



Autumn

Reading

- To apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet
- To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- listen to and discuss a wide range of fiction, poetry, non-fiction and reference books
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books
- identifying themes and conventions in a wide range of books
- using dictionaries to check the meaning of words that they have read
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- identifying main ideas drawn from more than one paragraph and summarising these
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

Writing

- Spell further homophones.
- Spell words that are often misspelt
- Use further prefixes and suffixes and understand how to add them
- Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
- Use the first 2 or 3 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
- 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
- Increase the legibility, consistency and quality of their handwriting
- Discussing writing similar to that in which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Organising paragraphs around the main narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (headings & subheadings)
- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause (and place)
- Using the present perfect form of verbs in contrast to the past tense
- Form nouns using prefixes (super-, anti-)

	• Use the correct form of 'a' or 'an' • Word families based on common words (solve, solution, dissolve, insoluble) • using fronted adverbials • difference between plural and possessive -s • Standard English verb inflections (I did vs I done) • Extended noun phrases, including with prepositions appropriate choice of pronoun or noun to create cohesion • Using and punctuating direct speech (i.e. Inverted Commas) • Using commas after fronted adverbials • Indicating possession by using the possessive apostrophe with singular and plural nouns • Using and punctuating direct speech (including punctuation within and surrounding inverted commas)
Maths <u>Ma4/2.1 Number & Place Value</u> <u>Ma4/2.1a</u> count in multiples of 6, 7, 9, 25 and 1,000 <u>Ma4/2.1b</u> find 1,000 more or less than a given number <u>Ma4/2.1c</u> count backwards through 0 to include negative numbers <u>Ma4/2.1d</u> recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s) <u>Ma4/2.1e</u> order and compare numbers beyond 1,000 <u>Ma4/2.1h</u> solve number and practical problems that involve all of the above and with increasingly large positive numbers <u>Ma4/2.1i</u> read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value. <u>Ma4/2.1j</u> identify, represent and estimate numbers using different representations <u>Ma4/2.1g</u> round any number to the nearest 10, 100 or 1,000 <u>Ma4/2.2 Addition & Subtraction</u> <u>Ma4/2.2a</u> add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate <u>Ma4/2.2b</u> estimate and use inverse operations to check answers to a calculation <u>Ma4/2.2c</u> solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. <u>Ma4/3.1 Measurement: Length & Perimeter</u> <u>Ma4/3.1b</u> Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. <u>Ma4/3.1a</u> Convert between different units of measure (for example, kilometre to metre) <u>Multiplication & Division</u> <u>Ma4/2.3a</u> recall multiplication and division facts for multiplication tables up to 12×12 <u>Ma4/2.1a</u> count in multiples of 6, 7, 9, 25 and 1,000	Science <u>All Living Things and Their Habitats</u> • Recognise that living things can be grouped in a variety of ways • Be able to put appropriate headings onto intersecting Venn and Carroll diagrams. C • Sort objects and living things into groups using intersecting Venn and Carroll diagrams. C • Spot patterns in the data particularly two criteria with no examples e.g. there are no living things with wings and no legs. C • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Draw simple conclusions, when appropriate, for patterns e.g. a flying insect with no legs might always crash land. C • Recognise that environments can change and that this can sometimes pose dangers to living things. • Ask a range of questions linked to a topic. R • Present what they learnt verbally or using labelled diagrams. R • Be able to answer their questions using simple scientific language. R • Suggest improvement e.g. a wider range of objects – only looked at British trees. Suggest new questions arising from the investigation. C

Ma4/2.3b use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers. Ma4/2.3e solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	• Make a range of relevant observations. OT <u>States of Matter</u> 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) • Decide what to measure or observe. • Decide how often to take a measurement. CFT • Measure using standard units where not all the numbers are marked on the scale. Use dataloggers to measure over time. OT • Measure using standard units where not all the numbers are marked on the scale. PS • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
History	Geography, Italy • How is the world represented on maps and globes? • What are the key geographical features of the UK and West Midlands region? • What are the human and physical features of Europe (countries and capital cities) • What are the key geographical features of Italy? • What is Plate Tectonics? • What are earthquakes and how do they occur? • What are volcanoes and how do they occur? • What are the key physical features of Campania, and how do they compare to my region? • What are the key settlements in Campania in Italy? • How is the land used in Campania, what is the economic activity and how do they compare? • What are the similarities and difference between my regions Campania and how do they compare to my region?

