



Subject	Term 1 (Sept-Oct)	Term 2 (Nov/Dec)	Term 3 (Jan/Feb)	Term 4 (Mar/April)	Term 5 (May/June)	Term 6 (July/Aug)
<b>English</b>	<p>Stories with historical settings</p> <p>Information text</p> <p><b>Key Texts</b> Escape From Pompeii by Christina Ballit Gladiator Story Who were the Romans?</p>	<p>Recounts Trip recount</p> <p>Newspaper Reports</p> <p>Poetry: Creating Images</p> <p><b>Key Texts</b> Is The Moon Tired? By Christina Rossetti A Birthday In the Bleak Mid Winter The Writer of this Poem -Roger McGough</p>	<p>Stories from other cultures</p> <p>Persuasive letter</p> <p><b>Key Texts</b> Rama &amp; Sita Krishna</p>	<p>Persuasive writing -advertisements</p> <p>Stories set in imaginary worlds</p> <p><b>Key Texts</b> Magazine ads Spy Gadgets (Pie Corbett) Robot Poster</p> <p>Alice In Wonderland Whales' Song (Sheldon &amp; Blythe) The Flying Blanket</p>	<p>Stories with Issues &amp; Dilemmas</p> <p>Poetry: Exploring Form, List poems</p> <p><b>Key Texts</b> Journey to Jo'burg Sam's Duck</p>	<p>Explanation Texts</p> <p>Playscripts</p> <p><b>Key Texts</b> Cracking Contraptions Shirt Machine</p> <p>Charlie and the Chocolate Factory</p>
	<p><b>Grammar</b> Past perfect tense</p> <p>Present perfect tense and simple past</p> <p>Can use links to show time or cause.</p>	<p><b>Grammar</b> Cohesive devices within and across a sentence.</p> <p>Fronted adverbials</p> <p>Pronoun, determiner, possessive pronoun, adverbial phrase</p>	<p><b>Grammar</b> Powerful verbs</p> <p>Dialogue – verb + adverb</p> <p>Develop complex sentences.</p>	<p><b>Grammar</b> Identifying the subject and object of a sentence.</p> <p>Can vary sentences, adding phrases to make the meaning more precise.</p>	<p><b>Grammar</b> Short sentences to build tension.</p> <p>Possessive adjectives</p> <p>Reinforce complex sentences. Main and subordinate clauses</p>	<p><b>Grammar</b> Verb tenses</p> <p>Adverb phrases</p> <p>Paragraphs recap</p> <p>Vocabulary chosen for effect or appropriateness.</p>



	<p>Identify a noun and types of noun including noun phrases.</p> <p>Noun phrases expanded by the addition of modifying adjectives</p> <p>Prepositional phrases</p> <p>Paragraphs to organise each part of a story</p> <p>Using pronouns, nouns and determiners- to introduce the noun</p> <p>Revise simple sentences – subject and one verb.</p>	<p>Secure use of compound sentences.</p> <p>Main and subordinate clauses.</p> <p>Standard English forms for Verb inflections</p>	<p>Sentences – repetition to persuade</p> <p>Main and subordinate clauses.</p>	<p>Sentences -Drop in the ing clause</p> <p>Include some detail/ description of events or ideas which have been expanded through vocabulary (simple adjectives) or explanation.</p> <p>Plural and possessive s</p> <p>Vocabulary chosen for effect or appropriateness.</p>	<p>Reinforce all Year 4 writing targets</p>	<p>Reinforce all Year 4 writing targets</p>
	<p><b>Punctuation</b> Revise capital letters, full stops, exclamation marks question marks and commas in lists Use of inverted commas and other punctuation to</p>	<p><b>Punctuation</b> Use of inverted commas and other punctuation to indicate direct speech. Speech marks- Direct speech Commas to</p>	<p><b>Punctuation</b> Commas to mark clauses and to mark off fronted adverbials</p>	<p><b>Punctuation</b> Commas to mark clauses and to mark off fronted adverbials</p> <p>Singular and Plural possession – apostrophes</p>	<p><b>Punctuation</b> Singular and Plural possession – apostrophes</p>	<p><b>Punctuation</b> Use of inverted commas and other punctuation to indicate direct speech Each new speaker on a new line. Commas between direct</p>



