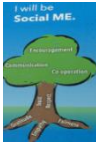






	AUTUMN			SPRING		SUMMER		
	Footpath Flowers	Firework Maker's Daughter	What's the Matter?	Out of this World	Invaders and Settlers	Rio to Rainforest	Seashore	Unique Me
	BOOK STUDY Footpath Flowers by JonArno Lawsom	BOOK STUDY Firework Maker's Daughter by Phillip Pullman		BOOK STUDY Iron Man by Ted Hughes	BOOK STUDY How to train your dragon by Cressida Cowell	BOOK STUDY The Explorer by Katherine Rundell		
Core Value	Aspiration	Integrity	Grace	Aspiration	Integrity	Grace	Aspiration	Grace
Powerful Learning Attributes	Effective Communication Resilience	Resilience Collaboration	Independence Decision Making	Reflection Creativity	Collaboration Problem solving	Effective Communication Problem Solving	Independence Decision making	Reflection Problem solving
Seaside Curriculum	SPIRITUALITY	INSPIRATIONAL PEOPLE AND PLACES	ENVIRONMENT	ARTS	ENTERPRISE AND TECHNOLOGY	DIVERSITY	ENVIRONMENT	SPORT AND WELLBEING
Brilliant Beginning	Flower exoration and watercolour flower art	Chalk firework art	Data logger exploration	Planet marbling and 4D Space cards	Code cracking	Designing and making rainforest animals	Beach School	Sports week opening
Fantastic Finale	Acts of kindness	Electricity game	Save the snowman experiment and Christmas treat decoration	Space showcase	Viking experience	Carnival	Seashore showcase	Sports week closing
Visitors and visits		Panto		Space Dome Mr Baker-Ladd space engineer talk	Viking play in a day	Capoeira workshop Zookeeper visit	Beach School	
Key texts	Footpath Flowers by JonArno Lawson	Firework Makers Daughter by Phillip Pullman	The Snowman by Micheal Morpurgo	Iron Man by Ted Hughes Selection of non-fiction space texts Cosmic by Frank Cottrell Boyce and Steven Lenton A Galaxy of her own: Amazing Stories of Women in Space	How to train your dragon by Cressida Cowell Beowulf Dragons by Pie Corbett	The Explorer by Katherine Rundell Vanishing Rainforest by Richard Platt The Great Kapok Tree by Lynne Cherry	Flotsam by David Wiesner This morning I met a whale by Micheal Morpurgo Seashore Watcher by Maya Plass	
English	Word reading Identify themes and key features of genres. Listen to and discuss a wide range of poetry, fiction, plays and non-fiction Retell some stories orally Rehearse and recite poetry by heart (recognise different forms e.g. riddle, free verse, narrative etc) Perform plays with expression, volume and actions With prompting, start to self-correct when reading aloud. Read the National Curriculum's year 3 and 4 spelling list and words containing taught prefixes and suffixes. Using an appropriate method, track sentences when reading during whole class reading lessons. When reading aloud , recognise how the forms of punctuation affect fluency and expression during 1:1, guided and whole class reading sessions. When reading, use expression to show understanding of basic punctuation (? ! ,)				Comprehension: Make links between books they have read through identifying similarities in genre Recognise the features of common genres as well as justifying their own genre preference. Make simple predictions based on evidence within the text. With support, use an efficient re-reading strategy when inferring or summarising a text: <ul style="list-style-type: none"> - read before or after a specific passage - skim read - locate and identify key words/phrases that make strong links with their wider knowledge of a book With support, use re-reading strategies to clarify the meaning of an unfamiliar word or phrase: <ul style="list-style-type: none"> - read before and after - (if possible) identify a root word - identify a prefix or suffix - consider the tense - consider the word class - re-read an entire passage to consider the context a word or phrase has been used in. 			