Art & Design Art and design sculptures • To create sketchbooks to record their observations to use them and revisit ideas. • To improve their mastery of art and design techniques. Including drawing, painting and sculpture, using a range of materials (pencil, charcoal and clay). • Pupils are taught about great artist and architects from history.	Design & Technology Food and Nutrition How can we craft chocolate that's fair for people and kind to the planet? • investigate and analyse a range of existing products • use research and develop design criteria to inform the design of innovative, functional, and appealing products that are fit for purpose • generate, develop, model and communicate their ideas through discussion and annotated sketches • select from and use a wider range of tools and equipment to perform practical tasks accurately • select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities • prepare and cook a variety of (predominantly savoury) dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Computing <u>Unit 4.7 - Effective Searching</u> <u>Co2/1.5</u> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <u>Unit 4.2 - Online Safety (SID 9.2.2021)</u> <u>Co2/1.7</u> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Unit 4.3 Spreadsheets • To review coding vocabulary and knowledge. • To create a simple computer program To begin to understand selection in computer programming. • To understand how an IF statement works. To understand how to use coordinates in computer programming. • To understand how an IF statement works. • To understand the Repeat until command. • To begin to understand selection in computer programming. • To understand how an IF/SHE statement works. • To understand what a variable is in programming. • To use a number variable. • To review vocabulary and concepts learnt in Year 4 Coding. • To create a playable game.	Music Ancient China – Pentatonic Scales • To explore harmonious sounds and pitch notation. • To explore pitch, harmonious notes and scales. • To sing and play a melody using the pentatonic scale. • To improvise, read and write melodies using the pentatonic scale. • To choose and combine notes from the pentatonic scale to create a piece of music. • To refine and perform compositions. Jazz • To explore vocal improvisation within the context of scatting and jazz music. • To perform a rhythmic pattern with a secure sense of pulse using body percussion. • To create a simple improvisation to a known rhythm using the pentatonic scale. • To create swinging rhythms in 4, 3 and 2 beat groupings and use this to compose a melody. • To begin to compose a piece of music using key features of jazz. • To compose and perform using key features of jazz music and express evaluative opinions.
PE	Spanish

Football • To develop attacking skills to maintain possession. • To develop changing direction and speed when attacking. • To begin recognise when to use different attacking skills. • To apply attacking skills to move towards a goal. • To use defending skills to delay an opponent and gain possession. • To apply skills and knowledge to compete in a tournament. Dance • To learn and create dance moves in the theme of carnival. • To develop a carnival dance using formations, canon and unison. • To develop a dance phrase and perform as part of a class performance. • To copy and repeat a set phrase in a 1960s style showing energy and rhythm. • To learn and perform a partner dance in a 1960s style. • To develop my own 1960s inspired dance using changes in relationships.	Phonetics – to look at the first 5 out of a total of 20 essential Spanish sound patterns / phonemes so that pupils will improve their Spanish pronunciation and also be able to read with improved accuracy in Spanish. My Family • Use the nouns and articles/determiners for family members in Spanish. • Move from using the article/determiner 'a/an' with a family member to using the possessive adjective 'my' in Spanish. • Answer the question '¿Tienes hermanos?' (Do you have any brothers or sisters?) in Spanish. • Introduce family members in Spanish, using 'se llama' (he/she is called). • Use my knowledge of larger numbers in Spanish to be able to describe the age of family members. At The Cafe • Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafeteria. • To understand better how to change a singular noun to plural form. • Perform a short role-play ordering what they would like to eat and drink.
PSHE <u>Being Me in My World</u> • I know my attitudes and actions make a difference to the class team • I know how to use my jigsaw journal • I understand who is in my school community, the roles they play and how they fit in • I understand how democracy works through the school council • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with team • I understand how groups come together to make decisions • I understand how democracy and having a voice benefits the school community <u>Celebrating Difference</u> • I understand that, sometimes, we make assumptions based on what people look like • I understand what influences me to make assumptions based on how people look • I know that sometimes bullying is hard to spot and I know what to do if I think it's going on but I'm not entirely sure • I can tell you why witnesses sometime join in with bullying and sometimes don't tell • I can identify what is special about me and value the ways in which I am unique • I can tell you about a time when my first impression of someone changed when I got to know them	RE Buddhism – Is it possible for everyone to be happy? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? Is religion the most important influence and inspiration in everyone's life? AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth AT2 F Values and commitment Christianity What is the most significant part of the Nativity story for Christians today? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help to communicate religious beliefs? (Believing/Belonging) AT1 C Forms of expressing meaning AT2 E Meaning, purpose and truth