	<p>indicate direct speech. Speech marks- Direct speech Commas to separate items in a list</p>	<p>separate items in a list</p>				<p>speech and reporting clause</p>
<p><b>Maths</b></p>	<p><b><u>Number – Place Value</u></b> Find 1000 more or less than a given number.</p> <p>Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones)</p> <p>Order and compare numbers beyond 1000 Identify, represent and estimate numbers using different representations.</p> <p>Identify, represent and estimate numbers using different representations</p> <p>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.</p> <p>Count backwards through zero to include negative numbers.</p> <p>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.</p>	<p><b><u>Number – Multiplication and Division</u></b> Recall and use multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</p> <p>Use place value, known and derived facts to multiply mentally, including: multiplying together three numbers.</p> <p>Recognise and use factor pairs and commutativity in mental calculations</p> <p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>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.</p> <p><b><u>Measurement- Area</u></b> Find the area of rectilinear shapes by counting squares.</p> <p><b><u>Fractions (including decimals)</u></b></p>	<p><b><u>Decimals</u></b> Recognise and write decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and <math>\frac{3}{4}</math>.</p> <p>Compare numbers with the same number of decimal places</p> <p>Round decimals to nearest whole number</p> <p><b><u>Measurement- Money</u></b> Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>Convert between different units of measure (money).</p> <p><b><u>Measurement: Time</u></b> Convert between different units of measure [for example, kilometre to metre; hour to minute]</p>			



	<p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> <p>Count in multiples of 25 and 1000</p> <p><b><u>Number- Addition and Subtraction</u></b></p> <p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p> <p>Estimate and use inverse operations to check answers to a calculation.</p> <p>Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.</p> <p><b><u>Measurement: Length and Perimeter</u></b> Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>Convert between different units of measure [for example, kilometre to metre]</p> <p><b><u>Number – Multiplication and Division</u></b></p> <p>Count in multiples of 6, 7 and 9.</p>	<p>Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>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.</p> <p>Add and subtract fractions with the same denominator.</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p><b><u>Statistics</u></b></p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p><b><u>Geometry: Properties of shape</u></b></p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p>
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	<p>Find the effect of dividing a two or three digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths Find the effect of multiplying a one or two digit number by 10 or 100.</p> <p>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.</p>			<p><b><u>Geometry- Position and Direction</u></b> Describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>Plot specified points and draw sides to complete a given polygon.</p> <p>Describe movements between positions as translations of a given unit to the left/ right and up/ down.</p>		
<p><b>Science</b></p>	<p><b>States Of Matter - Strand Chemistry</b></p> <p><b><u>What is the matter?</u></b></p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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><b>Electricity- Strand Physics</b></p> <p><b><u>Can you light up a room?</u></b></p> <p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a</p>	<p><b>Living Things and their habitats - Strand Biology</b></p> <p><b><u>Where do I fit in?</u></b></p> <p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose</p>		<p><b>Animals including Humans - Strand Biology</b></p> <p><b><u>Who should I be afraid of?</u></b></p> <p>Construct and interpret a variety of foodchains, identifying producers, predators and prey.</p>	<p><b>Sound - Strand Physics</b></p> <p><b><u>Can you catch a scream?</u></b></p> <p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p>



	<p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>complete loop with a battery</p> <p>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>recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p>dangers to living things</p>			<p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p>
	<p>Working Scientifically: Recording data; Identifying scientific evidence; Planning enquiries (including recognising / controlling variables); Using test results to make predictions and set up further tests; Report and present findings; Take measurements using a range of scientific equipment.</p>					
<p><b>Religious Education</b></p>	<p><u>Questful R.E</u> Unit 4.1 – God, David and the psalms. <u>Questful R.E</u> Unit 4.6 – What is prayer?</p>	<p><u>Questful R.E</u> Unit 4.6 – What is prayer? <u>Questful R.E</u> Unit 4.2 - Christmas Exploring the symbolism of light <u>Non Christian Faith- Jewish/ Hindu festivals of light</u></p>	<p><u>Questful R.E</u> Unit 4.3 – Jesus the Son of God.</p>	<p><u>Questful R.E</u> Unit 4.4 – Exploring Easter as a story of betrayal and trust. UC- 2A.5- Why do Christians call the day Jesus died Good Friday? (Going Deeper p4/5) (Salvation)</p>	<p><u>Questful R.E</u> Unit 4.5 – Are all churches the same?</p>	<p><u>Non Christian Faith- Hinduism</u> Rules Sacred books. Sacred places Hindu Mandir Visit Pilgrimage – Ganges Do all people worship God in the same way? Are all places of worship the same?</p>
<p><b>Computing</b></p>	<p><b>E Safety to include emails</b></p>	<p><b>Data retrieving and organising</b> Spreadsheets</p>	<p><b>Algorithms and Programs</b> Design/write a program to achieve a specific goal.</p>		<p><b>Communicating and Presentation</b></p>	<p><b>Communicating and Presentation</b> Animation frames.</p>



