



		Autumn	Spring	Summer			
English	Reading	<p>Word reading</p> <ul style="list-style-type: none"> <li>reads most words fluently and with understanding and expression</li> <li>Uses knowledge of phonics, root words, suffixes and prefixes to determine pronunciation and meaning of unfamiliar words</li> <li>reads Y3/ 4 CEW</li> <li>reads aloud with appropriate volume</li> </ul> <p>Comprehension</p> <ul style="list-style-type: none"> <li>reads a wide range of fiction and no- fiction, including poetry.</li> <li>talks confidently about a wide range of books read, retelling narratives, summarising information and offering opinions</li> <li>talks about themes and conventions when discussing books</li> <li>understands the different reasons for reading – for pleasure / to find information, for example</li> <li>uses the structure of books to navigate around texts</li> <li>selects books based on own reading experiences and preferences</li> <li>talks about known authors</li> <li>reads independently with sustained concentration</li> <li>offers inferences and predictions and explains rationale behind these, making reference to the text as appropriate</li> <li>identifies how language, structure and presentation contributes to meaning</li> <li>recognises different forms of poetry</li> <li>prepares poems and play-scripts to be read aloud and performed showing understanding of intonation, tone and volume</li> <li>talks about their own reading and reading choices</li> </ul> <p>Class texts</p> <table border="1"> <tr> <td>                     The Witches - Roal Dahl                      The Legend of Spud Murphy                      Eoin Colfer                       CHIPS text ??                       Poetry selection for National Poetry Day (3<sup>rd</sup> Oct)                      Cautionary Tales - Hillaire Belloc                       Dictionaries and information books                       Christmas stories / poems                 </td> <td>                     Harry Potter and the Philosopher's Stone                      Time Machine (Cinema visit)                       World Book Day texts                       Non Fiction texts:                      Dictionaries and information books                 </td> <td>                     Beowulf                       The Legend of Spud Murphy                      Eoin Colfer ?                       Non Fiction texts:                      Dictionaries and information books                 </td> </tr> </table>			The Witches - Roal Dahl The Legend of Spud Murphy Eoin Colfer  CHIPS text ??  Poetry selection for National Poetry Day (3 <sup>rd</sup> Oct) Cautionary Tales - Hillaire Belloc  Dictionaries and information books  Christmas stories / poems	Harry Potter and the Philosopher's Stone Time Machine (Cinema visit)  World Book Day texts  Non Fiction texts: Dictionaries and information books	Beowulf  The Legend of Spud Murphy Eoin Colfer ?  Non Fiction texts: Dictionaries and information books
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	Writing	<p>Transcription (spelling/ handwriting)</p> <p>Spelling programme from Twinkle scheme including Y3/4 CEW                      Handwriting – knowing when and how to join letters</p> <p>Composition</p> <p>Developing writing skills for different genres:                      Stories, Poems, Recounts, Instructions, Non Chronological Reports, Discussion/ Balanced Argument and Explanations</p> <p>creates settings, characters and plot in narratives                      writes non-narratives using appropriate organisational devices                      organises paragraphs around a theme                      discusses writing similar to that which they are planning to write, in order to learn from its structure, vocabulary and grammar                      assesses the effectiveness of their own and others' writing and suggests improvements</p> <p>VPaG</p> <table border="1"> <tr> <td>                     Revise and consolidate punctuation and grammar from Y3 then Y4:                       uses fronted adverbials                      uses apostrophes for singular and plural possession                      understands the grammatical difference between plural and possessive -s                      uses noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases                 </td> <td>                     becomes increasingly aware of subordinate clauses and experiments with their position in sentences                      uses commas to demarcate fronted adverbials                      uses Standard English when writing to ensure grammatical accuracy (I seen / I saw)                      uses vocabulary which is appropriate to task, audience and purpose                 </td> <td>                     uses subordinate clauses and fronted adverbials which are correctly punctuated using commas                      punctuates direct speech correctly, using commas after reporting clause and new speaker, new line                      identifies parts of speech (now including possessive pronouns and determiners)                      writes with grammatical accuracy                      uses a varied and rich vocabulary and a wider range of conjunctions in an increasing range of sentence structures (simple, compound and complex)                 </td> </tr> </table>			Revise and consolidate punctuation and grammar from Y3 then Y4:  uses fronted adverbials uses apostrophes for singular and plural possession understands the grammatical difference between plural and possessive -s uses noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases	becomes increasingly aware of subordinate clauses and experiments with their position in sentences uses commas to demarcate fronted adverbials uses Standard English when writing to ensure grammatical accuracy (I seen / I saw) uses vocabulary which is appropriate to task, audience and purpose	uses subordinate clauses and fronted adverbials which are correctly punctuated using commas punctuates direct speech correctly, using commas after reporting clause and new speaker, new line identifies parts of speech (now including possessive pronouns and determiners) writes with grammatical accuracy uses a varied and rich vocabulary and a wider range of conjunctions in an increasing range of sentence structures (simple, compound and complex)
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Speaking and Listening	12 Statutory statements eg listening, responding appropriately, articulating, describing, discussing ...						
