

CAYTON  
SCHOOL

MEDIUM TERM CURRICULUM PLAN  
YEAR 4 – SPRING 1



*Learn from yesterday, seek today and aim for tomorrow*

September 2024

**GeographyDriver: Rivers / Mountains**

**Key Enquiry: Why are most of the world's cities located by rivers?**

**Geography Driver**

What I need the children to learn		Possible learning experiences
<b>Human and Physical Geography</b>		
<i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>	<i>describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i>	
<ul style="list-style-type: none"> <li>• Know and label the main features of a river</li> <li>• Know the name of and locate a number of the world's longest rivers</li> <li>• Know the names of a number of the world's highest mountains</li> <li>• Explain the features of a water cycle</li> <li>• Know how rivers impact the surrounding areas including flooding.</li> <li>• Know what landforms are created by rivers.</li> <li>• Explain why rivers are important to people?</li> </ul>	<ul style="list-style-type: none"> <li>• Know why most cities are located by a river</li> <li>• Can I compare two different cities and say how the land use differs? Ports and agriculture comparison.</li> </ul>	<p><b>World map locating major rivers and mountain peaks</b></p> <p><b><i>Label main parts of a river. Discuss how rivers change over time and how you can tell whether a river is old or new.</i></b></p> <p><b>Labelling water cycle with explanations</b></p> <p><b><i>Make a mini water cycle in a bag</i></b>  <b><i>Vineyards on mountains in Italy</i></b>  <b><i>Rice Fields in China</i></b>  <b><i>Research trade links between countries</i></b>  <b><i>Famine crisis in Africa</i></b>  <b><i>Make your own river with settlements at the side</i></b>  <b><i>Ancient Egypt – irrigation systems</i></b></p>
<b>Locational Knowledge</b>		
<i>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and</i>	<i>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time</i>	

<i>understand how some of these aspects have changed over time</i>	<i>zones (including day and night)</i>	
<ul style="list-style-type: none"> <li>Know where the main mountain regions are in the UK</li> <li>Know, name and locate the main rivers in the UK</li> <li>Know how mountains have been formed throughout history.</li> </ul>	<ul style="list-style-type: none"> <li>Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map</li> <li>Know what is meant by the term 'tropics'</li> </ul>	<b>Time zones</b> <b>Globe investigation linked to map</b> <b>Link to season work previously completed</b> <b>Own county – Study of the North Yorkshire Moors – possible Visit</b> <b>Historical photographic evidence of Scarborough through the years</b> <b>Labelling maps</b> <b>Google Earth investigations</b> <b>6 main river locations</b>

## Geography

What I need the children to learn	Possible learning experiences
<b>Geographical skills and fieldwork</b>	
<i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>	
<ul style="list-style-type: none"> <li>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</li> </ul>	<b>Google Earth study to locate countries</b> <b>Time zones study linked to night/ day</b> <b>Spring Equinox</b>

## Science

What I need the children to learn	Possible learning experiences																								
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<b>National Curriculum Objectives</b> <ul style="list-style-type: none"> <li>Recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul> <b>Scientific Enquiry</b> <ul style="list-style-type: none"> <li>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>Using straightforward scientific evidence to answer questions or to support their findings</li> <li>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> </ul>	<b>Learning Intentions (to be stuck in books)</b> <ul style="list-style-type: none"> <li>Describe ecosystems and how they are affected by changes in the seasons</li> <li>Understand human impact on the environment through deforestation</li> <li>Explore air pollution</li> <li>Understand water pollution</li> <li>Explore methods that can be used to conserve water</li> <li>Understand that humans can have a positive impact on nature</li> </ul> <b>Keywords</b> <table> <tr> <td>Ecosystem</td> <td>Northern</td> </tr> <tr> <td>Hemisphere</td> <td>Southern</td> </tr> <tr> <td>Hemisphere</td> <td>migrate</td> </tr> <tr> <td>Monsoon</td> <td>rainforest</td> </tr> <tr> <td>Deforestation</td> <td>drought</td> </tr> <tr> <td>Biodiversity</td> <td>recycling</td> </tr> <tr> <td>fossil fuels</td> <td>pollution</td> </tr> <tr> <td>greenhouse gases</td> <td>emissions</td> </tr> <tr> <td>climate change</td> <td>chemicals</td> </tr> <tr> <td>sewage</td> <td>contaminate</td> </tr> <tr> <td>pesticides</td> <td>water treatment</td> </tr> <tr> <td>plant</td> <td>conserve</td> </tr> </table>	Ecosystem	Northern	Hemisphere	Southern	Hemisphere	migrate	Monsoon	rainforest	Deforestation	drought	Biodiversity	recycling	fossil fuels	pollution	greenhouse gases	emissions	climate change	chemicals	sewage	contaminate	pesticides	water treatment	plant	conserve
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	drought pure endangered protect recycling	freshwater water butt marine sanctuaries conservation areas
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## Computing

