**Frodsham CE Primary School Long Term Plan 2023/2024 Year 4**

**Love each other as God loves us.**

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|  | **Autumn** | | **Spring** | | **Summer** | |
| **Christian Values** | Love | Respect | Kindness | Community | Faith | Resilience |
| **RE**  **(Year A)**  A visit will be made to a Hindu Temple | **Creation**  Why do you think the creation stories are similar and different?  I can describe what Christians might learn from the two creation stories in Genesis.  I can suggest some good questions people ask about creation and compare my answers with others.  **Good News**  How do the gospels encourage Christians to live as good news in the world today?  I can suggest how the parables of Jesus can help Christians to live as good news today.  I can explain that the story of the Centurion’s Servant’ encourages Christians to have faith in God even when they can’t see what may happen.  I can explain that in the ‘Feeding of the 5,000’: Jesus encourages Christians to offer all their resources to God to show his love to the world personally and wider afield  I can describe how Christians lives their lives as disciples.  I can talk about the values that Christians learn from the parable.  **Incarnation**  What is good news for Christians in the Christmas story?  What can Christians learn from Nativity stories?  Why do Christians call Jesus, Saviour?  I can explain why Christians believe the Christmas story is seen as good news making reference to parts of the first Christmas story. | | **Islam**  How do Muslims worship?  I can explain who spoke to Muhammad in the cave.  I can explain what Muslims believe about Angels.  I can talk about where Muslims worship.  I can explain and talk about how art is used to express belief in Islam.  I can explain how Muslims prepare to pray.  I can explain what Muslims believes about the Qur’an.  **Discipleship**  How do Christians follow Jesus?  I can explain clearly what might be important in the Bible for Christians to follow using some verses from different books in the Bible: e.g.  I can explain how the ‘Great Catch of Fish’ Luke 5:1-11 & verses from 1 Corinthians 13; 1 Corinthians 10:24 or Hebrew 13:6 help Christians to live their lives as disciples.  I can explain why Christians who go on pilgrimage are trying to show their love for God.  I can explain how the Prayer of St Francis help Christians follow Jesus.  I can reflect on a variety of Bible passages that help Christians how to live.  I can talk about a variety of ways that Christians might follow Jesus.  **Easter**  What did Jesus teach about forgiveness?  Is it more important to forgive people or be forgiven by God?  Why is Jesus called saviour?  I can make links with Jesus’s life & teaching on forgiveness and how it may be expressed in a Christian’s life,  (eg Last Supper Luke 22:7-23; Trials of Jesus Luke 22:47 to Luke 23:25;  Jesus forgiving Peter Mark 14: 27-31, 66-72. John 18:15-18; 21:15-19; Judas’ betrayal Luke 22:1-6; 47-48. Parable of the lost son Luke 15:11-32)  I can say why Christians call the day Jesus died ‘Good Friday’ using biblical references to aspects of the Easter story.  I can say why Jesus is called ‘saviour’.  I can name several ways Christians remember Maundy Thursday and Good Friday.  I can begin to explain what salvation means to Christians and why Good Friday is described as a ‘good’ event. | | **Hinduism**  How and where do Hindus worship?  How is Holi celebrated?  What stories and events are important in a Hindus life?  I can explain how a Hindu may worship at home or in the mandir.  I can describe and explain how a Hindu celebrates Holi.  I can retell some Hindu stories and explain their significance for a Hindu.  I can analyse a Hindu’s journey of life and significant events along the way.  **Free Enquiry Unit**  What is Humanism?  I can talk about Humanists in reference to what they believe and why, what they celebrate and how they play a part in modern society. | |
| **RE**  **(Year B)**  A visit will be made to a Hindu Temple | **Love each other as God loves us**  What are the qualities of love?  I can explain what the school vision ‘Love as God loves us’ means.  **God**  **Incarnation**  What is good news for Christians in the Christmas story?  What can Christians learn from Nativity stories?  Why do Christians call Jesus, Saviour?  I can explain why Christians believe the Christmas story is seen as good news making reference to parts of the first Christmas story. | | **Islam**  How do Muslims worship?  I can explain who spoke to Muhammad in the cave.  I can explain what Muslims believe about Angels.  I can talk about where Muslims worship.  I can explain and talk about how art is used to express belief in Islam.  I can explain how Muslims prepare to pray.  I can explain what Muslims believes about the Qur’an.  **Holy Spirit**  **Easter**  What did Jesus teach about forgiveness?  Is it more important to forgive people or be forgiven by God?  Why is Jesus called saviour?  I can make links with Jesus’s life & teaching on forgiveness and how it may be expressed in a Christian’s life,  (eg Last Supper Luke 22:7-23; Trials of Jesus Luke 22:47 to Luke 23:25;  Jesus forgiving Peter Mark 14: 27-31, 66-72. John 18:15-18; 21:15-19; Judas’ betrayal Luke 22:1-6; 47-48. Parable of the lost son Luke 15:11-32)  I can say why Christians call the day Jesus died ‘Good Friday’ using biblical references to aspects of the Easter story.  I can say why Jesus is called ‘saviour’.  I can name several ways Christians remember Maundy Thursday and Good Friday.  I can begin to explain what salvation means to Christians and why Good Friday is described as a ‘good’ event. | | **Hinduism**  How and where do Hindus worship?  How is Holi celebrated?  What stories and events are important in a Hindus life?  I can explain how a Hindu may worship at home or in the mandir.  I can describe and explain how a Hindu celebrates Holi.  I can retell some Hindu stories and explain their significance for a Hindu.  I can analyse a Hindu’s journey of life and significant events along the way.  **Free Enquiry Unit**  How are the parables displayed in art? | |