Mathematics		Number - Place Value, Addition and Subtraction, Multiplication and Division, Fractions and Decimals Measures – Length and Perimeter, Area, Money, Time and commonly used conversions Geometry- Properties of Shape, Position and Direction Statistics * Know Times Tables to 12 x12 * Revised Non Negotiables					

Computing ?	Computer Science  ICT  Digital Literacy Linked to topic work E – Safety SWGFL Rings of Responsibility Private & Personal Information	Computer Science  ICT Coding Digital Literacy Linked to topic work E – Safety SWGFL The Power of Words The Key to Keywords	Computer Science  ICT  Digital Literacy Linked to topic work E – Safety SWGFL Who's is it Anyway
R.E.	People - The family of God in Scripture Judaism – Torah Building Bridges – What do Catholics Believe and Do? Islam – Holy Books Gift - God's gift of love and friendship in Jesus	Community - Life in the local Christian community and ministries in the parish. Sacramental Preparation Module Celebrating The Mass - What do Catholics Do? Self Discipline - Celebrating growth to new life.	New Life - To hear and live the Easter message. Called- Confirmation: a call to witness. God's people - Different saints show people what God is like.
Science	Living Things & Their Habitats (grouping, classifying, naming living things, using local habitats, recognizing dangers) )  Animals, including humans ( digestion, teeth, food chains)	States of Matter (solids, liquids and gases)	Electricity (appliances, series electric circuits, conductors and insulators)  Sound (vibrations, pitch )
Working Scientifically Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments.			
P.E. ?	Hockey Multi-skills Swimming Gymnastics	Dance Gymnastics Basketball Cricket Swimming?	Mini Tennis Top Outdoors Athletics Rounders
History ?	Romans	Romans Visit to Arbeia	Saxons Visit to Bede's World
Geography ?	Map work / Outdoor Geography Study of Europe	Physical Geography – Italy with a focus on Rome. Volcanoes & Earthquakes around the world.	Human and Physical Geography Location and Place Knowledge – Local Study / Coasts
Geographical skills and fieldwork – ongoing across the year			
Design and Technology ?	Structures Pandora's Box - model box making.	Cooking and nutrition. Linked to Italy from previous term ?	Electrical Control - design and make an alarm – something which triggers a light or buzzer to come on.
Art?	Still Life focus on food using work by Wayne Thiebaud, Andy Warhol, Yayoi Kusama & Joel Penkman	Art Express Artists - Italian art Michael Angelo	Art Express Drawing and printing
Languages	<b>Spanish</b> Greetings and culture Classroom instructions Animals Numbers and plurals Connectives and simple sentences Gender Memorisation and storytelling Saying my name Christmas	<b>Spanish</b> Spanish names Colours Opinions Adjectival order Traditional stories Numbers 1-10 Spanish maths Tengo – I have Age Easter	<b>Spanish</b> Definite and indefinite articles I would like Extending sentences with pero / tambien Numbers to 15 Days of the week
Music	Charanga Mamma Mia Five Gold Rings	Charanga Glockenspiel Stage 3 Benjamin Britten Cuckoo	Charanga Lean on Me Reflect, Rewind and Replay