed numbers • Subtract two fractions • Subtract from whole amounts • Subtract from mixed numbers <p><u>Decimals</u></p> <ul style="list-style-type: none"> • Tenths as fractions • Tenths as decimals • Tenths on a place value chart • Tenths on a number line • Divide a 1-digit number by 10 • Divide a 2-digit number by 10 • Hundredths as fractions • Hundredths as decimals • Hundredths on a place value chart • Divide a 1- or 2-digit number by 100 	<ul style="list-style-type: none"> • Draw line graphs <p><u>Position and direction</u></p> <ul style="list-style-type: none"> • Describe position using coordinates • Plot coordinates • Draw 2-D shapes on a grid • Translate on a grid • Describe translation on a grid
<p>Maths Vocabulary</p>	<p>negative numbers, Roman numerals, 1000 more, 1000 less, thousands, round, 4-digit number, operations, methods, factor pairs, formal written layout, distributive law, remainders, decimal equivalence, hundredths, convert, proper fractions, improper fractions, decimal point, kilometres km, rectilinear, figure, area, convert, isosceles, equilateral, scalene, trapezium, rhombus, parallelogram, kite, geometric shapes, quadrilaterals, co-ordinates, first quadrant, grid, translation, plot, polygon, axis, time graph, discrete data, continuous data, line graph, comparison problem, sum problem, difference problem, calculate, interpret.</p>		

<p>Science</p>	<p><u>Animals including Humans</u> (K) Identify the different types of teeth in humans and their simple functions; (K) Describe the simple functions of the basic parts of the digestive system in humans; (WS) Asking relevant questions and using different types of scientific enquiries to answer them; (WS) Setting up simple practical enquiries, comparative and fair tests; (WS) Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; (WS) Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p><u>Living Things and their Habitats</u> (K) Construct and interpret a variety of food chains, identifying producers, predators and prey; (K) Recognise that environments can change and that this can sometimes pose dangers to living things; (WS) Asking relevant questions and using different types of scientific enquiries to answer them; (WS) Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; (WS) Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; (WS) Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables;</p>	<p><u>Living Things and their Habitats</u> (K) Recognise that living things can be grouped in a variety of ways; (K) Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment; (K) Recognise that environments can change and that this can sometimes pose dangers to living things; (WS) Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; (WS) Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; (WS) Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; (WS) Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; (WS) Using straightforward scientific evidence to answer questions or to support their findings.</p> <p><u>States of Matter</u> (K) Compare and group materials together, according to whether they are solids, liquids and gases; (K) Identify that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius;</p>	<p><u>Electricity</u> (K) Identify common appliances that run on electricity; (K) Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers; (K) 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; (K) Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit; (K) Recognise some common conductors and insulators, and associate metals with being good conductors; (WS) Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; (WS) Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; (WS) Using straightforward scientific evidence to answer questions or to support their findings; (WS) Asking relevant questions and using different types of scientific enquiries to answer them; (WS) Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p><u>Sound</u> (K) Identify how sounds are made, associating some of them with something vibrating; (K) Recognise that vibrations from sounds travel through a medium to the ear; (K) Find patterns between the pitch of a sound and features of the object that produced it; (K) Find patterns between the volume of a sound and the strength of the vibrations that produces it; (K) Recognise that sounds get fainter as the distance from the sound source increases;</p>
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	<p>(WS) Setting up simple practical enquiries, comparative and fair tests;</p> <p>(WS) Using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>(K) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature;</p> <p>(WS) Identifying differences, similarities or changes related to simple scientific ideas and processes;</p> <p>(WS) Setting up simple practical enquiries, comparative and fair tests;</p> <p>(WS) Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers;</p> <p>(WS) Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>(WS) Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions;</p> <p>(WS) Setting up simple practical enquiries, comparative and fair tests;</p> <p>(WS) Identifying differences, similarities or changes related to simple scientific ideas and processes.</p>