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- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- recognising some different forms of poetry
- using dictionaries to check the meaning of words that they have read
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- identifying main ideas drawn from more than one paragraph and summarising these
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- Form nouns using prefixes (super-, anti-)
- Use the correct form of 'a' or 'an'
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- Standard English verb inflections (I did vs I done)
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	- Using and punctuating direct speech (i.e. Inverted Commas) - Using commas after fronted adverbials - Indicating possession by using the possessive apostrophe with singular and plural nouns - Using and punctuating direct speech (including punctuation within and surrounding inverted commas)
Maths <u>Ma4/3.1 Measurement: Area</u> <u>Ma4/3.1c</u> find the area of rectilinear shapes by counting squares <u>Ma4/2.4 Fractions (including decimals)</u> <u>Ma4/2.4a</u> recognise and show, using diagrams, families of common equivalent fractions <u>Ma4/2.4b</u> count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10. <u>Ma4/2.4c</u> 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 <u>Ma4/2.4d</u> add and subtract fractions with the same denominator <u>Ma4/2.4e</u> recognise and write decimal equivalents of any number of tenths or hundredths <u>Ma4/2.4g</u> find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths <u>Ma4/2.4j</u> solve simple measure and money problems involving fractions and decimals to 2 decimal places. <u>Ma4/3.1a</u> Convert between different units of measure (for example, kilometre to metre) <u>Ma4/2.4 Decimals</u> <u>Ma4/2.4h</u> round decimals with 1 decimal place to the nearest whole number <u>Ma4/2.4i</u> compare numbers with the same number of decimal places up to 2 decimal places <u>Ma4/2.4f</u> recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$ <u>Ma4/2.4g</u> find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	Science <u>Animals including humans</u> - Describe the simple functions of the basic parts of the digestive system in humans. - Choose a source from a range provided. R - Identify the different types of teeth in humans and their simple functions - Where appropriate provide oral or written explanations for their findings. C/FT - Construct and interpret a variety of food chains, identifying producers, predators and prey. - Be able to compare objects based on more sophisticated, observable features. Present observations in labelled diagrams.
History - Pupils should be taught a study of Greek life and achievements and their influence on the western world. - Find out who the Ancient Greeks were and locate their civilisation on a time line. - Explore and discuss the three main types of governments of Ancient Greeks: Monarchy, Oligarchy, Democracy. - Compare and contrast the city states of Athens and Sparta - Use primary and secondary sources to find out about the Ancient Greeks.	Geography <u>Locality, Stoke-on-Trent</u> Use fieldwork to observe common measure, common record and present the human and physical features in the local area using a range of methods including sketch-maps, plans and graphs and digital technologies.

- Find out about Gods, Goddesses and religions in Ancient Greece. - Investigate the lives and teachings of the Ancient Greek scholars and philosophers. - Explore how modern life has been influenced by the Ancient Greeks.	
Art & Design Chromatic - To create sketchbooks to record their observations to use them and revisit ideas. - To improve their mastery of art and design techniques. Including drawing, painting and sculpture, using a range of materials (pencil, charcoal and clay). - Pupils are taught about great artist and architects from history.	Design & Technology Textiles Bag a story – How can we create a functional and creative bookbag? - developing practical creative, technical expertise, - enabling pupils to design and make innovative products, - problem-solving, communication of ideas through sketches, understanding materials and mechanisms
Computing Unit 4.5 – Logo - To learn the structure of the language of 2Logo. - To input simple instructions in 2Logo - To use 2Logo to create letter shapes. - To use the Repeat command in 2Logo to create shapes. - To use and build procedures in 2Logo. Unit 4.6 – Animation - To decide what makes a good, animated film or cartoon and discuss favourite animations. - To learn how animations are created by hand. - To find out how 2Animate animations can be created in a similar way using technology. - To learn about onion skinning in animation. - To add backgrounds and sounds to animations. - Introducing 'stop motion' animation. - To share animation the class blog. Unit 4.4 – Writing for different audiences. - To explore how font size and style can affect the impact of a text. - To use a simulated scenario to produce a news report. - To use a simulated scenario to write for a community campaign.	Music Samba - To introduce samba music through listening, appraising and singing. - To create and perform rhythms using call and response. - To refine, perform and appraise samba introductions. - To learn and perform rhythms of a samba groove as a class ensemble. - To perform a solo in an ensemble. - To create a suitable ending for a samba piece and perform in carnival style. Words, Words, Words - To explore music through the inter-related dimensions. - To use the inter-related dimensions to turn words into music. - To begin to interpret music notation using dynamics. - To create a symphonic poem and develop my understanding of tempo. - To create a symphonic poem using the inter-related dimensions of music. - To perform and evaluate a final piece using the inter-related dimensions of music.
PE Swimming - swim competently, confidently and proficiently over a distance of at least 25 metres. - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations Ball Skills - To develop tracking and collecting skills. - To develop confidence and accuracy when tracking a ball. - To develop dribbling skills with hands and feet. - To develop catching skills using one and two hands. - To explore and develop a variety of throwing techniques.	Spanish In The Classroom - I can spell most of the 12 classroom objects in Spanish with their correct indefinite article/determiner. - I am able to change the words for 'a' before a classroom object to the correct word for 'my' when I am shown a few examples first and reminded what the options are. - I can recall spoken and written form, what I have and do not have in my pencil case. Do You Have A Pet? - Repeat, recognise and attempt to spell the 8 nouns (including the correct article for each) for pets in Spanish. - Tell somebody in Spanish if they have or do not have a pet. - Ask somebody else in Spanish if they have a pet. - Tell somebody in Spanish the name of their pet.