What I need the children to learn	Possible learning experiences
<b>Programming A – Repetition in shapes</b>	
<p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>	<p><b>Please use the learning objectives from the Teach Computing website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</b></p> <p>Learners will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language. This unit is the first of the two programming units in Year 4 and looks at repetition and loops within programming.</p>
<p>To identify that accuracy in programming is important</p> <ul style="list-style-type: none"> <li>• I can program a computer by typing commands</li> <li>• I can explain the effect of changing a value of a command</li> <li>• I can create a code snippet for a given purpose</li> </ul>	<p>Logo (programming environment), program, turtle, commands, code snippet, algorithm, design, debug, pattern, repeat, repetition, count-controlled loop, value, trace, decompose, procedure.</p>
<p>To create a program in a text-based language</p> <ul style="list-style-type: none"> <li>• I can use a template to draw what I want my program to do</li> <li>• I can write an algorithm to produce a given outcome</li> <li>• I can test my algorithm in a text-based language</li> </ul>	
<p>To explain what 'repeat' means</p> <ul style="list-style-type: none"> <li>• I can identify repetition in everyday tasks</li> <li>• I can identify patterns in a sequence</li> <li>• I can use a count-controlled loop to produce a given outcome</li> </ul>	
<p>To modify a count-controlled loop to produce a given outcome</p> <ul style="list-style-type: none"> <li>• I can identify the effect of changing the number of times a task is repeated</li> <li>• I can predict the outcome of a program containing a count-controlled loop</li> <li>• I can choose which values to change in a loop</li> </ul>	
<p>To decompose a task into small steps</p> <ul style="list-style-type: none"> <li>• I can identify 'chunks' of actions in the real world</li> <li>• I can use a procedure in a program</li> <li>• I can explain that a computer can repeatedly call a procedure</li> </ul>	
<p>To create a program that uses count-controlled loops to produce a given outcome</p> <ul style="list-style-type: none"> <li>• I can design a program that includes count-controlled loops</li> <li>• I can make use of my design to write a program</li> <li>• I can develop my program by debugging it</li> </ul>	

## Music

Charanga Music Scheme - <https://charanga.com/site/>

What I need the children to learn	Possible learning experiences
<b>Unit 3 – Compose with your friends</b>	
<b>Listening and Appraise Music (Musicianship)</b>	
<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	
<i>Develop an understanding of the history of music.</i>	
<ul style="list-style-type: none"> <li>• Talk about the words of a song.</li> <li>• Think about why the song or piece of music was written.</li> <li>• Find and demonstrate the steady beat.</li> </ul>	
<b>Singing and Voice</b>	
<ul style="list-style-type: none"> <li>• <i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Rehearse and learn songs from memory and/or with notation.</li> <li>• Sing in different time signatures: 2/4, 3/4 and 4/4.</li> </ul>	<b>Video with QR qrcode monkey website</b>
<ul style="list-style-type: none"> <li>• <b>Notation</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Use and understand staff and other musical notations</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Playing Instruments</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.</li> </ul>	<b>Glockenspiels and bars as a whole class</b>
<ul style="list-style-type: none"> <li>• <b>Improvising</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F#, A, B D, E, F, G, A</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Composing</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></li> </ul>	
<ul style="list-style-type: none"> <li>• Compose over a simple chord progression.</li> <li>• Compose over a groove.</li> </ul>	<b>Use Charanga with pupil logins to experiment with the notation maker.</b>
<ul style="list-style-type: none"> <li>• <b>Performing</b></li> </ul>	