| **English**  (Pathways to Write) | **Graphical user interface  Description automatically generated with medium confidence**  **Gorilla**  Fiction – Fantasy  **Spoken language:**  Listen and respond  Maintain attention and participate actively in collaborative conversations  Ask relevant questions  Use spoken language: speculating, hypothesising, imagining and exploring ideas  Participate in discussions, presentations, performances, role play, improvisations and  debates  Consider and evaluate different viewpoints  **Reading comprehension:**  Read for a range of purposes  Identify themes and conventions  Discuss words and phrases that capture the reader’s interest and imagination  Check text makes sense  Explain meaning of words in context  Ask questions to improve understanding of a text  Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  Predict what might happen from what is stated and implied  Retrieve and record information from non-fiction  Participate in discussion about books  **Writing composition:**  Plan writing by discussing the structure, vocab and grammar of similar writing  Discuss and record ideas  Compose and rehearse sentences orally  Proof-read for spelling and punctuation errors  Build an increasing range of sentence structures  In narratives, create settings, characters and plot  Assess the effectiveness of own and others’ writing  **Writing outcome:**  To write a narrative based on the story of *‘Gorilla’*  **Greater depth writing outcome:**  To write the narrative from dad’s viewpoint and include some speech  **Gateway keys:**  Use punctuation correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2)  Use prepositions, conjunctions and adverbs to express time, place and cause (Y3)  Group related ideas into paragraphs (Y3)  Use past and present tenses correctly and consistently including the present perfect tense (Y2/3)  **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  **Feature keys:**  Use small details to describe characters  Use small details for time, place and mood  Use 1st or 3rd person consistently  Use tenses appropriately  Sequence stories in different stages: introduction, build up, climax, resolution | **Leon and the**  **Place Between**  Recount – Diary  **Spoken language:**  Build vocabulary  Articulate and justify answers  Maintain attention and participate actively in collaborative conversations  Use spoken language: speculating, hypothesising, imagining and exploring ideas  Use Standard English  Participate in discussions, presentations, performances, role play, improvisations and debates  Consider and evaluate different viewpoints  **Reading comprehension:**  Read for a range of purposes  Discuss words and phrases that capture the reader’s interest and imagination  Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  Predict from details stated and implied  Identify main ideas drawn from more than one paragraph and summarise  Identify how language, structure, and presentation contribute to meaning  **Writing composition:**  Plan writing by discussing the structure, vocab and grammar of similar writing  Discuss and record ideas  In narratives, create settings, characters and plot  Assess the effectiveness of own and others’ writing  Proof-read for spelling and punctuation errors  **Writing outcome:**  To write Leon’s secret diary about what really happened in ‘the place between’, including conversation between Leon and the boy  **Greater depth writing outcome:**  To write a diary from a different point of view. Pupils write the diary as above from the point of view of the boy in ‘the place between’  **Gateway keys:**  Develop character and setting  Group related ideas into paragraphs  Use conjunctions to express time, place and cause  Build an increasing range of sentence structures  **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  **Feature keys:**  Use small details to describe characters and evoke a response  Use small details for time, place and mood  Use 1st person consistently  Write in consistent past  tense  Chronological order  Write an opening paragraph  to share thoughts and feelings and to summarise the day  Finish with a personal comment about hopes or concerns for the future | **A picture containing text  Description automatically generated**  **Escape from Pompeii**  Fiction – Historical Narrative  **Spoken language:**  Listen and respond  Ask relevant questions  Build vocabulary  Articulate and justify answers  Give well-structured descriptions, explanations and narratives  Speak audibly and fluently  Use Standard English  Participate in discussions, presentations, performances, role play, improvisations and debates  **Reading comprehension:**  Read for a range of purposes  Discuss words and phrases that capture the reader’s interest  Check text makes sense  Ask questions to improve understanding of a text  Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  Predict from details stated and implied  Participate in discussion about books  **Writing Composition:**  Plan writing by discussing the structure, vocabulary and grammar of similar writing  Discuss and record ideas  Propose changes to grammar and vocabulary to improve consistency  Proof-read for spelling and punctuation errors  Read aloud own writing using appropriate intonation and controlling the tone and volume so the meaning is clear  **Writing outcome:**  Write the story from the point of view of one of the children  **Greater depth writing outcome:**  Write from the point of view of the captain  **Gateway keys:**  Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)  Use conjunctions, adverbs and prepositions to express time, place and cause  Create characters, settings and plot in narrative  Group related ideas into paragraphs  **Mastery keys:**  Variety of verb forms used correctly and consistently including the progressive and the present perfect forms  Use Standard English for verb inflections  Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs)  Use and punctuate direct speech (using dialogue to show the relationship between characters)  **Feature keys:**  Write a sequence of events to follow the structure of the model story  Write an opening paragraph and further paragraphs for each stage  Create dialogue between characters that shows their relationship with each other  Use 3rd or 1st person consistently  Use tenses appropriately  Add historical detail to characters, setting and events | **A picture containing graphical user interface  Description automatically generated**  **When the Giant Stirred**  Fiction – Adventure  **Spoken language:**  Build vocabulary  Articulate and justify answers  Use spoken language: speculating, hypothesising, imagining and exploring ideas  Speak audibly and fluently  Participate in discussions, presentations, performances, role play, improvisations and debates  **Reading comprehension:**  Use dictionaries to check the meaning of words  Identify themes and conventions  Check text makes sense  Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  Predict from details stated and implied  Identify main ideas drawn from more than one paragraph and summarise  Participate in discussion about books  **Writing Composition:**  Plan writing by discussing the structure, vocab and grammar of similar writing  Build an increasing range of sentence structures  In narratives, create settings, characters and plot  Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  **Writing outcome:**  To write their own version