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| **Year 4** | | | | | | | | |
|  | **Autumn** | | **Spring** | | | **Summer** | | |
|  | 1 | 2 | 1 | | 2 | 1 | 2 | |
| Theme | **An African Legacy** | | **Trading where others haven’t** | | | **Fair Trade**  **Fair enough?** | | |
| English | **Gorilla**  Write Away:  Diary Entry  Narrative  **Mastery Keys:**   * Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases * Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * Use fronted adverbials * Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures) * Use commas after fronted adverbials | **Zereffa Giraffa**  Write Away:  Information Text  **Mastery Keys:**   * Build an increasing range of sentence structures * In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation * Use present and past tenses correctly and consistently including the progressive form (Y2) and the present perfect form (Y3) | **Leon and the Place Between**  Write Away:  Recount  Persuasion  **Mastery Keys:**   * Use Standard English forms for verb inflections * Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although * Indicate possession by using the possessive apostrophe with plural nouns * Recognise the difference between plural and possessive ‘s’ * Build a varied and rich vocabulary | **When the Giant Stirred**  Write Away:  Fiction – Adventure story  **Mastery Keys:**   * Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * Use and punctuate direct speech * Use commas after fronted adverbials | | **Where the forest meets the sea**  Write Away:  Information text  **Mastery Keys:**   * Build a varied and rich vocabulary * Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * Use paragraphs to organise information and ideas around a theme * Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular * Recognise the grammatical difference between plural and possessive ‘s’ | **Blue John**  Write Away:  Letter  **Mastery Keys:**   * Enhance the effectiveness of writing: Build a varied and rich vocabulary and use an increasing range of sentence structures * Variety of verb forms used correctly and consistently including the progressive and the present perfect forms * Use paragraphs to organise information and ideas around a theme | |
| Shared Reading | The Wild Robot – Peter Brown | Rumaysa: A Fairytale – Radiya Hafiza | The Last Bear – Hannah Gold | The Girl who Stole an Elephant – Nizrana Farook | | Varjak Paw – SF Said | The Miraculous Journey of Edward Tulane – Kate DiCamilo | |
| Maths  (NC) | Place Value  Addition and Subtraction  Measure - Area  Multiplication and Division | | Multiplication and Division  Length and Perimeter  Fractions  Decimals | | | Decimals  Money  Time  Geometry – angles and 2d shapes  Statistics  Geometry – position and direction | | |
| Science | Living things and their habitats | | Animals Including Humans  *Digestion and teeth* | States of Matter | | Electrical Circuits | | Sound |
| Geography | Africa (locating countries) | | Antarctica | | | South America  Amazon Rainforest  OS Maps | | |
| History | Ancient Egyptians | |  | | | Fair Trade | | |
| Art | Plant Art |  | Sonia Delaunay |  | | Recycled Art |  | |
| D&T |  | Christmas Stocking  *Textiles* |  | |  | | --- | | Making Mini Green Houses  *Stable Structures* | | |  | Light-Up Signs  *Programming and electrical systems* | |
| ICT | Online Safety | Collaborative Learning - Google | Further Coding with Scratch | | | Investigating weather | Computational thinking | |
| RE | **Judaism** | **Christianity** | **Christianity** | **Christianity** | | **Humanism** | **Hinduism** | |
| Music | Body and tuned percussion (Theme: Rainforests) | Changes in pitch, tempo and dynamics (Theme: Rivers) | Samba and carnival sounds and instruments (Theme: South America) | | | Adapting and transposing motifs (Theme: Romans) | | |
| PE |  | |  | | |  | | |
| No Outsiders | Dogs don’t do ballet  ‘To know when to be assertive’  King and King  ‘Understand why people get married’ | | The way back home  ‘To overcome language as a barrier’  The Flower  ‘I know that we all have choices and I know why it’s good to learn about new things’ | | | Red: A crayon’s story  ‘To be who you want to be’ | | |
| Heart Smart | Intro- Get Heartsmart  Don’t forget to let love in | | Too much selfie isn’t healthy  Don’t hold on to what is wrong | | | Fake is a mistake  ‘No way through’ isn’t true | | |
| Rights Respecting | **Article 24:** every child has the right to the best possible health.  **Article 28:** the right to an education  **Article 31:** every child has the right to play and rest. | | **Article 12:** every child has the right to express their views and feelings.  **Article 13:** every child must be free to express their thoughts and opinions.  **Article 14:** Every child has the right to think and believe what they choose. | | | **Article 36:** Government must protect children from all forms of exploitation. | | |