<p>Science Vocabulary</p>	<p>digestive system, oesophagus, stomach, small intestine, large intestine, saliva, peristalsis, absorb, liver, gall bladder, incisors, canines, molars, jaw, gum, enamel, plaque, tooth decay, cavity, fluoride, ecosystem, producer, consumer, prey, predator, food web, tundra, hide, interdependence, threatened, habitat, microhabitat, conditions, adapted, camouflage, coastal, grassland, environment, climate, exposure, classify, characteristics, vertebrate, invertebrate, species, sub-groups, identify, criteria, classification keys, organisms, adapted, region, features, colouring, blubber, ecosystem, oxygenized, flowering plant (angiosperm), non-flowering plant (gymnosperm), pond dipping, ecosystem, Northern Hemisphere, Southern Hemisphere, migrate, monsoon, rainforest, deforestation, drought, biodiversity, recycling, fossil fuels, pollution, greenhouse gases, emissions, climate change, chemicals, sewage, contaminate, pesticides, water treatment plant, conserve, drought, freshwater, pure, water butt, endangered marine species, protect, conservation areas, recycling, matter, solid, liquid, gas, volume, particle, bond, arranged, cooled, heated, particle, melting, melting point, temperature, thermometer, freezing, reverse, boiling, sublimation, deposition, evaporation, condensation, absorb, water vapour, process, water cycle, precipitation, surface runoff, transpiration, groundwater, vibration, medium, waves, eardrum, signals, source, energy, particles, echo, vacuum, materials, reflect, absorb, insulate, defenders, volume, decibels, decibel metre, amplitude, power, pitch, high pitch, low pitch, instruments, orchestra, energy, particles, travel, sound source, fade, electricity, batteries, mains electricity, appliance, socket, circuit, series circuit, component, cell, voltage, current, power, battery, wire, bulb, conductor, insulator, metal, copper, rubber, switch, current, control, complete circuit, incomplete circuit, non-renewable energy, renewable energy, wind turbines, solar panels, hydropower.</p>		

Learning Outside The Classroom	Collect stones to create cave inspired paintings. Bassetlaw Museum Visit: Stone Age Survival Skills. Use an open fire to explore Stone Age cooking. Trip to Creswell Crags.	Magnetic objects hunt. Investigating shadows outdoors.	Investigating plants and planting their own plants. To use the four points of a compass to give directions.
History	<p><u>The Stone Age to the Iron Age</u></p> <p>Develop an understanding of the changes in Britain from the Stone Age to the Iron Age by:</p> <p>Sequencing several events or artefacts to create a timeline from the Stone Age to the Iron Age;</p> <p>Studying the Neolithic Stone Age village, Skara Brae, to develop a knowledge of the houses and lifestyles of people from the Stone Age and to find out about their everyday lives;</p> <p>Using a range of sources to find out about the Bronze Age and make predictions about objects from that period;</p> <p>Identifying and giving reasons for different ways in which the past is represented through the study of different sources for the Iron Age;</p> <p>Placing the times studied on a timeline;</p> <p>Comparing with our life today and noting key similarities and differences (including farming, art and culture) between then and now;</p> <p>Distinguishing between different sources and comparing versions of the same events;</p> <p>Observing small details with studying artefacts and pictures.</p>		<p><u>Ancient Greeks</u></p> <p>To study Greek life and their achievements and influence on the western world by:</p> <p>Using a range of sources including stories, photographs and artefacts to examine the legacy of Greek culture including art and architecture on later periods in British history, including the present day;</p> <p>To understand how the Ancient Greeks were governed by a democratic system and how this links to democracy in the UK today;</p> <p>To know where and when the Olympic games first began;</p> <p>To learn about Ancient Greek Gods and Goddesses and the importance of these on daily life by selecting and recording relevant information;</p> <p>Beginning to use the library and internet for research into Greek life and culture;</p> <p>Identifying reasons for and results of people's actions in relation to The Battle of Marathon;</p> <p>Distinguishing between different sources and comparing versions of the same story in relation to the Battle of Troy.</p>