of ‘When the Giant Stirred’ in the first person from the point of view of the boy in the story  **Greater depth writing outcome:**  To write the story from the mountain God’s point of view  **Gateway keys:**  Use past and present tenses appropriately  Sequence events  Section story into  beginning, middle and end  Use 3rd person consistently  Write expanded noun  phrases (Y2)  Use inverted commas to  punctuate direct speech  **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  **Feature keys:**  Sequence stories in different stages: introduction, build up, climax, resolution  Create dialogue between characters that shows their relationship with each other  Use 1st or 3rd person consistently  Use small details to describe characters and for time, place and mood | **A picture containing text, tree  Description automatically generatedCalendar, map  Description automatically generated**  **Where the Forest Meets the Sea**  **&**  **Rainforests in 30 Seconds**  Non-chronological report  **Spoken language:**  Listen and respond  Ask relevant questions  Give well-structured descriptions, explanations and narratives  Maintain attention and participate actively in collaborative conversations  Gain, maintain and monitor the interest of the listener(s)  Consider and evaluate different viewpoints  Select and use appropriate registers for effective communication  **Reading comprehension:**  Read for a range of purposes  Use dictionaries to check the meaning of words  Explain meaning of words in context  Predict from details stated and implied  Identify main ideas drawn from more than one paragraph and summarise  Identify how language, structure, and presentation contribute to meaning  Retrieve and record information from non-fiction  **Writing Composition:**  Plan writing by discussing the structure, vocab and grammar of similar writing  Discuss and record ideas  Compose and rehearse sentences orally  In non-narrative material, use simple organisational devices  Proof-read for spelling and punctuation errors  Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear  **Writing outcome:**  To make a zoo information board for a rainforest exhibit  **Greater depth writing outcome:**  Include an interactive element such as a voiceover for a short video  **Gateway keys:**  Revise use of simple organisational devices in non-narrative material  Write in the present tense  Use punctuation at Y2  standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)  Use subordination (when, if, that, because) and co- ordination (or, and, but)  Use expanded noun phrases  **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’  **Feature keys:**  Use specific vocabulary e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal  Write in present tense  Use layout features e.g. questions to draw in the reader, headings and sub- headings, paragraphs to group related ideas, diagrams | **A picture containing text  Description automatically generated**  **Blue John**  Explanation  **Spoken language:**  Ask relevant questions  Build vocabulary  Articulate and justify answers  Give well-structured descriptions, explanations and narratives  Use spoken language: speculating, hypothesising, imagining and exploring ideas  Speak audibly and fluently  Participate in discussions, presentations, performances, role play, improvisations and debates  **Reading comprehension:**  Identify themes and conventions  Discuss words and phrases that capture the reader’s interest and imagination  Explain meaning of words in context  Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  Predict from details stated and implied  Identify main ideas drawn from more than one paragraph and summarise  Identify how language, structure, and presentation contribute to meaning  Retrieve and record information from non-fiction  **Writing composition:**  Plan writing by discussing the structure, vocab and grammar of similar writing  Discuss and record ideas  Compose and rehearse sentences orally  In non-narrative material, use simple organisational devices  Assess the effectiveness of own and others’ writing  Proof-read for spelling and punctuation errors  **Writing outcome:**  Write a letter in role as an expert containing an explanation about cave formation  **Greater depth writing outcome:**  Include a persuasive paragraph about Treak Cliff Caverns as a tourist destination  **Gateway keys:**  Full stops, capital letters, exclamation marks, question marks, commas and apostrophes  Group related ideas into paragraphs  Use past and present tense consistently  Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases  **Mastery keys:**  Build a rich and varied vocabulary and 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  **Feature keys:**  **Explanation**  Use language to explain a  process or how something  works  Use some technical  vocabulary  Use simple present tense  Use words /phrases to make sequential, causal or logical connections e.g. because, as a result of  Use organisational features e.g. opening statement, paragraphs, steps explained in logical order, diagrams and flowchart  **Letter**  Choose sentence forms to  address the reader directly  Use fronted adverbials to  introduce paragraphs  Use layout features  including an address/date, suitable closing |
| **English**  (Pathways to Write) | **Fiction – Fantasy (Gorilla)**  Reading outcome:  Read for a range of purposes  Identify themes and conventions  Discuss words and phrases that capture the reader’s interest and imagination  Check text makes sense  Explain meaning of words in context  Ask questions to improve understanding of a text  Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  Predict what might happen from what is stated and implied  Retrieve and record information from non-fiction  Participate in discussion about books  Written Outcome:  To write a narrative based on the story ‘Gorilla’  GD: To write the narrative from dad’s viewpoint and include some speech  Plan writing by discussing the structure, vocab and grammar of similar writing.  Discuss and record ideas  Compose and rehearse sentences orally.  Proof-read for spelling and punctuation errors  Build an increasing range of sentence structures  In narratives, create settings, characters and plot  Assess the effectiveness of own and other’s writing  Grammar outcome:  Gateway keys (non-negotiable/basic skills):  Use punctuation correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2)  Use prepositions, conjunctions and adverbs to express time, place and cause (Y3)  Group related ideas into paragraphs (Y3)  Use past and present tenses correctly and consistently including the present perfect tense (Y2 /3)  Mastery keys (year group national curriculum expectations):  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  Re-cap: Use inverted commas for direct speech (Year 3)  **Recount – Diary Writing (Leon and the Place Between)**  Reading outcome:  Read for a range of purposes  Discuss words and phrases that capture the reader’s interest  Draw inferences (characters’ feeling, thoughts and motives); justify with evidence  Predict from details stated and implied  Identify main ideas drawn from more than one paragraph and summarise  Identify how language, structure and presentation contribute to meaning  Writing outcome:  To write Leon’s secret diary about what really happened in ‘the place between’, including conversation between Leon and the boy.  