

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 4 – SUMMER 1



Learn from yesterday, seek today and aim for tomorrow

September 2024

HistoryDriver: Ancient Egyptians

Key Enquiry: How can we recreate the wonder of Ancient Egypt?

History Driver

What I need the children to learn	Possible learning experiences
ANCIENT ANCIENTS (approx. 3000 years ago)	
<i>Cover each of and then choose one to look at in depth:</i> Ancient Egypt <i>Ancient Sumer</i> <i>Indus Valley</i> Shang Dynasty	
<ul style="list-style-type: none"> • Know about, and name, some of the advanced societies that were in the world around 3000 years ago • Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty • Know about, and name, some of the advanced societies that were in the world around 3000 years ago • Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty <p>Can I find this Ancient civilisation on a timeline and compare this with the Ancient Greek civilisation, putting across how far they were apart from each other in time and from today's events?</p> <p>Do I know how advanced ancient civilisations were around 3000 years ago?</p> <p>Can I understand what types of pyramids there were and what they were used for?</p> <p>Do I know how hieroglyphs and cuneiform were used? Can I understand why cartouches were used?</p> <p>Do I know how the hierarchical system of Egyptian rulers/pharaohs and society functioned including Tutankhamun?</p> <p>Do I understand the importance of the River Nile?</p> <p>Do I know the importance of the different gods and sacred items such as the lotus flower and scarab beetle?</p> <p>Do I know beliefs about the afterlife and mummification?</p> <p>Can I understand what life was like for children, men and women at home and in terms of society and religion?</p>	<p><i>Plot on a time line Ancient Egypt</i> <i>Find out about different types of pyramids</i> <i>Explore hieroglyphs and cuneiform</i> <i>Make own cartouches with name on</i> <i>Explore the hierarchical system</i> <i>Look at importance of the River Nile, investigate inundations and irrigation systems</i> <i>Investigate different the importance of the different gods and sacred items such as the lotus flower and scarab beetle</i> <i>Investigate beliefs about the afterlife and mummification</i></p> <p>York museum – show 'The Egyptian way of death' Mummification challenges etc Writing letters from each time, artefacts and photographs to support For each area study life and family, writing system, technology and inventions in fact-files/ letters Use video clips and pictures Ancient Egypt twinkl, BBC clips, Horrible Histories</p>

<p>Key Skills Plot significant events, dates, people and changes to British, local and world history on a timeline using correct terminology e.g. Ancient Rome (753 BCE - 476 CE). Explore hieroglyphics and their meanings Investigate inundations and irrigation systems on the River Nile. Compare life for men, women and children in Egypt with daily life in Ancient Greece (brief recap). Compare systems of Pharaohs ruling with those previously studied i.e. Ancient Greece and with today.</p> <p>Key Vocabulary Pharaoh, mummification, cartouche, irrigation, papyrus</p>	
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Computing

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">Creating media – Photo editing</p>	
<p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p>Computing</p> <ul style="list-style-type: none"> • <i>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</i> • <i>Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i> 	<p>Please use the learning objectives from the icompute website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</p> <p>Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have and evaluate the effectiveness of their choices.</p>
<p>To explain that the composition of digital images can be changed</p> <ul style="list-style-type: none"> • I can improve an image by rotating it • I can explain why I might crop an image • I can use photo editing software to crop an image • I understand that editing images can be unethical 	<p>image, edit, digital, crop, rotate, undo, save, adjustments, effects, colours, hue, saturation, sepia, vignette, image, retouch, clone, select, combine, made up, real, composite, cut, copy, paste, alter, background, foreground, zoom, undo, font.</p>
<p>To explain that colours can be changed in digital images</p> <ul style="list-style-type: none"> • I can explain that different colour effects make you think and feel different things • I can experiment with different colour effects • I can explain why I chose certain colour effects 	
<p>To explain how cloning can be used in photo editing</p> <ul style="list-style-type: none"> • I can add to the composition of an image by cloning • I can identify how a photo edit can be improved • I can remove parts of an image using cloning 	
<p>To explain that images can be combined</p>	