<p>Geography</p>		<p><u>Ring of Fire:</u></p> <p><u>Location Knowledge</u> Begin to use junior atlases to locate continents, oceans in relation to the Ring of Fire. Use atlases as a source of information to investigate where the Ring of Fire is located and analyse evidence, beginning to draw conclusions about its location;</p> <p><u>Human and physical geography</u> Begin to use junior atlases to locate the geographical features, including mountains and volcanoes. To understand how volcanoes are formed and erupt.</p> <p><u>Geographical skills and fieldwork</u> Begin to ask/initiate geographical questions when investigating what causes earthquakes, tsunamis, tornados and volcanoes to erupt; Locate places on larger scale maps; Understand why a key is needed for maps.</p>	
<p>Art and Design</p>	<p><u>Stone Age Art</u> Use their sketchbook to record visual information of cave paintings from different sources including stories, photos, NF books; Plan, refine and alter their drawings as necessary; Experiment with a range of media e.g. paint, stone, clay etc. to make cave art; Experiment with different effects and textures, including thickened paint, overlapping and layering etc. to create cave paintings;</p>	<p><u>Sketching extreme weather scenes</u> To experiment with different grades of pencil when sketching a Hokusai-style tidal wave; To draw for a sustained period of time at their own level. To explore movement when sketching art based on extreme weather.</p> <p><u>Wind Art</u> To mix a variety of colours and know which primary colours make secondary colours to create their wind art paintings; Use a developed colour vocabulary to discuss their own and their peers' art work;</p>	<p><u>Design and make an Ancient Greek Urn</u> Plan, design and make models; Use a variety of techniques, including printing, dying weaving, etc. when making their Greek urn; Experiment with a variety of materials, objects and techniques including layering to create their urn; Develop skills in cutting and joining; Investigate art, craft and design in the locality and in a variety of genres; Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures; Annotate their work in a sketchbook; Name the tools and materials they have used;</p>

	<p>Work on their own and collaboratively with others on projects in 2 or 3 dimensions to make cave paintings.</p> <p>Sketching Draw for a sustained period of time at their own level when sketching (woolly mammoths); Adapt their work according to their views and describe how they might develop it further.</p>	<p>Work confidently with a range of scales e.g. thin brush on small picture; To explore the use of pattern and shape within their art work; To compare their own work with that of others and to evaluate their paintings; Compare ideas, methods and approaches in their work and say what they think and feel about it.</p>	<p>Construct a simple clay base for extending and modelling other shapes. Join these additional clay pieces adequately and work reasonably independently; Make a simple papier-mâché Greek urn.</p>
DT	<p>Stone Age Stew Know that a healthy diet is made from a variety and balance; Follow procedures for safety and hygiene and know why these are in place; To know that to be healthy, food and drink are needed to provide energy; Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing and spreading; Know that food is grown and reared and caught in UK and the world.</p>	<p>Kites Understand how key events and individuals in design and technology have helped shape the world in the context of how kites have helped shape the world; Analyse who designed and made a product, where the product was made and whether or not a product can be recycled; Choose materials for both practical and aesthetic reasons; Select tools and equipment suitable to the task; To identify strengths and areas for development in their products by peer assessing their kites.</p>	<p>Greek Salad Taste testing the different components, discussing nutrition and beginning to know how food is grown. Using a range of techniques: peeling chopping and slicing.</p> <p>Ancient Greek Weapon (Catapult) Study how mechanical systems such as pulleys create movement. Use annotated sketches, cross-sectional drawings and diagrams to develop ideas of their Greek weapon; Generate realistic ideas, focusing on the needs of the user; Select appropriate materials which are suitable for the task. Explain their choice of material and components according to functional properties; Describe the purpose of their product; Measure, mark out, cut and shape materials and components, including construction materials and kits; Accurately apply a range of finishing techniques, including those from art and design; Investigate how well products have been designed, how well products have been made and materials chosen, how well the products serve their purpose and meets the needs of the user; Explain how particular parts of their product work; Explain how to use mathematics to help design and</p>

			make products that work.