<p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i></p>	
<ul style="list-style-type: none"> <li>• Talk about what the rehearsal and performance has taught the student.</li> <li>• Understand how the individual fits within the larger group ensemble.</li> </ul>	<p><b>Performance to parents to celebrate unit.</b></p> <p><b>Videos to send out on Class Dojo.</b></p>
<ul style="list-style-type: none"> <li>• <b>Vocabulary</b></li> </ul>	
<ul style="list-style-type: none"> <li>• Keyboard</li> <li>• Electric guitar</li> <li>• Bass</li> <li>• Drums</li> <li>• Improvise</li> <li>• Compose</li> <li>• Melody</li> <li>• Pulse</li> <li>• Rhythm</li> <li>• Pitch</li> <li>• Tempo</li> <li>• Dynamics</li> <li>• Texture</li> <li>• Structure</li> <li>• Compose</li> <li>• Improvise</li> <li>• Hook</li> <li>• Riff</li> <li>• Solo</li> <li>• Pentatonic scale</li> <li>• Unison</li> <li>• Rhythm patterns</li> <li>• Musical style</li> <li>• Rapping</li> <li>• Lyrics</li> <li>• Choreography</li> <li>• Digital/electronic sounds</li> <li>• Turntables</li> <li>• Synthesizers, by ear</li> <li>• Notation</li> <li>• Backing vocal</li> <li>• Piano</li> <li>• Organ</li> <li>• Acoustic guitar</li> <li>• Percussion</li> <li>• Birdsong</li> <li>• Civil rights</li> <li>• Racism</li> <li>• Equality</li> </ul>	

## Art

What I need the children to learn	Possible learning experiences
<p><b>Using Sketchbooks</b></p> <p><i>create sketch books to record their observations and use them to review and revisit ideas</i></p>	
<ul style="list-style-type: none"> <li>• know how to integrate digital images into artwork.</li> <li>• use sketchbooks to experiment with different texture</li> <li>• use photographs to help create reflections</li> <li>• Print onto different materials using at least 4 different colours</li> </ul>	<p><b><i>Sketch rivers and landscapes</i></b></p> <p><b><i>Make riverscapes using collage materials and experiment with different colours and tones.</i></b></p> <p><b><i>Sketch rivers using digital pictures</i></b></p>

<ul style="list-style-type: none"> <li>• Ensure collage work is precise Use mosaic &amp; montage</li> <li>• Create images, videos and sound recordings</li> </ul>	
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**Physical Education – Follow Real P.E. and supplement with NC P.E. experiences**

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Athletics</b>	
<i>use running, jumping, throwing and catching in isolation and in combination</i>	
<ul style="list-style-type: none"> <li>• sprint over a short distance and show stamina when running over a long distance</li> <li>• jump in different ways</li> <li>• throw in different ways and hit a target, when needed</li> </ul>	
<b>Competitive Games</b>	
<i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i>	
<ul style="list-style-type: none"> <li>• throw and catch accurately with one hand</li> <li>• hit a ball accurately with control</li> <li>• vary tactics and adapt skills depending on what is happening in a game</li> </ul>	
<b>Gymnastics</b>	<b>Unit 3 – Cognitive 6 x Gym Lessons</b>
<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>	
<ul style="list-style-type: none"> <li>• move in a controlled way</li> <li>• include change of speed and direction in a sequence</li> <li>• work with a partner to create, repeat and improve a sequence with at least three phases</li> </ul>	
<b>Dance</b>	
<i>perform dances using a range of movement patterns</i>	
<ul style="list-style-type: none"> <li>• take the lead when working with a partner or group</li> <li>• use dance to communicate an idea</li> </ul>	
<b>Outdoor and Adventurous Activity</b>	
<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	
<ul style="list-style-type: none"> <li>• follow a map in a (more demanding) familiar context</li> <li>• follow a route within a time limit</li> </ul>	
<b>Evaluate</b>	
<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	
<ul style="list-style-type: none"> <li>• provide support and advice to others in gymnastics and dance</li> <li>• be prepared to listen to the ideas of others</li> </ul>	<b>Give critical feedback with in direct response to key questions/challenges.</b>
<b>Real P.E.</b>	
<b>Unit 3 Cognitive</b>	<b>Unit 3 Cognitive</b>