GD: To write a diary from a different point of view. Pupils write the diary as above from the point of view of the boy in ‘the place between’  Plan writing by discussing the structure, vocab and grammar of similar writing  Discuss and record ideas  In narratives, create settings, characters and plot  Assess the effectiveness of own and others’ writing  Proof-read for spelling and punctuation errors  Grammar outcome:  Gateway keys (non-negotiable and basic skills):  Develop character and setting  Group related ideas into paragraphs  Use conjunctions to express time, place and cause  Build an increasing range of sentence structures  Mastery keys (year group national curriculum expectations):  Use standard English forms for verb inflections  Extend range of sentences with more than one clause by using wider range of conjunctions including when, if, because, although  Indicate possession by using the possessive apostrophe with plural nouns  Recognise the differences between the plural and possessive ‘s’  Build a varied and rich vocab  Feature keys (vocab, manipulating sentences and tense, structure):  Use small details to describe characters and evoke a response  Use small details for time, place and mood  Use 1st person consistently  Write in consistent past tense  Chronological order  Write an opening paragraph to share thoughts and feelings and to summarise the day  Finish with a personal comment about hopes or concerns for the future | | **Fiction – Historical narrative from character’s point of view (Escape to Pompeii)**  Reading outcome:  Read for a range of purposes  Discuss words and phrases that capture the reader’s interest  Check text makes sense  Ask questions to improve understanding of a text  Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  Predict from details stated and implied  Participate in discussion about books  Writing outcome:  Write a story from the point of view of one of the children  GD: Write from the point of view of the captain  Plan writing by discussing the structure, vocab and grammar of similar writing  Discuss and record ideas  Propose changes to grammar and vocab to improve consistency  Proof-read for spelling and punctuation errors  Read aloud own writing using appropriate intonation and controlling the tone and volume so the meaning is clear  Grammar outcome:  Gateway keys (non-negotiable/basic skills):  Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)  Use conjunctions, adverbs and prepositions to express time, place and cause  Create characters, settings and plot in narrative  Group related ideas into paragraphs  Mastery keys (year group national curriculum expectations):  Variety of verb forms used correctly and consistently including the progressive and the present perfect forms  Use Standard English for verb inflections Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs)  Use and punctuate direct speech (using dialogue to show the relationship between characters)  Feature keys (vocab, manipulating sentences and tense, structure):  Write a sequence of events to follow the structure of the model story  Write an opening paragraph and further paragraphs for each stage  Create dialogue between characters that shows their relationship with each other  Use 3rd or 1st person consistently  Use tenses appropriately  Add historical detail to characters, setting and events  **Fiction - Adventure (When the Giant Stirred)**  Reading outcome:  Use dictionaries to check the meaning of words  Identify themes and conventions  Check text makes sense  Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  Predict from details stated and implied  Identify main ideas drawn from more than one paragraph and summarise  Participate in discussion about books  Writing outcome:  To write their own version of ‘When the Giant Stirred’ in the first person from the point of view of the boy in the story  GD: To write the story from the mountain God’s point of view  Plan writing by discussing the structure, vocab and grammar of similar writing  Build an increasing range of sentence structures  In narratives, create settings, characters and plot  Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  Grammar outcome:  Gateway keys (non-negotiable/basic skills):  Use past and present tenses appropriately  Sequence events  Section story into beginning, middle and end  Use 3rd person consistently  Write expanded noun phrases (Y2)  Use inverted commas to punctuate direct speech  Mastery keys (year group national curriculum expectations):  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  Feature keys (vocab, manipulating sentences and tense, structure):  Sequence stories in different stages: introduction, build up, climax, resolution  Create dialogue between characters that shows their relationship with each other  Use 1st or 3rd person consistently  Use small details to describe characters and for time, place and mood | | **Non-chron report writing (Where the Forest Meets the Sea and Rainforests in 30 seconds)**  Reading outcome:  Read for a range of purposes  Use dictionaries to check the meaning of words  Explain meaning of words in context  Predict from details stated and implied  Identify main ideas drawn from more than one paragraph and summarise  Identify how language, structure, and presentation contribute to meaning  Retrieve and record information from non-fiction  Writing outcome:  To make a zoo information board for a rainforest exhibit  GD: Include an interactive element such as voiceover for a short video  Plan writing by discussing the structure, vocab and grammar of similar writing  Discuss and record ideas  Compose and rehearse sentences orally  In non-narrative material, use simple organisational devices  Proof-read for spelling and punctuation errors  Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear  Grammar outcome:  Gateways (non-negotiable/basic skills):  Revise use of simple organisational devices in non-narrative material  Write in the present tense  Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)  Use subordination (when, if, that, because) and co-ordination (or, and, but)  Use expanded noun phrases  Mastery keys (year group NC expectations):  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  