<ul style="list-style-type: none"> • I can experiment with tools to select and copy part of an image • I can use a range of tools to copy between images • I can explain why photos might be edited 	
<p>To combine images for a purpose</p> <ul style="list-style-type: none"> • I can describe the image I want to create • I can choose suitable images for my project • I can create a project that is a combination of other images 	
<p>To evaluate how changes can improve an image</p> <ul style="list-style-type: none"> • I can review images against a given criteria • I can use feedback to guide making changes • I can combine text and my image to complete the project 	

Music

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

What I need the children to learn	Possible learning experiences
Unit 5 – Expression and Improvisation	
Listening and Appraise Music (Musicianship)	
<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"> • Identify major and minor tonality. • Recognise the sound and notes of the pentatonic scale by ear and from notation. • 	
Singing and Voice	
<ul style="list-style-type: none"> • <i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i> 	
<ul style="list-style-type: none"> • Talk about the different styles of singing used for different styles of song. • Talk about how the songs and their styles connect to the world. 	Video with QR qrcode monkey website
<ul style="list-style-type: none"> • Notation 	
<ul style="list-style-type: none"> • <i>Use and understand staff and other musical notations</i> 	
<ul style="list-style-type: none"> • Read and perform pitch notation within a range. • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. 	
<ul style="list-style-type: none"> • Playing Instruments 	
<ul style="list-style-type: none"> • <i>Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression</i> 	
Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major and D major.	Glockenspiels and bars as a whole class

<ul style="list-style-type: none"> • Improvising 	
<ul style="list-style-type: none"> • <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> 	
<ul style="list-style-type: none"> • Improvise over a simple chord progression. • Improvise over a groove. 	
<ul style="list-style-type: none"> • Composing 	
<ul style="list-style-type: none"> • <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> 	
<ul style="list-style-type: none"> • Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale: • C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C) • C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) • A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor) 	<p>Use Charanga with pupil logins to experiment with the notation maker.</p>
<ul style="list-style-type: none"> • Performing 	
<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"> • Reflect on the performance and how well it suited the occasion. • Discuss and respond to any feedback; consider how future performances might be different. 	<p>Performance to parents to celebrate unit. Videos to send out on Class Dojo.</p>
<ul style="list-style-type: none"> • Vocabulary 	
<ul style="list-style-type: none"> • Keyboard • Electric guitar • Bass • Drums • Improvise • Compose • Melody • Pulse • Rhythm • Pitch • Tempo • Dynamics • Texture • Structure • Compose • Improvise • Hook • Riff • Solo • Pentatonic scale • Unison • Rhythm patterns • Musical style • Rapping • Lyrics • Choreography • Digital/electronic sounds • Turntables • Synthesizers, by ear 	

<ul style="list-style-type: none"> • Notation • Backing vocal • Piano • Organ • Acoustic guitar • Percussion • Birdsong • Civil rights • Racism • Equality 	
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Geography

What I need the children to learn	Possible learning experiences
Locational Knowledge	
<i>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i>	
<ul style="list-style-type: none"> • Know the names of and locate at least eight major capital cities across the world <p>Place knowledge</p> <ul style="list-style-type: none"> • <i>describe and understand key aspects of:</i> <i>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle</i> <i>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> 	<p>Where is Egypt in the world? Plot Cairo and brief look at what it looks like in the present day, using Google maps. Locate the River Nile and some places it passes through. Understand the importance of the River Nile today and in the past to the people who live(d) there.</p> <p>Change of landscapes through the years European country study Globe work Quiz making on capital cities</p>

Art

What I need the children to learn	Possible learning experiences
Drawing, painting and sculpture	
<i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i>	
<ul style="list-style-type: none"> • Create and combine shapes eg nets or using solid materials • Sculpt using clay & other mouldable materials Include texture that conveys expression and movement • Dye fabric • Use cross stitch & back stitch 	<p>Draw, and make a Cartouche out of clay or paper Paint it</p>

