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

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

	indicate direct speech. Speech marks- Direct speech Commas to separate items in a list	separate items in a list				speech and reporting clause
Maths	**Number – Place Value** Find 1000 more or less than a given number. Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones) Order and compare numbers beyond 1000 Identify, represent and estimate numbers using different representations. Identify, represent and estimate numbers using different representations 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. Count backwards through zero to include negative numbers. 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.	**Number – Multiplication and Division** Recall and use multiplication and division facts for multiplication tables up to 12 × 12. Use place value, known and derived facts to multiply mentally, including: multiplying together three numbers. Recognise and use factor pairs and commutativity in mental calculations Multiply two-digit and three-digit numbers by a one-digit number using formal written layout 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. **Measurement- Area** Find the area of rectilinear shapes by counting squares. **Fractions (including decimals)**			**Decimals** Recognise and write decimal equivalents of ½, ¼ and ¾. Compare numbers with the same number of decimal places Round decimals to nearest whole number **Measurement- Money** Estimate, compare and calculate different measures, including money in pounds and pence. Solve simple measure and money problems involving fractions and decimals to two decimal places. Convert between different units of measure (money). **Measurement: Time** Convert between different units of measure [for example, kilometre to metre; hour to minute]	

Solve number and practical problems that involve all of the above and with increasingly large positive numbers

Count in multiples of 25 and 1000

Number- Addition and Subtraction

Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.

Estimate and use inverse operations to check answers to a calculation.

Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.

Measurement: Length and Perimeter
Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

Convert between different units of measure [for example, kilometre to metre]

Number – Multiplication and Division

Count in multiples of 6, 7 and 9.

Recognise and show, using diagrams, families of common equivalent fractions.

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.

Add and subtract fractions with the same denominator.

Recognise and write decimal equivalents of any number of tenths or hundredths.

Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

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

Solve simple measure and money problems involving fractions and decimals to two decimal places.

Read, write and convert time between analogue and digital 12- and 24-hour clocks.

Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Statistics

Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Geometry: Properties of shape

Identify acute and obtuse angles and compare and order angles up to two right angles by size.

Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.

Identify lines of symmetry in 2-D shapes presented in different orientations.

Complete a simple symmetric figure with respect to a specific line of symmetry.

	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. 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.				**Geometry- Position and Direction** Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon. Describe movements between positions as translations of a given unit to the left/ right and up/ down.	
Science	**States Of Matter - Strand Chemistry** **What is the matter?** compare and group materials together, according to whether they are solids, liquids or gases 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)	**Electricity- Strand Physics** **Can you light up a room?** identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the	**Living Things and their habitats - Strand Biology** **Where do I fit in?** recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose		**Animals including Humans - Strand Biology** **Who should I be afraid of?** Construct and interpret a variety of foodchains, identifying producers, predators and prey.	**Sound - Strand Physics** **Can you catch a scream?** identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it

	identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors	dangers to living things			find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases
	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.					
Religious Education	<u>Questful R.E</u> Unit 4.1 – God, David and the psalms. <u>Questful R.E</u> Unit 4.6 – What is prayer?	<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-</u> *Jewish/ Hindu festivals of light)*	<u>Questful R.E</u> Unit 4.3 – Jesus the Son of God.	<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)	<u>Questful R.E</u> Unit 4.5 – Are all churches the same?	<u>Non Christian Faith-</u> *Hinduism* 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?
Computing	**E Safety to include emails**	**Data retrieving and organising**	**Algorithms and Programs**		**Communicating and Presentation**	**Communicating and Presentation**

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

			Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **(Focus on region of NW England/ Greater Manchester/Local Area)** **Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Catalonia). Human geography, including: types of settlement and land use, economic activity including trade links.** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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		
			Ongoing development of geographical skills and fieldwork		
History	**The Roman Empire and its impact on Britain** **9 weeks** **Why were the Romans so powerful and how do we know they were here?** Julius Caesar's attempted invasion in 55-54 BC the Roman	**Local History (history of Manchester)** **4 weeks** **Would you want to be in their shoes?** What was life like as a child during the Industrial Revolution?	**Local History (history of Manchester)** **5 weeks** **Would you want to be in their shoes?** What was life like as a child during the Industrial Revolution?		**Britain's Settlement by Anglo-Saxons and Scots** **Who were the greatest invaders?** **9 weeks** 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 village life Anglo-Saxon art and culture

					Christian conversion – Canterbury, Iona and Lindisfarne
	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				
	Ongoing development of chronological understanding and historical enquiry skills				
Art	**Drawing**	**Painting**	**Printing**	**Textiles**	
	Show body language and/ or facial expression in sketches *Marks/lines to produce texture* *Represent objects with correct proportions and scale* *Shading to show to light and shadow and reflections* **Portraits with facial expression** **Roman architecture and/or artefacts.**	*Understand warm and cool colours* *Understand and identify complimentary and contrasting colours* *Control brushes and materials with confidence.* **Picasso**	Make own printing blocks Replicate patterns from observations Make repeated patterns with precision Use more than one colour to layer in a print.	*Introduce the skill of stitching* (Textiles and sewing covered in DT project) *Different stitch types and Pattern Pieces* *Name different types of stitches introduced*	
	Artist to studied: **Picasso**				
Design Technology	**Electrical** *Simple Circuits and switch* **Light up Card**	**Food** *How a variety of ingredients are grown, reared , caught and processed*	**Textiles** *Stitches and Pattern Pieces* **Purses**		

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

			with at least three phases			
Languages (Spanish)	**Retratos (Portraits)**		**Los cuatro amigos (The 4 friends)**		**Cultivando unas cosas (Growing things)**	
RSHE (inc British Values and RSE)	*Family and people who care for us* *(R1.4)* *Being Safe* *(R5.5, R5.6)*	*Caring friendships* *(R2.4)* *Respectful relationships* *(R3.5)*	*Online Relationships* *(R4.2)* **Internet Safety and harms** *(H7.3, H7.4)*	**Mental wellbeing** *(H6.7)* **Basic first aid** *(H12.2)*	*Health and prevention* *(H11.2, H11.5)*	*Physical health and fitness* *(H8.3)* *Healthy eating* *(H9.2)*
British Values	**Democracy:** Election of School Council **Rule of Law:** How/why rules and laws are made and enforced, including health and Safety rules **Tolerance of Different Faiths and beliefs**: Hindu festival of light		**Respect: 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**		**Tolerance of Different Faiths and beliefs: Hinduism – sacred books, sacred places, the pilgrimage. Visit to Hindu Mandir** **Individual Liberty: Keeping yourself safe, Debates around topical issues which allow children to reflect on their differences and understand everyone is free to have different opinions**	
Global Citizenship			**One World:** **Climate change** **Urban and Rural Inequality**			

			Organisations			
Music	**Performance** Music Express : Poetry	**Exploring sounds** Music Express : Sounds	**Performance** Music Express : Communication	**Pitch** Music Express : Singing Spanish	**Beat** Music Express : Time	**Composition** Music Express : Environment