Feature keys (vocab, manipulating sentences and tense, structure):  Use specific vocabulary e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal  Write in present tense  Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas and diagrams  **Explanation – Letter (Blue John)**  Reading outcome:  Identify themes and conventions  Discuss words and phrases that capture the reader’s interest and imagination  Explain meaning of words in context  Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  Predict from details stated and implied  Identify main ideas drawn from more than one paragraph and summarise  Identify how language, structure, and presentation contribute to meaning  Retrieve and record information from non-fiction  Writing outcome:  Write a letter in role as an expert containing an explanation about cave information  GD: Include a persuasive paragraph about Treak Cliff Caverns as a tourist destination  Plan writing by discussing the structure, vocab and grammar of similar writing  Discuss and record ideas  Compose and rehearse sentences orally  In non-narrative material, use simple organisational devices  Assess the effectiveness of own and others’ writing  Proof-read for spelling and punctuation errors  Grammar outcome:  Gateway keys (non-negotiable/basic skills):  Full stops, capital letters, exclamation marks, question marks, commas and apostrophes  Group related ideas into paragraphs  Use past and present tense consistently  Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases  Mastery keys (year group national curriculum expectations):  Build a rich and varied vocabulary and 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  Integrated as revision: The grammatical difference between plural and possessive s  Feature keys (vocab, manipulating sentences and tense, structure):  Explanation  Use language to explain a process or how something works  Use some technical vocabulary  Use simple present tense  Use words /phrases to make sequential, causal or logical connections e.g. because, as a result of  Use organisational features e.g. opening statement, paragraphs, steps explained in logical order, diagrams and flowchart  Letter  Choose sentence forms to address the reader directly  Use fronted adverbials to introduce paragraphs  Use layout features including an address/date, suitable closing | |
| **Maths**  (White Rose) | **Number and place value –** Place value.  **Number** – Addition and Subtraction.  **Measurement –**Area  **Number –** Multiplication and Division A  [Click here for small steps](https://assets.whiterosemaths.com/new-schemes/Year%204%20Scheme%20of%20Learning%20Small%20Steps.pdf) | | **Number –** Multiplication and Division B  **Measurement –** Length and Perimeter  **Number -** Fractions  **Number –** Decimals A  [Click here for small steps](https://assets.whiterosemaths.com/new-schemes/Year%204%20Scheme%20of%20Learning%20Small%20Steps%20Spring.pdf) | | **Number –** Decimals B  **Measurement –** Money  **Measurement –** Time  **Geometry** - Shape  **Statistics**  **Geometry:** Position and Direction  [Click here for small steps](https://assets.whiteroseeducation.com/new-schemes/Year%204%20Scheme%20of%20Learning%20Small%20Steps%20Summer.pdf) | |
| **Science** | **Animals Including Humans**  use scientific language to describe the digestive system  identify teeth and explain the differences in their functions  construct and interpret a variety of food chains, identifying producers, predators and prey | **Electricity**  identify common appliances that run on electricity  explain how a series electrical circuit works and create my own  test the role of a switch in an electrical circuit and present my findings  recognise similarities in some common conductors and insulators  Identify alternative sources of energy | **Light and Sound**  explain how sounds are travel and the role of vibrations  enquire how sounds change with distance and present my findings in different ways  through enquiry, predict and find patterns between the pitch of a sound and features of the object that produced it  observe then explain how patterns between the volume of a sound and the strength of the vibrations that produced it | **Living Things and Habitats**  ask questions about why environments change and use the answers to draw conclusions  explore and use classification keys to help group, identify and name a variety of living things (plants and animals) in the local and wider environment  recognise that environments can change and can pose dangers | **States of Matter**  systematically observe and group materials by whether they are a solid, liquid or gas  explain the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature after a practical enquiry  report what happens when materials change state through their own observations | **RSE**  (Christopher Winter Scheme of work)  understand that puberty is an important stage in the human lifecycle  know some changes that happen during puberty  Know about the physical and emotional changes that happen in puberty  Understand that children change into adults to be able to reproduce if they choose to  Know that respect is important in all relationships including online  Explain how friendships can make people feel unhappy or uncomfortable |
| **PSHE**  (PSHE Association and Kapow) | **Relationships**  Families and friendships  Positive friendships, including online  Safe relationships  Responding to hurtful behaviour; managing confidentiality; recognising risks online  Respecting ourselves and others  Respecting differences and similarities; discussing difference sensitively | | **Living in the Wider World**  Belonging to a community  What makes a community; shared responsibilities  Media literacy and digital resilience  How data is shared and used  Money and work  Making decisions about money; using and keeping money safe | | **Health and Well-being**  Physical health and mental wellbeing  Maintaining a balanced lifestyle; oral hygiene and dental care  Growing and changing  Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty  Keeping safe  Medicines and household products; drugs common to everyday life | |