Physical Education – Follow Real P.E. and supplement with NC P.E. experiences

What I need the children to learn	Possible learning experiences
Athletics	
<i>use running, jumping, throwing and catching in isolation and in combination</i>	
<ul style="list-style-type: none"> sprint over a short distance and show stamina when running over a long distance jump in different ways throw in different ways and hit a target, when needed 	
Competitive Games	
<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"> throw and catch accurately with one hand hit a ball accurately with control vary tactics and adapt skills depending on what is happening in a game 	Apply striking and racket skills to games Tactical discussions Links to Real PE 5
Gymnastics	
<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>	
<ul style="list-style-type: none"> move in a controlled way include change of speed and direction in a sequence work with a partner to create, repeat and improve a sequence with at least three phases 	
Dance	
<i>perform dances using a range of movement patterns</i>	
<ul style="list-style-type: none"> take the lead when working with a partner or group use dance to communicate an idea 	
Outdoor and Adventurous Activity	
<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	
<ul style="list-style-type: none"> follow a map in a (more demanding) familiar context follow a route within a time limit 	
Evaluate	
<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	
<ul style="list-style-type: none"> provide support and advice to others in gymnastics and dance be prepared to listen to the ideas of others 	
Real P.E.	
Unit 5 Applying Physical <ul style="list-style-type: none"> I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency 	Unit 5 Applying Physical I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. Agility Reaction / Response I can react and move quickly. I can catch the ball consistently. I can slow down with control after catching. Static Balance Floor Work I can maintain balance throughout.

	I can balance and hold the correct position, for example, back straight. I can balance with control when changing balance/position. Sum 1																																										
Nigel Carson Sessions																																											
	<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

What I need the children to learn	Possible learning experiences
Relationships	Resource links from: Jigsaw
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know some reasons why people feel jealousy • Know that jealousy can be damaging to relationships • Know that loss is a normal part of relationships • Know that negative feelings are a normal part of loss • Know that memories can support us when we lose a special person or animal • Know that change is a natural part of relationships/ friendship • Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe. <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> • Can identify feelings and emotions that accompany jealousy • Can suggest positive strategies for managing jealousy • Can identify people who are special to them and express why • Can identify the feelings and emotions that accompany loss • Can suggest strategies for managing loss • Can tell you about someone they no longer see • Can suggest ways to manage relationship changes including how to negotiate <p>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).</p>	<p>Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.</p> <p><u>Key vocabulary:</u> Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.</p> <p>See the link below</p>

Religious Education:

For this unit there is 8 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

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What I need the children to learn	Possible learning experiences
L2:3	
<p>Why is Jesus inspiring to some people?</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1). • Suggest some ideas about good ways to treat others, arising from their learning (C3). <p>Expected:</p> <ul style="list-style-type: none"> • Make connections between some of Jesus’ teachings and the way Christians live today (A1). • Describe how Christians celebrate Holy Week and Easter Sunday (A1). • Identify the most important parts of Easter for Christians and say why they are important (B1). • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). <p>Exceeding:</p> <ul style="list-style-type: none"> • Make connections between the Easter story of Jesus and the wider ‘big story’ of the Bible (creation, the Fall, incarnation, salvation – see unit L2.2), reflecting on why this inspires Christians (A1). • Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2). 	<ul style="list-style-type: none"> • Briefly explore what makes a person inspirational to others, identifying characteristics of a good role model. • Explore creatively some words and actions of Jesus which continue to inspire Christians today e.g The Parable of the Two Builder from Matthew chapter 7; hot-seat characters, freeze-frame or act out stories; create artworks; collect pupils’ questions, then find out how Christians interpret these by asking some. • Use the events of Holy Week and Easter to find out why Jesus is so important to Christians today; how are the events of Holy Week celebrated by Christians, e.g. Palm Sunday, waving palms; Maundy Thursday, washing feet; sorrow of Good Friday services; darkness in churches on Saturday; light and joy of Easter Day. • Explore the question: why do Christians call Good Friday ‘good’? Include the terms incarnation (Jesus as God as a human being) and salvation (Christians believe that Jesus’ death and resurrection opens up a way for people to be forgiven and get close to God) (see Unit L2.2 for more on these terms). • Find out about the impact that believing in Jesus can have on a Christian’s life and how Jesus has inspired some examples of contemporary inspirational Christians, e.g. how Christians show gratitude to Jesus for saving them and dealing with sin and death and bringing forgiveness – by prayer, worship, giving generously, telling other people about Jesus, caring for others.