								<ul style="list-style-type: none"> - identify near synonyms or antonyms Find and copy specific words or phrases by re-reading Participate in a constructive debate by gathering evidence from a text to support and justify their argument whether they personally agree or not. Evaluate a text by considering: <ul style="list-style-type: none"> - key themes/morals/concepts - main characters (i.e. explaining their personal affection or loathing of a character) - author's writing style - genre - similarities and differences to their life
English	Composition Writing is appropriate to the purpose Consistently selects appropriate grammar and vocabulary Create settings, characters and plots Uses simple organisational devices Proof reads for spelling and punctuation errors Re-reads writing with controlled tone and volume to make the meaning clear	Sentence structure Revise and embed subordinate/main clause structure Extend sentences with clause and phrases Use a range of fronted clauses and phrases (fronted adverbials)	Grammar/Vocabulary Clauses (contain subject and verb) Phrases (do not contain verbs) Fronted clause Fronted phrase Determiners Expanded noun phrases Pronouns and possessive pronouns Perfect tense used accurately (has eaten, had lived)	Punctuation Correct use of all speech punctuation including inverted commas, commas and full stops Commas after fronted clauses and phrases Apostrophes to mark plural possession				
	Re-writing a story	Informal letters Play scripts Poetry Description	Snowman stories Instructions Science explanations	Non-chronological reports Persuasive formal letters Science fiction stories	Non-chronological reports Viking sagas Diaries Poetry	Re-writing a story Traditional stories from other cultures Persuasive writing	Newspaper report Explanation Poetry	
	Spelling Revise and embed spelling of verbs with inflected endings (ed and ing), irregular verb spellings (catch/caught), prefixes (mis, un, in, dis, auto, inter, il, ir), sure, ou, suffix ly, eigh,ei, ey, ous, sc, sion, que, gue, ion Year 4 common exception words - accident(ally), actual(ly), believe, caught, centre, century, certain, circle, eight, eighth, enough, experience, favourite, grammar, guard, guide, history, height, imagine, knowledge, length, library, material, medicine, minute, naughty, occasion(ally), opposite ordinary, particular, peculiar, possess, possession, possible, pressure, probably, purpose, recent, reign, separate, special, straight, strength, suppose, therefore, though/although, various, weight Handwriting <ul style="list-style-type: none"> • Use a joined handwriting throughout their independent writing • Use the diagonal strokes that are needed to join letters and understand which letters when adjacent to each one another, are best left unjoined • Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders do not touch. 							
	Throughout the whole year there will be a multiplication focus. At the end of year 4, children will take the the Multiplication Tables Check (MTC). The purpose of the MTC is to make sure the times tables knowledge is at the expected level. The MTC is an online test where the pupils are asked 25 questions on times tables 2 to 12. For every question they will have 6 seconds to answer and in between the questions there is a 3 second rest. Questions about the 6, 7, 8, 9, and 12 times table come up more often.							
Maths	Number : Place Value - <i>Numbers up to 10,000, rounding to the nearest 10, 100 and 1000, negative numbers</i> Number: Addition and Subtraction - <i>Adding and subtracting two 4-digit numbers with more than one exchange</i> Measurement: Length and Perimeter - <i>Kilometres, Perimeter on a grid and of rectangle/rectilinear shapes</i> Number: Multiplication and Division - <i>Multiply and divide by 0,1,10 and 100. 6, 9 and 7 times tables.</i>	Number: Multiplication and Division - <i>11 and 12 times tables, multiply 3 numbers, factor pairs, written methods, multiply and divide 2 and 3 digit numbers by 1 digit</i> Measurement: Area - <i>Counting squares, making shapes, comparing area</i> Fractions: <i>Equivalent fractions, fractions greater than 1, count in fractions, add and subtract 2 or more fractions, subtract from whole amounts, calculate fractions of a quantity</i> Decimal: <i>Tenths and hundredths as decimals, on a place value grid and a number line, divide 1 or 2 digit numbers by 10 and 100.</i>	Decimals: <i>Making a whole, writing decimals, comparing, ordering, rounding, halves and quarters</i> Measurement: Money – <i>Pounds, pence, ordering, rounding to estimate money, four operations with money</i> Time: <i>Hours, minutes and seconds, years, months, weeks and days, analogue to digital 12 hour and 24 hour</i> Statistics: <i>Interpret charts, comparisons, sum and difference, line graphs</i> Geometry: <i>Identifying, comparing and ordering angles, triangles, quadrilaterals, lines of symmetry, describing position of shapes, drawing and moving shapes on a grid, describing movement on a grid</i>					