| **Art and Design**  (FCE long term plan and Kapow) | **Drawing – Power Prints**  Use pencils of different grades to shade and add tone.  Hold a pencil with varying pressure to create different marks.  Use observation and sketch objects quickly.  Draw objects in proportion to each other.  Use charcoal and a rubber to draw tone.  Use scissors and paper as a method to ‘draw’.  Make choices about arranging cut elements to create a composition.  Create a wax resist background.  Use different tools to scratch into a painted surface to add contrast and pattern.  Choose a section of a drawing to  recreate as a print.  Create a monoprint. | | **Painting and mixed media – Light and Dark**  Pupils know how to:  Mix a tint and a shade by adding black or white.  Use tints and shades of a colour  to create a 3D effect when painting.  Apply paint using different techniques eg. stippling, dabbing, washing.  Choose suitable painting tools.  Arrange objects to create a still life composition.  Plan a painting by drawing first.  Organise painting equipment  independently, making choices about tools and materials. | | **Craft and Design – Fabric of Nature**  That a mood board is a visual collection which aims to convey a general feeling or idea.  That batik is a traditional fabric decoration technique that uses hot wax.  How to:  Select imagery and use as inspiration for a design project.  To know how to make a mood board.  Recognise a theme and develop colour palettes using selected imagery and drawings.  Draw small sections of one image to docs on colours and texture.  Develop observational drawings into shapes and pattern for design.  Transfer a design using a tracing method.  Make a repeating pattern tile using cut and torn paper shapes.  Use glue as an alternative batik technique to create patterns on fabric.  Use materials, like glue, in different ways depending on the desired effect.  Paint on fabric.  Wash fabric to remove glue to finish a decorative fabric piece. | |
| **Computing** (Rising Stars: Switched On) | **We are software developers**  Developing a simple educational game  Develop an educational computer game using selection and repetition.  Understand and use variables.  Start to debug computer programs.  Recognise the importance of user interface design, including consideration of input and output.  **Outcome:** ‘Drill-and-practice’-style educational software aimed at reinforcing learning in another area of the curriculum, perhaps for a different age group | **We are toy designers**  Prototyping an interactive toy  Design and make an on-screen prototype of a computer-controlled toy.  Understand different forms of input and output (such as sensors, switches, motors, lights and speakers).  Design, write and debug the control and monitoring program for their toy.  **Outcome:** Scripts for an on-screen prototype of a computer- controlled toy, Dragons’ Den-style presentation | **We are musicians**  Producing digital music  Use one or more programs to edit music.  Create and develop a musical composition, refining their ideas through reflection and discussion develop collaboration skills.  Develop an awareness of how their composition can enhance work in other media.  **Outcome:** A piece of backing music to accompany work in another medium | **We are HTML editors**  Editing and writing HTML  Understand some technical aspects of how the internet makes the web possible.  Use HTML tags for elementary mark up.  Use hyperlinks to connect ideas and sources.  Code up a simple web page with useful content.  Understand some of the risks in using the web.  **Outcome:** HTML challenges and a personal homepage | **We are co-authors**  Producing a wiki  Understand the conventions for collaborative online work, particularly in wikis.  Be aware of their responsibilities when editing other people’s work.  Become familiar with Wikipedia, including potential problems associated with its use.  Practise research skills.  Write for a target audience using a wiki tool.  Develop collaboration skills.  Develop proofreading skills.  **Outcome:** Class wiki and amended pages of Wikipedia | **We are meteorologists**  Presenting the weather  Understand different measurement techniques for weather, both analogue and digital.  Use computer-based data logging to automate the recording of some weather data.  Use spreadsheets to create charts.  Analyse data, explore inconsistencies in data and make predictions.  Practise using presentation software and, optionally, video.  **Outcome:** Spreadsheet of weather data collected; charts, maps and graphs of weather data collected; TV-style weather presentation |
| **Design Technology** (Projects on a Page) | **Cooking and Nutrition**  Focus – Healthy and varied diet  Product – Greek salad  **Technical knowledge and understanding**  Know how to use appropriate equipment and utensils to prepare and combine food.  Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.  Know and use relevant technical and sensory vocabulary appropriately.    **Designing**  Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.  Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.    **Making**  Plan the main stages of a recipe, listing ingredients, utensils and equipment.  Select and use appropriate utensils and equipment to prepare and combine ingredients.  Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.    **Evaluating**  Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.  Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. | | **Textiles**  Focus – Textiles 2D shape to 3D product  Product – Roman purse/pouch  **Technical knowledge and understanding**  Know how to strengthen, stiffen and reinforce existing fabrics.  Understand how to securely join two pieces of fabric together.  Understand the need for patterns and seam allowances.  Know and use technical vocabulary relevant to the project.    **Designing**  Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.  Produce annotated sketches, prototypes, final product sketches and pattern pieces.    **Making**  Plan the main stages of making.  Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.  Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.    **Evaluating**  Investigate a range of 3-D textile products relevant to the project.  Test their product against the original design criteria and with the intended user.  Take into account others’ views.  Understand how a key event/individual has influenced the development of the chosen product and/or fabric. | | **Electrical systems**  Focus Simple circuits and switches  (including programming & control)  Product – Hands free headlamp  **Technical knowledge and understanding**  Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.  Apply their understanding of computing to program and control their products.  Know and use technical vocabulary relevant to the project.    **Designing**  Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.  Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.    **Making**  Order the main stages of making.  Select from and use tools and equipment to cut, shape, join and finish with some accuracy.  Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.    **Evaluating**  Investigate and analyse a range of existing battery-powered products.  Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. | |