Music	<p>Sing a widening range of songs of varying styles and structures with a wider vocal range, tunefully and with expression; Perform with dynamic contrast: p and f; Perform a range of action songs confidently and in time, with awareness of pulse/rhythm; Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes; Internalise sounds by singing parts of a song ‘in their heads’; Practise, rehearse and present performances with an awareness of the audience in the Harvest and Christmas (Christingle) Church Services.</p> <p>Appreciate and understand a wide range of music drawn from different traditions and from great composers and musicians using BBC Ten Pieces: Night on a Bare Mountain (Mussorgsky) and In the Hall of the Mountain King (Grieg) (Link to Stone Age Topic), exploring orchestral instruments and sections of the orchestra.</p>	<p>Learn about the different properties and sounds of un-tuned percussion instruments; Apply word chants to rhythms, understanding how to link each syllable to one musical note by composing 4 beat word rhythms based on the Topic of Weather and selecting instruments to describe visual images; Appreciate and understand a wide range of music drawn from different traditions and from great composers and musicians using BBC Ten Pieces: Storm (Britten), using the music as stimulus for own composition; Create music that describes contrasting moods and emotions in response to different stimuli e.g. stories, paintings, photographs; Create textures by combining sounds in different ways, to create different moods; Begin to understand graphic notation (and dot notation to show higher or lower pitch) by creating sounds in response to symbols and creating their own symbols as part of a class score about Extreme Weather, composing and playing descriptive music in groups, making improvements to their work.</p>	<p>Identify ways sounds are used to accompany a song using BBC Schools Radio Ancient Greek Myths and Legends: Persephone & Hades; Orpheus & Eurydice; Theseus & the Minotaur; King Midas & the Golden Touch; Perseus & the Trojan Horse; Odysseus & the Cyclops; Listen with attention to detail and recall sounds with increasing aural memory; Identify and recall rhythmic and melodic patterns; Identify and play repeated patterns found in a variety of music (ostinato); Perform a repeated pattern to a steady pulse and distinguish between pulse and rhythm.</p> <p>Develop an understanding of the history of music by discussing Music and Musical Instruments in Ancient Greece; Understand how (and learn the vocabulary of) the combined musical elements of pitch, duration, dynamics, tempo, timbre and texture can be organised within musical structures and used to communicate different moods and effects.</p>
RE	<p>4.4 Religion, Family, Community, Worship, Celebration, Ways of Living Enquiry question ‘How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?’ Learn about Festivals, including Harvest, Sukkot and Thanksgiving; and</p>	<p>4.2 Symbols & Religious Expression Enquiry Question ‘How do people express their religious and spiritual ideas on pilgrimages/religious journeys?’ Consider the purposes of going on a pilgrimage (including the Holy Land at Easter) and think about why they would choose their own kind of spiritual journey if they could;</p>	<p>4.1 The Journey of Life & Death Enquiry Question ‘Why do some people think life is like a journey? Where do we go? What do different people think about life after death?’ Learn about key ways in which Christians, Hindus and Muslims see life as a journey and how key moments (life’s milestones) are marked by celebrations, rituals and ceremonies for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals;</p>

	<p>Festivals of Light, including Diwali, Hannukah and Advent/Christingle (Perform in the Christingle Celebration); Describe links between Hindu stories and celebrations, e.g. Rama and Sita, using different literary approaches to the characters and meanings of the stories (Perform in a Play); Explore the themes of light/darkness, goodness/evil, honesty, trust, collaboration, co-operation, patience and devotion in relation to stories told at festivals (Link PSHE); Make connections to their own lives and celebrations, including non-religious festivals such as New Year; Explain similarities and differences between Hindu festivals and a 'big day' they celebrate (may be Christmas Day.) (Religions: Hinduism, Judaism, Christianity)</p> <p>4.3 Spiritual Expression Enquiry question 'Christianity, music and worship: what can we learn?' Explore and respond thoughtfully to examples of Christian music such as Christmas Carols (Perform in the Christingle); Consider the meanings of words used in musical worship.</p>	<p>Explore the value of belonging to a community (Link PSHE) and expressing spirituality in the memories, rituals, emotions, experiences, stories and music of pilgrimages. (Religions: Christianity, Islam, Hinduism, Humanism)</p> <p>4.3 Spiritual Expression Enquiry question 'Christianity, music and worship: what can we learn?' Listen to/compare/sing examples of music from Christianity including Easter Hymns and Songs e.g. 