RE	<u>What is the Trinity?</u> Christians believe God is Trinity: Father, Son and Holy Spirit. Christians believe the Father creates – he sends the Son who saves his people – the Son sends the Holy Spirit to his followers. Christians find that understanding God is challenging; people spend their	<u>Why do Christians think of Jesus as the light of the world?</u> Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. Offer suggestions for what texts about God might mean. Give examples of what the texts studied mean to some Christians.	<u>How important is it for Jewish people to do what God asks them to do?</u> Discuss why instructions should be followed to not eat certain foods. Think about who people would listen to and why. Describe some of the things Jews do to show respect to God.	<u>Why do Christians still remember the events of the Easter week?</u> Offer suggestions about what the narrative of the last supper, Judas' betrayal and Peter's denial might mean. Give examples of what the texts studied mean to some Christians. Make clear links between gospel texts and how Christians remember, celebrate and	<u>How special is the Jews' relationship with God?</u> Give examples of agreement and contracts and explain how it would feel if one was broken. Say and affirmation/promise you would like to make. Start to explain what makes Jewish people believe they have a special relationship with God.	<u>When Jesus left, what was the impact of Pentecost?</u> Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. Offer suggestions about what the description of Pentecost in Acts 2 might mean.		

	<p>whole lives learning more and more about God.</p> <p>Christians want to try to understand God better and so try to describe him using symbols, similes and metaphors in song, story, poems and art.</p> <p>Christians worship God as the Trinity. Christians have created artwork to help them to express this belief.</p> <p>Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p> <p>Identify the difference between a 'Gospel' which tells the story of the life of Jesus, and a letter.</p> <p>Offer suggestions about what texts about baptism and the Trinity might mean.</p> <p>Give examples of what these texts mean to some Christians today.</p> <p>Describe how Christians show their beliefs about God the Trinity in worship and in the way they live.</p> <p>Make links between some Bible texts studied and the concept of God in Christianity, expressing some ideas of their own about what the God of Christianity is like.</p>	<p>Describe how Christians show their beliefs about God the Trinity in the way they live.</p> <p>Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.</p>	<p>Start to identify how it would feel to keep Kashrut.</p>	<p>serve on Maundy Thursday, including Holy Communion.</p> <p>Describe how Christians show their beliefs about Jesus in their everyday lives, for example, prayer, serving, sharing the message and the example of Jesus.</p> <p>Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs, might make a difference to how people think and live.</p>	<p>Tell some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p>	<p>Give examples of what Pentecost means to some Christians now.</p> <p>Make simple links between the description of the Day of Pentecost in Acts 2, the Holy spirit and the kingdom of God, and how Christians live their whole lives and in their church communities.</p> <p>Make links between ideas about the kingdom of God explored in the bible and what people believe about following God in the world today, expressing some of their own ideas.</p>
PSHE	<p>Being me in my world</p> <ul style="list-style-type: none"> • Becoming a Class 'Team' • Being a school citizen • Rights, responsibilities and democracy • Rewards and consequences 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> • Judging by appearances • Understanding influences • Understanding bullying • Problem-solving • Special Me • Celebrating difference – how we look 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • Hopes and dreams • Broken dreams • Overcoming disappointment • Creating new dreams • Achieving goals • We did it! 	<p>Healthy Me</p> <ul style="list-style-type: none"> • My friends and me • Group dynamics • Smoking • Alcohol • Heathy friendships • Celebrating my inner strength and assertiveness 	<p>Relationships</p> <ul style="list-style-type: none"> • Relationship web • Love and loss • Memories • Are animals special? • Special pets • Celebrating my relationships with people and animals 	<p>Changing Me</p> <ul style="list-style-type: none"> • Changes on the inside and outside of boys and girls • Characteristics that come from both parents to make us unique. • Why people might choose to have a baby and how they might feel when baby comes along. • How bodies prepare for babies • Being prepared for bodily changes
