

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text	The Nightflower - Lara Hawthorne Hope Springs - Eric Walters	Run Wild - Gill Lewis	How to Train Your Dragon - Cressida Cowell	The Great Kapok Tree - Lynne Cherry The Shaman's Apprentice - Lynne Cherry	A Mummy Ate My Homework - Thiago de Moraes The Egyptian Pyramids – film clip	Freedom - Catherine Johnson
Writing focus	<p>Writing Opportunity: Describe the desert Geography Link Genre: Setting description Purpose: to entertain. Describe the desert (images from book) Audience: Year 5 children (as didn't study this topic last year) Effect on the Reader: create a picture in their minds SPAG coverage: ambitious adjectives, similes, expanded noun phrases, fronted adverbials, prepositional phrases</p> <p>Writing Opportunity: Report about desert animal Genre: Non-chronological report Purpose: to inform others about an unfamiliar creature Audience: Year 4 pupils Effect on the Reader: they will learn more information and specific vocabulary SPAG coverage: paragraphs, subheadings, tier 3 vocabulary, relative clauses, adverbs (eg regularly, rarely) Useful vocabulary/ phrases: The following information, Usually, normally, As a rule</p>	<p>Writing Opportunity: Kennings poem about a wolf Genre: Kennings Poem</p> <p>Writing Opportunity: Description of the wolf Genre: Character description Purpose: to describe the wolf's appearance, movements and characteristics Audience: Izzy's school friends Effect on the Reader: to visualise the wolf, to feel empathy towards the wolf SPAG coverage: emotive language, simile, fronted adverbials, prepositional phrases, ambitious adjectives and verbs, adverbs</p> <p>Writing Opportunity: Persuasive letter to the Norton Sisters Genre: Persuasive Letter Purpose: to persuade the Norton sisters to sell the land to the wildlife charity Audience: the Norton Sisters Effect on the Reader: to feel sorry for the wildlife and children, to want to sell the land to wildlife charity, to feel convinced not to sell the land to the property tycoon SPAG coverage: rhetorical questions, emotive language. second person, addressing the reader, modal verbs, formal sentence starters / tone</p>	<p>Writing Opportunity: Retell Chapter 2 with innovation Genre: Retell (narrative) Purpose: to retell 'Inside the Dragon Nursery' including the children's own dragon creation, incorporating description Audience: Y4 children Effect on the Reader: to feel excitement and suspense, to visualise the setting and dragons SPAG coverage: variety of sentence starters, ambitious vocabulary, fronted adverbials, direct speech, similes, expanded noun phrases</p> <p>Writing Opportunity: Report about the created dragon Genre: Non-chronological Report Purpose: to explain the different features and characteristics of the dragon Audience: Dragon collectors Effect on the Reader: to gain an understanding of the dragon's features SPAG coverage: tier 3 vocabulary, subheadings, diagram with caption, paragraphs, relative clauses, fronted adverbials</p>	<p>Writing Opportunity: Rainforest poetry Geography and Science Link Genre: Riddles, Haikus, Senses poem Writing Opportunity: Write an additional rainforest animal into the story Geography and Science Link Genre: Retell with innovation (narrative) Purpose: to add an additional character to the story, to explain what the destruction of the rainforest means for the specific animal Audience: Y4 children Effect on the Reader: to feel empathy for the animal, to visualise the animal and its movements SPAG coverage: direct speech, variety of sentence starters, ambitious vocabulary, fronted adverbials, direct speech, similes, expanded noun phrases</p> <p>Writing Opportunity: Persuasive Speech against deforestation Geography and Science Link Genre: Persuasive speech Purpose: to write a speech, to be performed, to persuade a logging company to stop deforestation Audience: Logging Company Effect on the Reader: to feel empathy, to be convinced to stop deforestation SPAG coverage: rhetorical questions, emotive language, repetition, tier 3 vocabulary, directly addressing the reader</p>	<p>Writing Opportunity: Newspaper report about Howard Carter History Link Genre: Newspaper report Purpose: to inform people in Britain about Carter's discovery in Egypt Audience: British public Effect on the Reader: to understand what has happened in Egypt including key facts SPAG coverage: headline, picture and caption, introductory paragraph, fronted adverbials, relative clauses, direct speech, reported speech, concluding paragraph</p> <p>Writing Opportunity: Retell with innovation History Link Genre: Narrative (with innovation) Purpose: to retell the events from the archaeologist's perspective including events inside the tomb. Audience: Y4 children Effect on the Reader: to feel suspense and excitement, to understand his personal feelings and gain an understanding of the events inside the tomb.</p>	<p>Writing Opportunity: Biography of Josiah Wedgwood History Link Genre: Biography Purpose: to inform the reader about the events of Josiah Wedgwood's life Audience: Y3 children (in preparation for next year) Effect on the Reader: to gain key facts and information about Josiah Wedgwood's life SPAG coverage: paragraphs, subheadings, relative clauses, variety of sentence starters</p> <p>Writing Opportunity: Persuasive advert for the anti-slavery medallion History Link Genre: Persuasive advert Purpose: to persuade people to buy a medallion Audience: the British public in 1787 Effect on the Reader: to feel empathy, to understand why buying the medallion would be beneficial SPAG coverage: rhetorical questions, emotive language, repetition, tier 3 vocabulary, directly addressing the reader</p>