'Christ the Lord is Risen Today' and 'The Lord's Evening Meal', culminating in a simple Easter Service, including preparing (Link DT)/ sharing bread; Explain similarities and differences between examples of the music Christians use from the past/ contemporary worship; Describe the impact of examples of religious music on those who sing or play it, exploring spiritual ideas and questions: does music create calm, excitement, worship or a sense of the presence of God and express reasons why particular pieces of music are spiritual for them (consider the idea of being 'spiritual but non-religious') identifying pieces of music that make them feel calm, excited, peaceful, joyful; Show an understanding of how and why Christians use music to express beliefs about God and devotion to God; Consider why music matters in religious life and human life. Link English/PSHE: 'The Song For Everyone' by Lucy Morris.</p>	<p>Learn about different concepts of an afterlife such as Muslim Paradise; Christian Heaven; Hindu Reincarnation and Moksha; non-religious views e.g. Humanist commitment to 'the one life we have'; Understand the link between religious ideas about 'destiny' or 'destinations' at the end of life and the ways religious people live now; Consider similarities and differences between questions about life's meaning and the possibility of a next life.</p> <p>(Religions: Christianity, Hinduism, Islam, Judaism, Humanism)</p>
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<p>PHSE/ Citizenship/ RSE</p>	<p><u>Relationships – TEAM</u> To be able to talk about changes and how they might make me feel; To explain how and why we should work well as a team; To describe how my actions and behaviour affect my team; To pay attention to and respond considerately to others; To describe why disputes might happen and learn strategies to resolve them.</p> <p><u>Relationships – Digital Wellbeing</u> To identify some positives and negatives of the Internet; To explain what to do if they experience or see bullying online; To explain ways to communicate safely online and identify ways to get support if they do not feel safe; To assess the reliability of online information; To explain what personal information includes. To know why we shouldn't share passwords and private information; To explain why we have rules and restrictions around the technology we use.</p>	<p><u>Living in the Wider World - Diverse Britain</u> To describe what it is like to live in the British Isles; To talk about what democracy is and understand why it is important; To talk about what rules and laws are and identify how they help us; To talk about what liberty means and identify the rights of British people; To describe a diverse society and talk about why it is important; To explain what being British means to me and to others.</p> <p><u>Living in the Wider World - One World</u> To discuss ways in which people's lives are similar and different and give reasons for these differences; To explore differences of opinion and identify if I feel these are fair; To think about the lives of people living in other places, make considered decisions and give reasons for my opinions; To recognise how my actions impact on people living in different countries and identify things I can do to make the world a fairer place; To explain what climate change is and how it affects people's lives as well as identify what I can do to help; To identify different organisations that help people in different countries who are in challenging situations and explain how they do this.</p>	<p><u>Health and Wellbeing - Safety First</u> To be responsible for making good choices to stay safe and healthy; To identify a risky situation and act responsibly; To understand that I can choose not to do something that makes me feel uncomfortable; To know how to stay safe when out and about; To know about dangerous substances and how they affect the human body; To know how to respond in emergency situations.</p> <p><u>Health and Wellbeing - Growing Up</u> To describe male and female body parts and explain what these are for; To describe how boys' bodies will change as they go through puberty; To describe how girls' bodies will change as they go through puberty; To describe the feelings that some people experience as they grow up; To understand that there are many different types of relationships and families; To describe how babies are made and how they are born.</p>
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<p>MFL (BSL/French)</p>	<p>BSL Fingerspelling Numbers 1-10 Numbers 11 – 100 Colours Directional verbs Facial expression Questions Places Jobs</p> <p>French Unit 1 – Cultural unit – Where is France? Where is France? What major cities are there in France? What is Paris like? Unit 2 – Numbers and Alphabet Numbers to 30 The alphabet Correct pronunciation Unit 3 – All About Me Various ways of greeting each other Introducing yourself and asking questions</p>	<p>Unit 4 – My Home Rooms in the home Basic adjectives to describe the home and the rooms Describing where they live Unit 5 – Colours Basic colours and colours of the rainbow Correct pronunciation of each colour Links – are any colours the same or different in English? Unit 6 – Animals Family pets Likes and dislikes Introducing your pet Unit 7 – Food Simple foods Foods found on a simple café menu Create own menu Visit the butchers and bakers Unit 8 – Calendar Days of the week Months of the year Correct pronunciation Unit 9 – Clothing Basic items of clothing School uniform Introduce body parts – main limbs</p>	<p>Unit 10 – Shopping Currency Asking how much something is Unit 11 – Holidays and Celebrations Singing Happy Birthday Talking about their own birthday Learning words to do with festivals and events Learning vocabulary about holidays Unit 12 – My Town Words to describe their town Words to describe shops and features of their town Transport – including transport vocabulary Unit 13 – Weather What’s the weather today? What’s the weather this week? What’s the weather this year? Using maps to talk about weather in different places Unit 14 – Sports Simple sports Simple phrases to describe what sports they play Unit 15 – School Introduction to school days in France Lessons Likes and dislikes of lessons Different jobs The classroom</p>