<ul style="list-style-type: none"> <li>I can understand the simple tactics of attacking and defending.</li> <li>I can explain what I am doing well and I have begun to identify areas for improvement.</li> </ul>	<p>I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p><b>Real Gym</b></p> <p><b>Balance</b></p> <p>I can balance with control (minimum wobble).</p> <p>I can balance with both/all partners in a static position.</p> <p>I can hold the balance for at least 3 seconds.</p> <p><b>Rotation</b></p> <p>I can maintain an accurate shape throughout.</p> <p>I can move smoothly and fluently.</p> <p>I can remain balanced throughout</p> <p>I can perform individual movements accurately.</p> <p>I can maintain good body tension and extension throughout.</p> <p>I can keep apparatus in motion throughout (where appropriate).</p> <p><b>Spr 1</b></p>																																										
<b>Nigel Carson Sessions</b>																																											
	<table border="1"> <thead> <tr> <th>Age Group</th> <th>Block 2</th> <th>Block 3</th> <th>Block 4</th> <th>Block 5</th> <th>Block 6</th> </tr> </thead> <tbody> <tr> <td>Monday Year 1</td> <td>Ball Skills Hands</td> <td>SAQ</td> <td>Net and Wall Games</td> <td>Striking and Fielding Games</td> <td>Athletics</td> </tr> <tr> <td>Monday Year 2</td> <td>Ball Skills Hands</td> <td>SAQ</td> <td>Net and Wall Games</td> <td>Striking and Fielding Games</td> <td>Athletics</td> </tr> <tr> <td>Tuesday Year 3</td> <td>Benchball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Wednesday Year 4</td> <td>Benchball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Thursday Year 5</td> <td>Basketball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Friday Year 6</td> <td>Basketball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> </tbody> </table>	Age Group	Block 2	Block 3	Block 4	Block 5	Block 6	Monday Year 1	Ball Skills Hands	SAQ	Net and Wall Games	Striking and Fielding Games	Athletics	Monday Year 2	Ball Skills Hands	SAQ	Net and Wall Games	Striking and Fielding Games	Athletics	Tuesday Year 3	Benchball	SAQ and Dodgeball	Tennis	Cricket	Athletics	Wednesday Year 4	Benchball	SAQ and Dodgeball	Tennis	Cricket	Athletics	Thursday Year 5	Basketball	SAQ and Dodgeball	Tennis	Cricket	Athletics	Friday Year 6	Basketball	SAQ and Dodgeball	Tennis	Cricket	Athletics
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## PSHE

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Dreams &amp; Goals</b>	<b>Resource links from: Jigsaw</b>
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Know what their own hopes and dreams are</li> <li>Know that hopes and dreams don't always come true</li> <li>Know that reflecting on positive and happy experiences can help them to counteract disappointment</li> <li>Know how to make a new plan and set new goals even if they have been disappointed</li> <li>Know how to work out the steps they need to take to achieve a goal</li> <li>Know how to work as part of a successful group</li> <li>Know how to share in the success of a group.</li> </ul> <p><b>Social and Emotional Skills</b></p> <ul style="list-style-type: none"> <li>Can talk about their hopes and dreams and the feelings associated with these</li> <li>Can identify the feeling of disappointment</li> </ul>	<p>In this Puzzle the children talk about their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with / overcome feelings of disappointment. The children talk about making new plans and setting new goals even if they have been disappointed. The class talk about group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.</p> <p><b>Key vocabulary:</b>  Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.</p> <p><b>See the link below</b></p>



- Can identify a time when they have felt disappointed
- Be able to cope with disappointment
- Help others to cope with disappointment
- Can identify what resilience is
- Have a positive attitude
- Enjoy being part of a group challenge
- Can share their success with others
- Can store feelings of success (in their internal treasure chest) to be used at another time

**Water Safety Curriculum**

Can I become familiar with how to stay safe around the water including beaches, canals and rivers?

Two lessons-

1: beach water safety and flags.

2: canals and rivers – activities resource 2- see teacher guidance.

**Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).**

<https://jigsawlivescmsuk.blob.core.windows.net/umbraco-media/j0jfera1/05-ages-8-9-jigsaw-skills-and-knowledge-progression-for-parents.pdf>

**Religious Education:**

For this unit there is 10 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Idea on how to make the LC challenges more pupil friendly. Such Can I .....