- To use tracking and sending skills with feet. Athletics - To develop stamina and an understanding of speed and pace in relation to distance. - To develop power and speed in the sprinting technique. - To develop technique when jumping for distance. - To develop power and technique when throwing for distance. - To develop a pull throw for distance and accuracy. - To develop officiating and performing skills.	Attempt to create a longer phrase using the conjunctions y ("and") or pero ("but").
PSHE <u>Dreams and Goals</u> - I can tell you about some of my hopes and dreams. - I know that sometimes hopes and dreams do not come true and that this can hurt - I know that reflecting on positive and happy experiences can help me to counteract disappointment - I know how to set a new plan and set new goals even if I have been disappointed - I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group - I can identify the contributions made by others to the group's achievement <u>Healthy Me</u> - I recognise how different friendship groups are formed, how I fit into them and the friends I value the most - I understand there are people who take on the role of leaders or followers in a group and also some of the reasons some people start to smoke - I understand the facts about alcohol and its effects on health, particularly the liver and also some of the reasons people drink alcohol - I can recognise when people are putting me under pressure and can explain ways to resist this when I want - I know myself well enough to have a clear picture of what I believe is right and wrong	RE Buddhism What is the best way for a Buddhist to lead a good life? Examples of the Eightfold Path that a Buddhist might put into action in their lives (especially Right Mindfulness and Right Effort), Nirvana, enlightenment, reincarnation. Christianity: Is forgiveness always possible for Christians? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving) AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth

Summer	
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Maths <u>Ma4/3.1 Measurement: Money</u> <u>Ma4/3.1d</u> estimate, compare and calculate different measures, including money in pounds and pence <u>Ma4/2.4j</u> solve simple measure and money problems involving fractions and decimals to 2 decimal places. <u>Ma4/3.1 Measurement: Time</u> <u>Ma4/3.1e</u> read, write and convert time between analogue and digital 12 and 24-hour clocks <u>Ma4/3.1f</u> solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days <u>Ma4/4.1 Statistics</u> <u>Ma4/4.1a</u> interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs <u>Ma4/4.1b</u> solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. <u>Ma4/3.2 Properties of Shape</u> <u>Ma4/3.2a</u> compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes <u>Ma4/3.2b</u> identify acute and obtuse angles and compare and order angles up to 2 right angles by size <u>Ma4/3.2c</u> identify lines of symmetry in 2-D shapes presented in different orientations <u>Ma4/3.2d</u> complete a simple symmetric figure with respect to a specific line of symmetry. <u>Ma4/3.3 Position & Direction</u> <u>Ma4/3.3a</u> describe positions on a 2-D grid as coordinates in the first quadrant <u>Ma4/3.3b</u> describe movements between positions as translations of a given unit to the left/right and up/down <u>Ma4/3.3c</u> plot specified points and draw sides to complete a given polygon.	Science <u>Electricity</u> • Identify common appliances that run on electricity. • Sort objects and living things into groups using intersecting Venn and Carroll diagrams. C • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Suggest improvements e.g. to method of taking measurements. Suggest new questions arising from the investigation. C/FT • 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. • Use results from an investigation to make a prediction about a further result. C/FT • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Make a range of relevant observations. OT • Recognise some common conductors and insulators, and associate metals with being good conductors. • Refer directly to their evidence when answering their question. C/FT <u>Sound</u> • Identify how sounds are made, associating some of them with something vibrating. • Present what they learnt verbally or using labelled diagrams. R • Recognise that vibrations from sounds travel through a medium to the ear. • Present what they learnt verbally or using labelled diagrams. R • Find patterns between the pitch of a sound and features of the object that produced it. • Ask a range of questions linked to a topic. R