Trickbox	<p>Mirror Mirror Big Voice Stand As If</p>	<p>Stand Tall Magic Circle Super States</p>	<p>Breathing Colour Sunny Side Signal Change</p>	<p>Floating Cloud Big 'No' Break Through</p>	<p>Win-Win Light Bulb Ask How</p>	<p>Free Flow Big 'Yes' Brilliant Beliefs</p>
My Personal Best	<p>Socail Me: Fairness & Trust</p> 	<p>Thinking Me: Decision making & Concentration</p> 	<p>Healthy Me: Self-motivation</p> 			
PE	<p>Swimming</p> <p>Games – Invasion: Core Task- Handball, Netaball</p> <ul style="list-style-type: none"> • Use a range of techniques when sending and receiving • Change direction and speed to improve performance 	<p>Games – Invasion: Core Task-Basketball, Football</p> <ul style="list-style-type: none"> • Develop control whilst dribbling • Develop passing and moving safely within a game • Begin to track opponants • Show an increasing awareness of being able to apply the rules of a game 	<p>Games - Net and Wall : Core Task- Volley Ball, Tennis</p> <ul style="list-style-type: none"> • Develop ball control using equipment • Develop an understanding of when to use back hand/forehand 	<p>Games - Net and Wall : Core Task- Volley Ball, Tennis</p> <ul style="list-style-type: none"> • Demonstrate developing ball skills and handle equipment safely • Use tactics to outwit the opposition • Collaborate and communicate effectivle in order to gain points 	<p>Games – Striking and Fielding: Core Task- Cricket, Rounders</p> <ul style="list-style-type: none"> • Develop throwing skills : overarm and underarm • Demonstrate increasing control cacting and throwing • Begin to understand the rules of the game and 	<p>Games – Striking and Fielding: Core Task Cricket, Rounders</p> <ul style="list-style-type: none"> • Develop and understanding of when best to apply over/under arm throws • Understand which throw to use for varied distances • Develop batting technique

	<ul style="list-style-type: none"> • Know and apply the rules to a variety of games • Use simple tactics to score point against the opposition <p>Indoor: Dance – Mission Impossible</p> <ul style="list-style-type: none"> • Perform a motif, using the theme of Mission Impossible, (which includes the 5 basic body actions) with relevant performance skills. • Develop the motif, choreographed by the teacher, using appropriate choreographic devices including: addition and canon. • Appreciate their peers’ and professional dance works and begin to notice the main performance skills and choreographic devices being used; suggest some suitable ideas for improvement in their peers’ work. 	<p>Swimming</p> <p>OAA – Orienteering</p>	<ul style="list-style-type: none"> • Use simple tactics to outwitt opponent <p>Indoor: Gymnastics Core Task</p> <ul style="list-style-type: none"> • Demonstrate control in thie behavior and have an awareness of themselves and others performing within the proximity of equipment • Demonstarte working independently and collaboratively to develop, create and perform sequences • 	<ul style="list-style-type: none"> • Know the rules of the game and begin to keep score <p>Indoor: Gymnastics Core Task</p> <ul style="list-style-type: none"> • Develop performance skills focusing on the quality and control of the actions, movemnts and shapes • 	<p>show an interest in scoring</p> <p>Indoor: Gymnastics Core Task</p> <ul style="list-style-type: none"> • Develop an understanding of how to perform more complex sequences • Explore a wider range of travelling actions and use of pathways • Incorporate advanced actions into sequences exploringways to incorporate apparatus 	<ul style="list-style-type: none"> • Show an awareness of positions (bowler, batter, fielder etc) and demonsrate an understanding and confidence taking part <p>Indoor: Dance</p> <ul style="list-style-type: none"> • Perform several motifs (which include the 5 basic body actions on all 3 levels) with relevant performance skills. • Develop the motifs, choreographed by the teacher, using appropriate choreographic devices including: addition, repetition and canon. • Appreciate their peers’ and professional dance works and begin to notice the main performance skills and choreographic devices being used; suggest some suitable and more complex ideas for improvement in their own and peers’ work. 		