**Please focus on Eid**

What I need the children to learn	Possible learning experiences
<p>Why are festivals important to religious communities? Focus on Eid (in planning on RE today there is planning for 10 hours of classroom activities)</p> <p>Emerging:</p> <ul style="list-style-type: none"> <li>• Recognise and identify some differences between religious festivals and other types of celebrations (B2).</li> <li>• Retell some stories behind festivals (e.g. Divali, Pesach) (A2).</li> </ul> <p>Expected:</p>	<ul style="list-style-type: none"> <li>• Recap times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this. This was covered in Year 3 so it can be brief.</li> <li>• Consider the meanings of the stories behind key religious festivals, e.g Divali in Hinduism, Pesach, Rosh Hashanah and Yom Kippur in Judaism, Eid in Islam.</li> <li>• Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals.</li> </ul>

<ul style="list-style-type: none"> <li>• Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</li> <li>• Ask questions and give ideas about what matters most to believers in festivals (e.g. Eid) (B2).</li> <li>• Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</li> <li>• Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>• Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (Eid) (C2).</li> <li>• Suggest how and why religious festivals are valuable to people within this religion (B2).</li> </ul>	<ul style="list-style-type: none"> <li>• Study key elements of festival: shared values, story, beliefs, hopes and commitments.</li> <li>• Consider (using Philosophy for Children methods where possible) questions about the deep meaning of the festivals: does light conquer darkness (Diwali)? Can God free people from slavery (Pesach)? Is it good to say sorry (Yom Kippur)? Does fasting make you a better person? How? (Ramadan and Eid-ul-Fitr; Lent).</li> </ul>
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## Foreign Languages

What I need the children to learn	Possible learning experiences
<p style="text-align: center;"><b>Listening</b></p>	<p>Language Angels</p> <p><b>Spring 1 - Tudors</b> Teaching Type: Intermediate Unit Objective: To learn a range of language strategies to help decode unknown language in French. By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> <li>• Listen attentively to key facts from Tudor history in French.</li> <li>• Build on previously learnt skills to decode longer spoken and written French language.</li> <li>• Learn and be able to recall some key Tudor facts from history in French.</li> </ul>
<p><i>Listen attentively to spoken language and show understanding by joining in and responding</i> <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Appreciate stories, songs, poems and rhymes in the language</i></p>	
<ul style="list-style-type: none"> <li>• Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</li> </ul>	
<p style="text-align: center;"><b>Speaking</b></p>	
<p><i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Present ideas and information orally to a range of audiences. Describe people, places, things and actions orally and in writing</i></p>	
<ul style="list-style-type: none"> <li>• Communicate with others with improved confidence and accuracy. Learn to ask and answer questions</li> </ul>	

based on the language covered in the units and incorporate a negative reply if and when required.	
<b>Reading/ Writing</b>	
<i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Read carefully and show understanding of words, phrases and simple writing Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly Describe people, places, things and actions in writing</i>	
<ul style="list-style-type: none"> <li>• Read aloud short pieces of text applying knowledge learnt. Understand most of what we read in the foreign language when it is based on familiar language.</li> <li>• Write some short phrases based on familiar topics and begin to use connectives/ conjunctions and the negative form where appropriate – my name/ where I live/ my age.</li> </ul>	
<b>Grammar</b>	
<i>Understand basic grammar appropriate to the language being studied</i>	
<ul style="list-style-type: none"> <li>• Better understand the concept of gender and which articles to use for meaning ('the', 'a' or 'some'). Introduce simple adjectival agreement (adjectival agreement when describing nationality) the negative form and possessive adjectives ('In my pencil case I have' or 'In my pencil case I do not have').</li> </ul>	

## Cayton Creation

*Collage riverscapes*

## Cayton Conclusion

*Make a mud river bed to include a meander and possible ox-bow, from their prior knowledge.*

English

English

What I need the children to learn	Possible learning experiences
<b>Whole Class Reading</b>	
The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).	