	• Present what they learnt verbally or using labelled diagrams. R • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Ask a range of questions linked to a topic. R • Recognise that sounds get fainter as the distance from the sound source increases. • Be able to answer their questions using simple scientific language. R • Measure using standard units where not all the numbers are marked on the scale, and take repeat readings where necessary. C/FT
History Romans • Know how Britain changed from the Iron Age to the end of the Roman occupation. • Know how the Roman occupation of Britain helped to advance British society. • Know how there was resistance to the Roman occupation and know about Boudicca. • Know about at least one famous Roman emperor.	Geography Weather • Use fieldwork to observe common measure, common record and present the human and physical features in the local area using a range of methods including sketch-maps, plans and graphs and digital technologies.
Art & Design Monochromatic • To create sketchbooks to record their observations to use them and revisit ideas. • To improve their mastery of art and design techniques. Including drawing, painting and sculpture, using a range of materials (pencil, charcoal and clay). • Pupils are taught about great artist and architects from history. •	Design & Technology • To learn about electrical products. • Evaluate different torches and their uses. • To design a torch • To assemble an electrical torch.
Computing Unit 4.9 – Making music. • To identify and discuss the main elements of music: Pulse, Rhythm, Tempo, Pitch, Texture • To understand and experiment with rhythm and tempo. • To create a melodic phrase. • To compose a piece of electronic music. Unit 4.3 – Hardware investigators. • To understand the different parts that make up a desktop computer. • To recall the different parts that make up a computer. Unit 3.1 - Coding Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Music Glockenspiel • To improvise using pitch and dynamics. • To improvise using the pentatonic scale. • To read staff notation to perform a melody and drone. • To perform and improvise as an ensemble. • To perform as part of an ensemble. • To perform as an ensemble in multiple parts from notation. • To maintain my part individually within an ensemble. • To accompany a song by playing chords in an ensemble. • To understand harmony by performing a duet with a partner. • To rehearse and perform my part in a small group ensemble. • To compose pentatonic melodies. • To perform with awareness of the audience and setting.

Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	
PE Swimming - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations Ball Skills - To develop tracking and collecting skills. - To develop confidence and accuracy when tracking a ball. - To develop dribbling skills with hands and feet. - To develop catching skills using one and two hands. - To explore and develop a variety of throwing techniques. - To use tracking and sending skills with feet. Athletics - To develop stamina and an understanding of speed and pace in relation to distance. - To develop power and speed in the sprinting technique. - To develop technique when jumping for distance. - To develop power and technique when throwing for distance. - To develop a pull throw for distance and accuracy. - To develop officiating and performing skills.	Spanish What is The Weather Like? - Ask what the weather is like and respond in Spanish. - Recognise and recall the conjunctions 'y' (and) & 'pero' (but). - Recognise and recall the 4 core compass points in Spanish. - Recognise and recall numbers 1-31 in Spanish to say the temperature. - Recognise and recall the 7 days of the week and the time of day in Spanish. - Present a weather forecast in Spanish. Traditions & Celebrations - Use key Spanish question words related to famous traditions and celebrations in Spanish-speaking countries in Spanish. - Respond to questions related to famous traditions and celebrations in Spanish-speaking countries in Spanish. - Express an opinion about a tradition or celebration in Spanish using the structure 'Es una fiesta + adjective' (It is a ... festival) and attempt to apply accurately the rules of adjectival agreement in the description. - Develop an appreciation of traditions and celebrations different to their own culture.
PSHE <u>Relationships</u> - I can recognise situations which can cause jealousy in relationships - I can identify someone I love and can express why they are special to me - I can tell you about someone I know, who I no longer see - I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends - I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I'm older - I know how to show love and appreciation to the people and animals who are special to me <u>Changing Me</u> - I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm - I can correctly label the internal and external parts of male and female bodies that are necessary for the making of a baby	RE Islam What is the best way for a Muslim to lead a good life? Pillars, belief in life after death and the role of the two angels and the judgement of Allah, teachings from the Qur'an and Hadith, Zakat, Sadaqah, fasting during Ramadan. What is the best way for a Buddhist to lead a good life? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? Christianity: Do people need to go to church to show they are Christians? Do people need to go to church to show they are Christians? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community? AT1 B Practices and ways of life AT2 D Identity, diversity and belonging.

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| <ul style="list-style-type: none">• I can describe how a girl's body changes, in order for her to be able to have babies when she is an adult and that menstruation is a natural part of this• I know how the circle of change works and can apply it to changes I want to make in my life• I can identify changes that have been and may continue to be outside of my control that I learnt to accept<ul style="list-style-type: none">• I can identify what I am looking forward to when I move to a new class | |
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