<p>PE</p>	<p>Multi Skills Pupils will continue to learn the correct techniques for throwing and kicking and continue to develop spatial awareness. Cross Country Pupils will learn the correct ways to run for a long-distance event such as cross country,</p>	<p>Multi Skills Pupils will continue to learn the correct techniques for throwing and kicking and continue to develop spatial awareness. Tag rugby Pupils will learn to develop their handling, tackling, attacking and defending skills</p>	<p>Competitive Games Apply the basic principles of attack and defence; Control their body in accordance with the strategy of the given game. Kwik Cricket Pupils will learn how to bat, bowl and field through various drills following ECB guidelines as well as the</p>

	<p>focusing on breathing and maintaining a level of pace for a long run.</p> <p>Football Pupils will be able to explain the rules of the game; Pupils will be drilled in their dribbling, passing and shooting before being put into small sided games following FA guidelines to put the skills into practice; Pupils who excel will choose the most appropriate tactics to use in a game and also work alone or as part of a team to regain possession of the ball.</p>	<p>through drills; Pupils will then extend this into small sided games; Pupils who excel will demonstrate appropriate positioning and tactics to cause a problem for the opposition.</p> <p>Netball Pupils will be drilled in different passing and shooting techniques; They will then look to bring these into free role game scenarios; Pupils who excel will be introduced into netball positions, learning how to move the ball swiftly to cause a problem for the opposition in games.</p>	<p>basic rules for scoring; They will then look at implementing this into different cricket games such as French Cricket and Caterpillar Cricket.</p> <p>Rounders Pupils will be learn the basic rules of the game and will be coached in batting and fielding skills; Pupils will then be introduced into playing games of Rounders with games such as 10 Base Rounders (to develop their fielding skills) and Home Run Rounders (to develop their running in between bases.)</p>
	<p>Swimming and Water Safety: until February. Swim competently, confidently and proficiently over a distance of at least 25 metres; Use a range of strokes effectively; Perform safe self-rescue in different water-based situations.</p>		
<p>Computing</p>	<p>Computing systems and networks – The Internet To describe how networks physically connect to other networks; To recognise how networked devices make up the internet; To outline how websites can be shared via the World Wide Web (WWW); To describe how content can be added and accessed on the World Wide Web (WWW); To recognise how the content of the WWW is created by people.</p> <p>Creating media – Audio editing To identify that sound can be digitally recorded; To use a digital device to record sound; To explain that a digital recording is stored as a file;</p>	<p>Programming A – Repetition in shapes To identify that accuracy in programming is important; To create a program in a text-based language; To explain what ‘repeat’ means; To modify a count-controlled loop to produce a given outcome; To decompose a task into small steps; To create a program that uses count-controlled loops to produce a given outcome.</p> <p>Data and information – Data logging To explain that data gathered over time can be used to answer questions; To use a digital device to collect data automatically;</p>	<p>Creating media – Photo editing To explain that digital images can be changed; To change the composition of an image; To describe how images can be changed for different uses; To make good choices when selecting different tools; To recognise that not all images are real; To evaluate how changes can improve an image.</p> <p>Programming B – Repetition in games To develop the use of count-controlled loops in a different programming environment; To explain that in programming there are infinite loops and count controlled loops; To develop a design that includes two or more loops which run at the same time;</p>

	<p>To explain that audio can be changed through editing; To show that different types of audio can be combined and played together' To evaluate editing choices made.</p>	<p>To explain that a data logger collects 'data points' from sensors over time; To use data collected over a long duration to find information; To identify the data needed to answer questions; To use collected data to answer questions.</p>	<p>To modify an infinite loop in a given program; To design a project that includes repetition; To create a project that includes repetition.</p>
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