Science core composite question	<u>What are states of matter and how do they change? (Chemistry)</u>	<u>How can we classify living things and what is the impact of changes in environment on animals and their habitats? (Biology)</u>	<u>How are sound made and what are the patterns between different elements of sound? (Physics)</u>	<u>How can we interpret food chains and webs?</u> <u>What makes up the human digestive system? (Biology)</u>	<u>How can we interpret food chains and webs?</u> <u>What makes up the human digestive system? (Biology)</u>	<u>What are circuits and how do they work? (Physics)</u>
Science	<p>States of Matter CHEMISTRY</p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure 	<p>Living things and their habitats BIOLOGY</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in 	<p>Sound PHYSICS</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear 	<p>Animals, including humans BIOLOGY</p> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions 	<p>Animals, including humans BIOLOGY</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons 	<p>Electricity PHYSICS</p> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

	<ul style="list-style-type: none"> or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<ul style="list-style-type: none"> their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things 	<ul style="list-style-type: none"> find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases 	<ul style="list-style-type: none"> construct and interpret a variety of food chains, identifying producers, predators and prey 	and muscles for support, protection and movement	<ul style="list-style-type: none"> identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors
Humanities Big Questions	What is life like in a place with limited access to water?	Our changing village- Are all settlements the same?	The Vikings- were they invaders or settlers?	Roaches & Rainforests – Are traditional lifestyles at risk?	What did ancient Egypt contribute to the modern world?	How did Josiah Wedgwood the abolitionist inspire others?
Humanities	<ul style="list-style-type: none"> To summarise the characteristics of a desert biome. To locate and explore features of deserts. To describe the physical features of a desert environment. To explain the different ways humans can use deserts. To describe some of the threats facing deserts. To explore the similarities and differences between two physical environments. 	<ul style="list-style-type: none"> To describe different types of settlements. To identify the human and physical features in the local area. To discuss why physical and human features are in particular locations. To describe how land use in the local area has changed. To identify land use in New Delhi. To compare land use in two different locations. 	<ul style="list-style-type: none"> To explain when and why the Vikings came to Britain. To evaluate the validity of a source. To examine why trading was important to the Vikings To extract and interpret information from many sources to identify consequences of the Anglo Saxon and Viking struggle for Britain. explore artefacts to find out about Viking life; creating a conclusion for a historical enquiry 	<ul style="list-style-type: none"> To explore the similarities and differences between two physical environments. To describe the characteristics of each layer of a tropical rainforest. To understand the lives of indigenous peoples living in the Amazon rainforest. To describe why tropical rainforests are important and understand the threats to the Amazon. To understand how local woodland is used using a variety of data collection methods. To analyse and present findings on how local woodland is used. 	<ul style="list-style-type: none"> To know when and where the ancient Egyptians lived. To explain the importance of the Egyptian gods and goddesses. To explain how and why the Egyptians mummified people. Understand how and why the Egyptians built the pyramids. 	<ul style="list-style-type: none"> Place events of Josiah Wedgwood's life on a timeline. To identify the reasons why Josiah Wedgwood is considered the 'Father of English Potters'. Using secondary sources to understand the reasons for and the impact of the development of the canals, and Josiah Wedgwood's contribution. Use primary and secondary sources to understand Josiah Wedgwood's involvement in the abolition of slave trade. Evaluate and conclude whether Josiah Wedgwood is a significant historical figure.