<p>Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</p>	
<p>Can I read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill? Can I apply my knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*?</p> <p>Can I read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and those occurring in the word? At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p> <p>Can I identify the main ideas drawn from more than one paragraph and summarise? Can I discuss and compare texts from a wide variety of genres and writers? Can I read for a range of purposes? Can I identify themes and conventions in a wide range of books? Can I refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings)? Can I identify how language, structure and presentation contribute to meaning?</p> <p>Can I identify main ideas drawn from more than one paragraph and summarise these?</p> <p>Can I discuss vocabulary used to capture readers' interest and imagination? Can I draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text?</p> <p>Can I justify predictions from details stated and implied? Can I recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry)?</p> <p>Can I prepare and perform poems and play scripts with appropriate techniques (into nation, tone, volume and action) to show awareness of the audience when reading aloud? Can I use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information? Can I use dictionaries to check the meaning of words that I have read?</p>	
<p><b>Text and Composition</b></p>	
<p>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p>	
<p>Can I compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures?</p> <p>Can I consistently organise my writing into paragraphs around a theme to add cohesion and to aid the reader?</p> <p>Can I proofread consistently and amend my own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion?</p> <p>Can I write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)?</p> <p>Can I write a range of narratives that are well- structured and well-paced.?</p> <p>Can I create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere?</p>	<p><b><u>Autumn 2</u></b>  <b>Purpose: Narratives based on city and newspaper</b>  <b>Audience: Children</b></p>

<p>Can I begin to read aloud my own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear?</p>	
<b>Grammar</b>	
<p>Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</p>	
<p>Can I always maintain an accurate tense throughout a piece of writing?</p> <p>Can I always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'?</p> <p>Can I use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences?</p> <p>Can I expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit?</p> <p>Can I consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it? Can I use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas?</p> <p>Can I consistently use apostrophes for singular and plural possession?</p> <p>Can I recognise and use the terms determiner, pronoun, possessive pronoun and adverbial?</p>	
<b>Spellings and Handwriting</b>	
<p>Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.</p>	
<p>Can I spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television)?</p> <p>Can I spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission)?</p> <p>Can I spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion)?</p> <p>Can I spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs'? e.g. musician, electrician, magician, politician, mathematician)?</p> <p>Can I spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent)?</p> <p>Can I spell all of the Y3 and Y4 statutory spelling words correctly? Can I correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense)?</p> <p>Can I form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration)?</p> <p>Can I spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious,</p>	

<p>rigorous, famous, advantageous)? Can I spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's)?</p> <p>Can I use my spelling knowledge to use a dictionary more efficiently?</p> <p>Can I increase the legibility, consistency and quality of my handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch?Can I confidently use diagonal and horizontal joining strokes throughout my independent writing to increase fluency?</p>	
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<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
Can I write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)?	<i>Information text writing about rivers and the water cycle. Use of diagrams.</i>  <i>The world according to Humphrey – Whole Class Reading</i>
Can I write a range of narratives that are well-structured and well-paced.?	<b>Formal letter</b> <b>Explanation text</b> <b>Story</b>
Can I compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures?	<b>Preparing for writing.</b>
Can I consistently organise my writing into paragraphs around a theme to add cohesion and to aid the reader?	
Can I create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere?	<i>Using Literacy Shed for short film clips to help with settings.</i>
Can I begin to read aloud my own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear?	<b>The World According to Humphrey – Whole Class Reading Book</b>
Can I proofread consistently and amend my own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion?	<b>Response time and discussion about other's work.</b>
Can I always maintain an accurate tense throughout a piece of writing?	
Can I always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'?	<i>Specific stand-alone lessons to achieve this, both oral and written.</i>
Can I use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences?	<b>Sentence construction towards the start of the term.</b> <i>Consolidate</i>
Can I expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with	<b>Sentence construction towards the start of the term.</b> <i>Consolidate</i>