| **French**  (Primary Languages Network) | Numbers to 31  Review questions and  answers about myself  Rooms in a school  Classroom objects | Colours and fireworks  Classroom commands  Places in a town  Christmas | Family members  Parts of a face  Review colours  Describing an alien face  Using adjectives | Parts of the body Describe a monster·  Easter | Review body parts Saying you don’t feel well  Jungle animals · Describing jungle animals | Weather  Asking for an ice cream |
| **Geography**  (FCE long term plan) |  | | **Local geography of Chester**  Name and locate counties and cities in the UK using maps – look up Chester before trip around Chester.  Locate the world’s countries, using maps to focus on Europe (including the location of Russia). Children to locate Italy and Pompeii (link to text and history topic).  Describe and understand key aspects of trade links, and the distribution of natural resources including energy, food, minerals and water.  Use fieldwork to observe, measure, 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.  Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. | | Describe and understand key aspects of physical geography including volcanoes, earthquakes and the water cycle (water cycle to link to science). Link volcanoes to the city of Pompeii, which was explored in the Spring term.  **Explore map work:**  Name and locate counties and cities in the UK using maps and compare with Europe  Use field work to observe, measure, 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. | |
| **History**  (FCE long term plan) | **Ancient Greece – a study of Greek life and achievements and their influence on the western world.**  Ancient Greek timelines  Similarities and differences between Athens and Sparta  Alexander the Great and the fall of the Ancient Greeks  Battle of Marathon  Gods and Goddesses  Olympic Games  Philosophers  Battle of Troy  Home life and daily life for children  Ancient Greek legacy | | **The Roman Empire and its impact on Britain**.  Where the Roman Empire came from  Expansion of the Roman Empire  Britain before the Romans invaded  How Britain became part of the Roman Empire  British resistance, for example, Boudicca  What the Romans built  Roman houses  Archaeological sites  Roman bathhouses  ‘Romanisation’ of Britain: technology, culture and beliefs, including early Christianity | |  | |
| **Music**  (Kapow) | **Samba and carnival sounds and instruments**  To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.  To understand that the ‘on beat’ is the pulse of a piece of music, and the ‘off beat’ is beats that fall in between these.  To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms. | **Rock and roll**  To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.  To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.  To know that playing in time means all performers playing together at the same speed.  To know that playing ‘in time’ requires playing the notes for the correct duration as well as at the correct speed. | **Adapting and transposing motifs (Romans)**  To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven’s fifth symphony (dah dah dah dum!).  To know that ‘transposing’ a melody means changing its key, making it higher or lower pitched.  To know that a motif can be adapted by changing the notes, the rhythm or the order of notes. | **Haiku, music and performance (Hanami)**  To know that a glissando in music means a sliding effect played on instruments or made by your voice.  To know that expressive language (like a poem) can be used as inspiration for composing music.  To understand that both instruments and voices can create audio effects that describe something you can see.  To know that grouping instruments according to their timbre can create contrasting ‘textures’ in music. | **Body and tuned percussion (Rainforests)**  To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.  To know that combining different instruments and different rhythms when we compose can create layers of sound we call ‘texture’.  To know that a ‘loop’ in music is a repeated melody or rhythm.  To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. | **Changes in pitch, tempo and dynamics (Rivers)**  To know that when you sing without accompaniment it is called ‘A Cappella’.  To know that harmony means playing two notes at the same time that usually sound good together.  To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.  To know that ‘performance directions’ are words added to musical notation to tell the performers how to play. |
| **PE**  (Complete PE) | **Communication and Tactics**  The focus of the learning is to look at what makes an effective team and team leader with the focus being on creating tactics as a team.  Pupils will learn why they need to work as an effective team to create simple tactics with the focus on collaboration and communication.  Pupils will understand why we need to communicate clearly with other team members to be successful.  **Tag Rugby**  The focus of learning is to develop passing and moving to create space to beat an opponent and score a try.  The focus of the learning is to extend pupils' understanding and knowledge of passing and moving applying this into 3v3 mini games. | **Dance – WW2**  The focus of the learning is to explore the behaviours of children, men and women in 1939 (Pre World War II). Pupils will create movements that are creative and include character expression.  The focus of learning is to create sequences in small groups whilst performing in character.  The focus of the learning is to develop our sequences to show clear character emotion and creativity. Pupils will sustain their characters to add drama, expression and emotion to their dance.  The focus of learning is to create complex sequences with movements that interconnect.  The focus of the learning is to create a performance that shows how people celebrated the end of World War II. Pupils will create a performance, which will included emotion, timing, rhythm and sustaining character.  **Football**  The focus of the learning is to refine dribbling in order to keep control and possession of the ball. Pupils will apply prior learning of how to dribble the ball keeping possession to beat an opponent.  The focus of the learning is to explore the purpose of turning in a game of football and understand why turns can help us to keep possession.  The focus of the learning is to see how effectively pupils can apply their passing and moving skills to keep possession, developing this concept into mini game situations showing attack and defence.  The focus of the learning is to introduce pupils to shooting. Pupils will understand not just how they shoot but where they shoot from on the pitch, in order to increase their chances of scoring. | **Gymnastics – Bridges**  The focus of the learning is to explore movements and balances creating bridges.  The focus of the learning is to re-create bridge balances on apparatus, looking at how we can begin to move out of them, forming the start of a sequence.  