	<p>Social networking sites and gaming sites carry risks. Benefits of a nickname for online use. Behave appropriately online. Cyber bullying and reporting.</p> <p>Identify when attachments may not be safe. Use cc and bcc. Send work to class teacher.</p>		<p>Create variables and If/Else statements. Debug a program. Make a control simulation. To understand decomposition and abstraction. <i>Purple Mash –Unit 4.1 Coding</i> Explore some simulations and evaluate them. <i>Lego WeDo –goal kicker and Goal keeper</i></p>	<p>Create presentation using powerpoint. Adding transitions. Insert sound recordings. Choose and insert images. <i>Powerpoint</i></p>	<p>Onion skin tool. Add backgrounds and sounds. Stop Motion animation. <i>Purple Mash –Unit 4.6 Animation</i> Create an extended piece of music using pre-recorded sample for specific audience and evaluate. <i>Garage band app</i></p>
<p>E Safety will be revisited at the start of each half term</p>					
<p><b>Geography</b></p>			<p><b>Place Knowledge</b></p> <p><b>UK Cities and North West Region/European Countries/Region of Spain (Catalonia)</b></p> <p><u><b>Donde en Espana estoy?</b></u> <u><b>(Where in Spain am I?)</b></u> <u><b>Where in the UK/World am I?</b></u></p> <p><b>10 weeks</b></p> <p>Locate the world’s countries, using maps to focus on Europe (including the location of</p>		



			<p>Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). <b>Focus on region of NW England</b></p> <p><b>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Catalonia).</b> <b>Human geography, including: types of settlement and land use, economic activity including trade links.</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	
	Ongoing development of geographical skills and fieldwork			
<b>History</b>	<p><b>The Roman Empire and its impact on Britain</b> <b>9 weeks</b> <b><u>Why were the Romans so powerful and how do we know they were here?</u></b></p> <p>Julius Caesar's attempted invasion in 55-54 BC the Roman</p>	<p><b>Local History (history of Manchester)</b> <b>4 weeks</b> <b><u>Would you want to be in their shoes?</u></b></p> <p>What was life like as a child during the Industrial Revolution?</p>	<p><b>Local History (history of Manchester)</b> <b>5 weeks</b> <b><u>Would you want to be in their shoes?</u></b></p> <p>What was life like as a child during the Industrial Revolution?</p>	<p><b>Britain's Settlement by Anglo-Saxons and Scots</b> <b><u>Who were the greatest invaders?</u></b> <b>9 weeks</b></p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and</p>



	Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity				village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne
Ongoing development of chronological understanding and historical enquiry skills					
<b>Art</b>	<p style="text-align: center;"><b>Drawing</b></p> <p style="text-align: center;"><i>Show body language and/ or facial expression in sketches</i></p> <p style="text-align: center;"><i>Marks/lines to produce texture</i></p> <p style="text-align: center;"><i>Represent objects with correct proportions and scale</i></p> <p style="text-align: center;"><i>Shading to show to light and shadow and reflections</i></p> <p style="text-align: center;"><b>Portraits with facial expression</b></p> <p style="text-align: center;"><b>Roman architecture and/or artefacts.</b></p>	<p style="text-align: center;"><b>Painting</b></p> <p style="text-align: center;"><i>Understand warm and cool colours</i></p> <p style="text-align: center;"><i>Understand and identify complimentary and contrasting colours</i></p> <p style="text-align: center;"><i>Control brushes and materials with confidence.</i></p> <p style="text-align: center;"><b>Picasso</b></p>	<p style="text-align: center;"><b>Printing</b></p> <p style="text-align: center;">Make own printing blocks</p> <p style="text-align: center;">Replicate patterns from observations</p> <p style="text-align: center;">Make repeated patterns with precision</p> <p style="text-align: center;">Use more than one colour to layer in a print.</p>	<p style="text-align: center;"><b>Textiles</b></p> <p style="text-align: center;"><i>Introduce the skill of stitching</i></p> <p style="text-align: center;">(Textiles and sewing covered in DT project)</p> <p style="text-align: center;"><i>Different stitch types and Pattern Pieces</i></p> <p style="text-align: center;"><i>Name different types of stitches introduced</i></p>	
<b>Design Technology</b>	<p style="text-align: center;"><b>Electrical</b></p> <p style="text-align: center;"><i>Simple Circuits and switch</i></p> <p style="text-align: center;"><b>Light up Card</b></p>	<p style="text-align: center;"><b>Food</b></p> <p style="text-align: center;"><i>How a variety of ingredients are grown, reared , caught and processed</i></p> <p style="text-align: center;"><b>Biscuits</b></p>	Artist to studied: <b>Picasso</b>  <p style="text-align: center;"><b>Textiles</b></p> <p style="text-align: center;"><i>Stitches and Pattern Pieces</i></p> <p style="text-align: center;"><b>Purses</b></p>		