Art & DT	<i>DT-Pneumatics</i>	<i>RT- Researching portrait artists</i> (portraits) <i>Drawing</i>	<i>DT- Levers and linkages</i>	<i>Art- Henri Rousseau (landscape printing)</i> <i>Drawing/Painting</i>	<i>Art- Egyptian cartouche</i> <i>Sculpture/drawing</i>	<i>DT- simple circuits and switches</i>
RE	What do Christians learn from the Creation Story? UC 2a.1 Creation / Fall	What is the Trinity? Digging deeper- the Incarnation UC 2a.3 Incarnation / God	What do Sikhs believe? Diocese of Lichfield Sikh Faith	What kind of world did Jesus want? UC 2a.4 Gospel	What is it like to follow God? UC 2a.2 People of God	What can we learn from a mosque? Diocese of Lichfield Islamic Faith
PE	<i>Athletics</i> <i>Orienteering</i>	<i>Gymnastics (low level)</i> <i>Netball</i>	<i>Gymnastics (high level)</i> <i>Continuing with Netball or invasion game.</i>	<i>Double - Tag rugby</i>	<i>Athletics</i>	<i>Batting and fielding sports (cricket)</i> <i>(bat and ball skills - tennis)</i>

Computing We follow a condensed curriculum in Computing and these are the units studied through the year.	Computing Systems and Networks, Collaborative Learning Further Coding with Scratch Data Handling Investigating Weather Programming 2- Computational Thinking					
Music	<i>Gamelan</i> <i>INSTRUMENTAL SKILLS</i>	<i>Christingle/Christmas</i> <i>PERFORMANCE</i>	<i>Pop music</i> <i>COMPOSITION/INSTRUMENTAL SKILLS</i>	<i>Easter</i> <i>PERFORMANCE</i> <i>INSTRUMENTAL SKILLS</i>	<i>Junk Percussion</i> <i>INSTRUMENTAL SKILLS</i>	<i>PERFORMANCE</i>
MFL	<i>R1 Unit 7: Encore!</i>	<i>R1 Unit 8: Quelle heure est- il?</i>	<i>R1 Unit 9: Les fetes</i>	<i>R1 Unit 10: Ou vas-tu?</i>	<i>R1 Unit 11: On mange</i>	<i>R1 Unit 12: Le cirque</i>
PSHE	<u>UNIT-SETTING GROUND RULES FOR PSHE & RSE AND safety and the changing body (lessons 1-35 &8)</u> Setting Ground rules and signposting Internet safety: Age restrictions Share aware First Aid: asthma Privacy and secrecy Consuming information online Tobacco	<u>UNIT-citizenship</u> What are human rights? Caring for the environment Community Contributing Diverse communities Local councillors	<u>UNIT-FAMILIES AND RELATIONSHIPS</u> Respect and manners Healthy friendships How my behaviour affects others Stereotypes: Gender Stereotypes: disability Families in the wider world Change and loss	<u>UNIT-HEALTH AND WELLBEING (1-5)</u> Looking after our teeth Relaxation: Visualisation Celebrating mistakes Meaning and purpose: my role My happiness	<u>UNIT-HEALTH AND WELLBEING/ SAFETY AND THE CHANGING BODY</u> Emotions Mental health Growing up Introducing puberty	<u>UNIT-ECONOMIC WELLBEING</u> Spending choices Keeping track of money Looking after money Influences on career choices Changing job