**Frodsham CE Primary School Long Term Plan 2024/2025 Year 4**

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

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|  | **Autumn** | | **Spring** | | **Summer** | |
| **Christian Values** | Love | Respect | Kindness | Community | Faith | Resilience |
| **Spiritual**  **Development** | Me: I can be creative. I can be curious. I can be honest. I can be still. I can be thankful. I know I am unique. I can love myself. I know it is okay to make mistakes.  Others: I can celebrate others achievements. I can be fair. I can be kind. I can forgive others. I can be generous. I can show respect. I can work as part of a team. I know how to make things right when I have hurt others. I am thankful for what others do for me. I can consider the views of others. I can empathise  World: I can be thankful for the gift of creation. I can find wonder in all things. I can see beauty in the world. I understand what is unfair. I can be a good steward. I can demonstrate stewardship. I can talk about the rights of the child  God: I know I am loved by God for who I am. I know I am one of God’s children. I can celebrate with God. I can talk to God in prayer. I can ask God for forgiveness. I can ask God for support | | | | | |
|  | Who were the Greeks?  What was Greek life like?  What were their achievements?  What influence did they have on the western world? | | Who were the Romans?  Why were the Romans so powerful? Look at the army and successful invasions  What did Britain do when invaded? Explore opposing sides and the story of Boudica  What did the Romans do that impacted on us? Look at the Romanisation of Britain | | What are volcanoes?  How do they happen? What is the impact of a volcanoes?  How can we protect ourselves from volcanoes? | |
| **RE**  A visit will be made to a Hindu Temple | **Christianity**  **Letters of Creation (Year A)**  What is climate change?  What is climate justice?  How can I be a courageous advocate for change?  I can articulate what climate justice is.  I can provide examples of climate injustice.  I can engage in spiritual reflection on my relationship to climate justice.  I can understand what influencing others means and can come up with creative ways to influence others.  I can understand the importance of working together to seek climate justice.  I can express why I care about the climate and have opportunity to consider how I can communicate the injustice of climate change.  I can recall the story of creation from Genesis (11)  I can explain how Christians view the world and try to take care of it (stewardship) (11)  I can describe how Christians live their lives as disciples and attempt to follow the teachings of God (36)  I can describe how humans have the potential to make the world a better place and have responsibilities to the planet and each other (53)  I can express my own understanding and concerns about the present day climate I can take positive action against what I see as an injustice for others  **Love (Year B)**  **Comparative Worldviews**  What is my point of view about God?  Why do people have belief in God?  Character and nature of God Nobody stands nowhere (30, 42, 49 / adapt material from QF 6.6 and CWAC Yr3.Su1 / H4S)  I can define what a Worldview is and how ‘Nobody stands from Nowhere’. (Theos.)  **Christianity**  How does / did Jesus change lives?(35, 36, 37 / QF 3.3)  Why do Christians think about Incarnation at Christmas?  What is the Trinity?(32, 33, 34)  I can understand the concept of salvation means ‘to be rescued’ from sin.  I can describe how Christians live their lives as disciples and choose to follow Jesus.  I can explain why & how people lives changed when they met Jesus.  I can explain how Christians see God as ‘Three in One’ (Father, Son & Holy Spirit) through symbols. (Trinity)  I can suggest what Christians can learn about Jesus from nativity stories and the Easter story.  I can describe and suggest reasons why Christians use titles to describe Jesus including Christmas & Easter (e.g., Saviour, Emmanuel, Messiah, Light of the World) | | **Hinduism**  How does having a faith affect a Hindu’s person’s life? (41, 42 / QF 6.7 – just afterlife and Ghandi / CWAC Su2)  How do Hindus worship in their daily lives? (38, 40, 42)  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  I can explain how a Hindu may worship at home or in the mandir.  I can explain how a Hindu may view God.  **Christianity**  A story of betrayal or trust? What can Christians learn from the Easter story?  (35, 36 / QF 4.4)  What can I learn from Christian art about Christian beliefs about Easter, Salvation and the Trinity? (33, 34, 35)  I can understand the concept of salvation means ‘to be rescued’ from sin.  I can describe how Christians live their lives as disciples and choose to follow Jesus.  I can suggest what Christians can learn about Jesus from nativity stories and the Easter story.  I can describe and suggest reasons why Christians use titles to describe Jesus including Christmas & Easter (e.g., Saviour, Emmanuel, Messiah, Light of the World) | | **Islam**  How do Muslims worship?  What do Muslims believe happened on ‘The Night Of Power’? (43, 44, 45, 46, 47 / CWAC Yr3.Su2)  I can identify and understand that Muslims believe the Prophets (including Jesus) who came before Muhammad (pbuh) all taught the same message, and that Muhammad (pbuh) is the last and final prophet.  I can recall at least 3 key facts about the story of the ‘Night of Power’ Muhammad’s (pbuh) first revelation. Eg Muhammad (pbuh) received messages from God; he told everyone that he was speaking words God gave him;  people wrote them down exactly; the words later became the Qur’an and afterwards Muhammad (pbuh) became known to all Muslims as the ‘Prophet of God.’  I can identify and recognise the Qur’an as the sacred book for Muslims. Explain how and why Muslims treat it with respect and believe it to be the exact words of ‘Allah’ (God)  I can describe 3 ways Muslim worship shows devotion to Allah referring to life at home & in the Mosque. (Prayer, prayer mat, direction of prayers.)  I can analyse how the main features of a mosque explain Muslim key beliefs. (Washroom, Minarets, direction Mecca,  removing shoes)  **Comparative Worldviews**  Are all churches the same? (Global church)  Are all places of worship the same? (Gurdwara, mosque, church, synagogue) (36, 38, 47, 50, 51 / QF 4.5)  I can describe how Christians live their lives as disciples and choose to follow Jesus.  I can explain how a Hindu may worship at home or in the mandir.  I can analyse how the main features of a mosque explain Muslim key beliefs. (Washroom, Minarets, direction Mecca,  removing shoes)  I can explain key features in a synagogue (Ark, Bimah, some women and men sit in different spaces, head covering), how worship happens there and explore how this relates to Jewish belief.  I can evaluate why Pesach (Passover) is important to Jews as an act of commemoration linked to the story of Moses.  **Free Choice Enquiry**  Free Choice Enquiry: NATRE Spirited Arts Competition (Year A)  Free Choice Enquiry: How are the parables displayed in art? (Year B) | |
| **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**  **(First4Maths)** | **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)** | **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. | | **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. | | Instrumental lessons: Caribbean | |
| **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 | |