	Key Individual to study: <b>George Washington Carver Agricultural and food scientist</b>					
<b>Physical education (PE)</b>	<p><b>Games Invasion</b> Netball focus</p> <p>T MOVE PE Y4 INVASION GAMES UNIT – focus on developing basic netball skills where possible.</p> <p><b>Games Invasion</b> Rugby</p> <p>T MOVE PE Y4 TAG RUGBY UNIT</p>	<p><b>Dance</b> Electricity – Unit 2 Val Sabin Dance. Lessons 1-6 Or <b>T MOVE PE – Year 4 Dance: Water Unit</b> (This could be used as pre-teaching the water cycle)</p> <p><b>Gymnastics</b> Working with Balance focus <b>T MOVE PE - Year 4 Gymnastics Movement</b></p>	<p><b>Dance</b> These shoes were made for walking Giraffes can dance 6 lessons - Val Sabin Dance Yr 4</p> <p>OR <b>T MOVE PE – Year 4 Dance: Carnival of the Animals Unit</b> (Links to Spring Science)</p> <p><b>Gymnastics</b> Rolling focus</p> <p>Lesson development focus – Use KS2 Val Sabin Units on Rolling</p> <p>Can include a range of shapes, follow a set of ‘rules’ to produce a sequence, combine action, balance and shape.</p> <p>Work with a partner to create, repeat and improve a sequence with at least three phases</p>	<p><b>Games Invasion</b> Handball focus (builds on Y2) 6 lessons to develop games of handball</p> <p>Introduce rules and key skills, develop key skill from earlier unit in each set of handball matches (small-sided)</p> <p><b>Games</b> Net &amp; Wall Tennis recap lessons to build on Y3</p> <p>-recap AEGON SCHOOL TENNIS DVD AND HANDBOOK LESSONS AGE 7-9 to focus in on repetitive serve &amp; return skills (lesson 4 in the series)</p> <p>Develop into further match play practise sessions (lesson 5,6)</p>	<p><b>Games Striking and Fielding</b> Cricket focus</p> <p><b>KS2 T MOVE PE CRICKET LESSONS 1-6 TO DEVELOP CORE SKILLS</b></p> <p><b>Athletics</b> Jumping for height <b>Elevating Athletics</b> 6 lessons to develop jumping styles and techniques (not combination jumping)</p>	<p><b>Games Striking &amp; Fielding</b> Rounders focus Builds on from Y3</p> <p><b>Use Y5 T MOVE PE - Striking and Fielding: Rounders Unit if necessary</b></p> <p><b>Athletics</b> Push Throwing</p> <p><b>Elevating Athletics</b> Series of 6 lessons to develop technique and power.</p>



Languages (Spanish)	Retratos (Portraits)		Los cuatro amigos (The 4 friends)		Cultivando unas cosas (Growing things)	
<b>Personal. Social &amp; Health Education (PSHE) (inc British Values and RSE)</b>	<b>Respecting One Another/Bullying and Stereotypes</b> <i>Discrimination, teasing, bullying and aggressive behaviours (inc. cyber-bullying, prejudice-based language and ‘trolling’) R3.6 R4.2 H6.8</i> <i>Stereotypes R3.7</i> <i>How to recognise bullying/abuse R3.6 R7.5</i> <i>Consequences of bullying and harmful behaviours including discrimination R3.6 H6.8</i> <i>Strategies for getting support H6.9</i>		<b>Staying Safe</b> <i>School health and safety rules</i> <i>Basic emergency aid H12.2</i> <i>Road / Cycle Safety (Bikeability) and safety in the environment (inc. electrical, rail, water and fire safety)</i> <i>Online safety, including how to keep personal information safe and how to report concerns R4.4 H7.3 H7.7</i>		<b>Keeping Mentally Healthy</b> <i>Personal feelings R3.4 H6.2 H6.3</i> <i>Conflicting emotions H6.2 H6.3 H6.4</i> <i>Strategies to resolve disputes / differences within friendships R2.4</i>	
<b>British Values</b>	<b>Democracy:</b> Election of School Council <b>Rule of Law:</b> How/why rules and laws are made and enforced, including health and Safety rules <b>Tolerance of Different Faiths and beliefs:</b> Hindu festival of light		<b>Respect:</b> that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous		<b>Tolerance of Different Faiths and beliefs:</b> Hinduism – sacred books, sacred places, the pilgrimage. Visit to Hindu Mandir <b>Individual Liberty:</b> Keeping yourself safe, Debates around topical issues which allow children to reflect on their differences and understand everyone is free to have different opinions	
<b>Global Citizenship</b>			<b>One World:</b> Climate change Urban and Rural Inequality Organisations			
<b>Music</b>	<b>Performance</b>  Music Express : Poetry	<b>Exploring sounds</b>  Music Express : Sounds	<b>Performance</b>  Music Express : Communication	<b>Pitch</b>  Music Express : Singing Spanish	<b>Beat</b>  Music Express : Time	<b>Composition</b>  Music Express : Environment