an unbreakable spirit?	
Can I consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it?	<i>Specific lessons and Response Time.</i>
Can I use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas?	<i>Sentence construction towards the start of the term</i>
Can I consistently use apostrophes for singular and plural possession?	<i>Specific lessons and Response Time. See **</i>
Can I recognise and use the terms determiner, pronoun, possessive pronoun and adverbial?	<i>Specific lessons and Response Time.</i>
Can I spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television)?	<i>Y4 spelling unit.</i>
Can I spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission)?	<i>Y4 spelling unit.</i>
Can I spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion)?	<i>Y4 spelling unit.</i>
Can I spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs'? e.g. musician, electrician, magician, politician, mathematician)?	<i>Y4 spelling unit.</i>
Can I spell words with the s/ sound spelt with 'sc' (e.g. sound spelt with 'sc'  (e.g. science, scene, discipline, fascinate, crescent)?	<i>Y4 spelling unit.</i>
Can I correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense)?	<i>Y4 spelling unit.</i>
Can I form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration)?	<i>Y4 spelling unit.</i>
Can I spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous)?	<i>Y4 spelling unit.</i>
Can I spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's)?	<i>As for **</i>
Can I use my spelling knowledge to use a dictionary more efficiently?	<i>Introduce using a dictionary and if ready, use letters to the second and third place</i>

Can I spell all of the Y3 and Y4 statutory spelling words correctly?	<b>Baseline assessment at the start of term</b> <i>Half-termly assessment to check on progress.</i>
Can I increase the legibility, consistency and quality of my handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch?	<i>Handwriting sessions.</i>
Can I confidently use diagonal and horizontal joining strokes throughout my independent writing to increase fluency?	<i>Handwriting sessions.</i>
Can I read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill?	<i>Guided Reading will have to take the form of whole class work until further notice.</i> <b>Any "gaps" shown through Y3 Summer Term assessment done at the start of Y4 Autumn term, to be addressed</b>
Can I apply my knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*?	<i>Guided/whole class reading.</i>

## Mathematics

What I need the children to learn	Possible learning experiences
Number: Multiplication and division (3 weeks)	
	<i>Homework</i>
	<i>White Rose Maths Hub</i>
	<i>White Rose and NRich problem-solving</i>



<ul style="list-style-type: none"> <li>11 and 12 times-table</li> </ul>		
<ul style="list-style-type: none"> <li>Multiply 3 numbers</li> </ul>		
<ul style="list-style-type: none"> <li>Factor pairs</li> </ul>		
<ul style="list-style-type: none"> <li>Efficient multiplication</li> </ul>	<i>White Rose and NRich problem-solving</i>	
<ul style="list-style-type: none"> <li>Written methods</li> </ul>		
<ul style="list-style-type: none"> <li>Multiply 2-digits by 1-digit</li> </ul>		
<ul style="list-style-type: none"> <li>Multiply 3-digits by 1-digit</li> </ul>		
<ul style="list-style-type: none"> <li>Divide 2-digits by 1-digit (1)</li> </ul>		
<ul style="list-style-type: none"> <li>Divide 2-digits by 1-digit (2)</li> </ul>		
<ul style="list-style-type: none"> <li>Divide 3-digits by 1-digit</li> </ul>		
<ul style="list-style-type: none"> <li>Correspondence problems</li> </ul>		
Measurement: Area (1 week)		
<ul style="list-style-type: none"> <li>What is area?</li> </ul>		
<ul style="list-style-type: none"> <li>Counting squares</li> </ul>		
<ul style="list-style-type: none"> <li>Making shapes</li> </ul>		
<ul style="list-style-type: none"> <li>Comparing area</li> </ul>		
Number: Fractions (4 weeks) Continue into new term to make up the weeks.		
<ul style="list-style-type: none"> <li>What is a fraction?</li> </ul>		
<ul style="list-style-type: none"> <li>Equivalent fractions (1)</li> </ul>		
<ul style="list-style-type: none"> <li>Equivalent fractions (2)</li> </ul>		
<ul style="list-style-type: none"> <li>Fractions greater than 1</li> </ul>		
<ul style="list-style-type: none"> <li>Count in fractions</li> </ul>		
<ul style="list-style-type: none"> <li>Add 2 or more fractions</li> </ul>		
<ul style="list-style-type: none"> <li>Subtract 2 fractions</li> </ul>		
<ul style="list-style-type: none"> <li>Subtract from whole amounts</li> </ul>		
<ul style="list-style-type: none"> <li>Calculate fractions of a quantity</li> </ul>		
<ul style="list-style-type: none"> <li>Problem solving – calculate quantities</li> </ul>	<i>White Rose and NRich problem-solving</i>	