<p>Science</p>		<p>Electricity</p> <ul style="list-style-type: none"> ○ Simple circuits ○ Conductors and insulators 	<p>States of Matter</p> <ul style="list-style-type: none"> ○ Solids ○ Liquids ○ Changes of state 	<p>Earth and space</p> <ul style="list-style-type: none"> ○ Relative size and movement of the Earth, Moon, Sun ○ Planets ○ Day and Night 	<p>Forces</p> <ul style="list-style-type: none"> ○ Gravity ○ Air resistantce ○ Water resistance ○ Friction 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> ○ Classifications ○ Environmental changes ○ Food chains 	<p>Living things and their habitats (coastal- rocky shores,heathland)</p> <ul style="list-style-type: none"> ○ Classifications ○ Environmental changes ○ Food chains 	<p>Animals, incl humans</p> <ul style="list-style-type: none"> ○ Skeleton

Computing		Video / Photography Stop Frame Animation Volcano Eruption		4D Plus cards (BB) Digital Literacy - Microsoft Word Space fact file			Computer Science Blue Bot Algorithms Scratch game
History					Why are the Anglo-Saxons important? Who were the Vikings? Anglo Saxons and Vikings Invasions, settlements, kingdoms, resistance, art, culture and everyday life		
Geography		Volcanoes Location, parts, eruption <i>Why do people choose to live near volcanos?</i>			Reinforce cities of United Kingdom	South American case study - Brazil Diversity - <i>What is Brazil really like?</i> Locate the world's countries, using maps to focus on North and South America	Environment <i>How and why is my local environment changing?</i> 8 compass points 4 figure grid references OS map/symbols
DT	Textiles Cross stitch Flowers		Cooking and Nutrition Creating Christmas treats		Cooking and Nutrition Cooking a Viking soup	Resistant Materials Mechanical systems –levers and linkages Pop up animals inspired by pop up books	
Art & design		Chalk and use of line Firework art		Water colour Kandinsky	Use of shape Shield and brooch design	Explore use of colour Henri Rousseau Tracy-Ann Marrison	Sculpture Andy Goldsworthy
Music	Mamma Mia (Pop) Charanga Using Abba songs to combine singing, instrumental and rhythm work		Christmas Presentation	Planets – focussing on Holst Planet Suite plus ternary form in Star Wars theme. String and Percussion Orchestral Instruments	Glockenspiel Stage 2 and Notation Focus on C, D, E, F on Glock Notation using FACE Vikings songs	Samba Reggae	Voices Foundation recap - First Steps Age 7-11
French	C'est son anniversaire et elle a neuf ans! • Say and recognise orally and in writing masculine and feminine pronouns. • Say and recognise orally and in writing the third person of the verb 'to have' in the masculine and feminine forms. • Say and recognise orally and in writing masculine and feminine possessive adjectives.	Il habite en France et il est Français. • Say and recognise orally and in writing the third person of the verbs 'to live' and 'to be' in the masculine and feminine forms. • Explore the culture of a French region.	Il a un chat gris • Show understanding of adjectival agreement. • Introduction to some of the most popular French comic books, (linked with 'World Book Day').	J'adore jouer au rugby parce que c'est amusant! • Express detailed opinions about hobbies. • Say and recognise orally and in writing two forms of the word 'because' in French. • Say and recognise orally and in writing a variety of adjectives to describe hobbies. • Say and recognise orally and in writing two French conjunctions.	Vive La Révolution! • Explore a French celebration: 'La Fête Nationale', its history and traditions.	On fête ça! • End of year revision • End of year 'Celebration of Learning'.	