The focus of the learning is to move over and under individual bridges on apparatus. These ideas will be used for sequences.  The focus of the learning is for pupils to perform completed sequences.  **Dodgeball**  The focus of learning is to introduce pupils to when, where and why we would jump or duck to avoid the ball during a game.  The focus of learning is to develop pupils' understanding and application of why we need to throw with accuracy but over an increased distance.  Pupils will understand how and why we need to throw with power when throwing at a target which is further away.  The focus of the learning is to develop pupils catching and understanding of why we need to catch during a game.  Pupils will start to learn the rules that govern catching and start to apply these into small games. Pupils will understand the consequences of dropping the ball during a game of dodgeball.  The focus of learning is to consolidate pupils' understanding and application of dodging, jumping, ducking catch and throw into game situations. | **Netball**  The focus of the learning is to see how effectively pupils can apply their passing and moving skills to keep possession, developing this concept into a mini game situation**.**  **T**he focus of the learning is to develop passing and creating space building up into mini games, where pupils explore the transition between attack and defence, working out simple tactics for creating space and keeping possession.  The focus of the learning is to ensure pupils understand not just how we shoot but also where to shoot from (court position) and why?  The focus of the learning is to develop pupil’s understanding of the footwork rule and how they can be more effective with their feet to increase the speed and fluidity of their movements.  **Mindfulness**  The focus of the learning is to interpret music to create movement, that help us to express ourselves and our emotions. Pupils will respond to the emotion behind the music and try to represent this through their movements.  The focus of the learning is to extend our interpretation of the music to create movements in pairs, that continue to support expression of ourselves and our emotions. Pupils will use vocabulary to describe different dance dynamics to produce more defined, expressive movement.  The focus of the learning is to explore positive and negative emotions.  Using the concept of mime, pupils will be able to bring these emotions to life and understand how we can manage our emotions. Pupils will also explore using mindfulness techniques to help manage negative emotions, through deep breathing, visualisation and the use of mime.  The focus of the learning is for pupils to learn various meditative balances and understand the benefit of executing the balances correctly in order to improve our posture, body awareness, focus and concentration and deal with negative emotions. | **Swimming**  Weekly swimming lessons at EPSV.  **Cricket**  The focus of the learning is to develop pupils understanding of batting and fielding. Pupils will understand where, when and why they can apply different physical and cognitive skills when they are batting or fielding.  The focus of the learning is to introduce bowling. Pupils will explore different ways of bowling underarm applying them into mini games to prevent the batters from scoring runs.  The focus of the learning is to develop ways of stopping and returning the ball. Pupils will learn different ways of returning the ball to the bowler or wicketkeeper, developing an understanding of why they need to do this quickly and accurately to prevent the batters from scoring runs.  Pupils will learn how to stop the ball (barrier) when a batter strikes the ball towards them.  The focus of the learning is develop an understanding of how, where and why we need to strike the ball to score runs.  Pupils will continue to develop an understanding of how to outwit the fielding team by varying the speed and direction they strike the ball. | **Swimming**  Weekly swimming lessons at EPSV.  **Athletics**  The focus of the learning is for pupils to develop their own sprinting technique. Pupils will learn to self analyse their own performance to help to improve their own personal best.  The focus of the learning is to develop pupils application of stride length during the middle third of a race. Pupils will develop an understanding of why we need to increase our stride pattern to enable us to maintain our speed during the middle third of a race.  The focus of the learning is to explore pacing and running for distance. Pupils will learn the correct technique to use when running for distance.  The focus of the learning is to develop pupils' understanding of throwing for distance.  Pupils will learn how to throw a primary school javelin and how they can use their bodies to throw with greater distance.  The focus of the learning is to explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump. |
| **Outdoor learning** | Experiencing life in Ancient Greece – Tree spirits, mythical beasts, Greek Alphabet, evergreen wreaths, Arachne the weaver spider webs  Shelter building  Design and build varying sized shelters using tarpaulins and materials found in Forest Schools.  Work successfully as a group, having considered and evaluated each members’ contribution.  Compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing, assess if it is fit for purpose.  Erect a tarpaulin shelter.  Knots  More sophisticated knots for attaching to structures and trees.  Independent use of lashing and frapping techniques. | | Romans – building a Roman marching camp, firelighting and charcoal making tracking signs.  Geographical skills and navigation  Recognises features and symbols on a map.  Understand how to orientate the map.  Demonstrate understanding of a line orienteering course (short loop) and star orienteering (returning to base between each control)  Play woodland versions of games.  Build trust with a partner when completing star orienteering.  Exploration and play  Play in a team during wide games and scavenger hunts.  Make up own nature games and teach it to a friend.  Take part in nature treasure hunts.  Make sculptures.  Make something out of wood. | | States of matter: solids, liquids and gasses, including heating and cooling materials. Exploring the water cycle.  Exploring emotions, colour, music, art and language and how these can express beliefs. Designing a ‘special place’.  Fire building and cooking  Cooking on a campfire.  Make and tend to a whole class fire safely.  Fire safety and the fire triangle.  Campfire cookies  Popcorn  Burrito wraps | |
| **Enrichment** | Noddfa  Ancient Greek workshop | | Deva Experience in Chester | | Residential – Kingswood Colomendy | |