	<ul style="list-style-type: none"> • Introduce the belief that Christians cannot be completely good and so they rely on the Holy Spirit to help them follow Jesus and be more like him (see the 'fruit of the Spirit, Galatians 5:22–23). • Follow this up with examples of what some Christians say are the most important attitudes and values to have, as inspired by Jesus' teachings and actions (e.g. love, fairness, service, sacrifice, joy) comparing these with what pupils believe to be most important.
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Foreign Languages

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">Listening</p> <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>	<p>Language Angels</p> <p>Summer 1 - Classroom Teaching Type: Intermediate Unit Objective: To say what you have and no not have in your pencil case in French. By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> • Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects. • Learn how to replace an indefinite article/determiner with the appropriate possessive adjective. • Learn how to use the negative in French. • Describe what we have and do not have in our pencil case/rucksack.
<ul style="list-style-type: none"> • 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. 	
<p style="text-align: center;">Speaking</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"> • Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. 	
<p style="text-align: center;">Reading/ Writing</p> <p><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</i> <i>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</i> <i>Describe people, places, things and actions in writing</i></p>	
<ul style="list-style-type: none"> • 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. 	

<ul style="list-style-type: none"> 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. 	
Grammar	
<i>Understand basic grammar appropriate to the language being studied</i>	
<ul style="list-style-type: none"> 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'). 	

Cayton Creation

Role play, Art, Drama and Discussion afternoon focusing on Ancient Egypt

Cayton Conclusion

Performance Poetry performed in groups in lesson (RLS)

English

What I need the children to learn	Possible learning experiences
<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>Misconceptions- using tenses accurately and a range of coordinating and subordinating conjunctions, homophones and their spellings, direct speech usage</p>	<p>WCR – Cloud Busting by Malorie Blackman Descriptive writing with MAPOS based on CACF- What were the invention rooms like in the chocolate factory? Story writing set after CACF based on Charlie's next adventures (knowledge of reading) Build up plots, characters, setting and tension through story development and studying other examples e.g. Ancient Egyptian myths</p> <p>Non-chronological report on gods and goddesses in Ancient Egypt</p> <p>Instruction writing</p>
<p>Can I write a range of narratives that are well-structured and well-paced.?</p>	<p>Story editing CACF</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><i>Editing writing, hot seating for CACF</i></p>
<p>Can I consistently organise my writing into paragraphs around a theme to add cohesion and to aid the reader?</p>	<p>Learning challenges and discussion</p>
<p>Can I create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere?</p>	<p><i>YouTube clips of CACF to aid with settings. Pictures and discussion to influence writing.</i></p>
<p>Can I begin to read aloud my own writing, to a group or the whole class, using appropriate</p>	<p>Reading examples of imagery in plenary.</p>

intonation and to control the tone and volume so that the meaning is clear?	
Can I proofread consistently and amend my own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion?	<i>Response time and discussion about other's work. Peer assessment. Learning challenges (pronouns to replace nouns). Grammar games and discussion.</i>
Can I always maintain an accurate tense throughout a piece of writing?	Verbal and written feedback in CACF story.
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?	<i>Sentence construction towards the start of the term</i> <i>Consolidate</i>
Can I expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit?	<i>Sentence construction towards the start of the term</i> <i>Consolidate</i>
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.</i> <i>See **</i> <i>Learning challenges</i>
Can I recognise and use the terms determiner, pronoun, possessive pronoun and adverbial?	<i>Specific lessons and Response Time.</i> <i>Learning challenges, 21 sentence types, class games and discussion.</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,	<i>Y4 spelling unit.</i>

crescent)?	
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 ** Learning challenges in books.</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. Stand alone dictionary lesson.</i>
Can I spell all of the Y3 and Y4 statutory spelling words correctly?	<i>Baseline assessment at the start of term. 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- t modelling.</i>
Can I confidently use diagonal and horizontal joining strokes throughout my independent writing to increase fluency?	<i>Handwriting sessions- t modelling.</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. Any "gaps" shown through Y3 Summer Term assessment done at the start of Y4 Autumn term, to be addressed</i>
Can I apply my knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*?	<i>Guided/whole class reading.</i>

What I need the children to learn	Possible learning experiences
<p>(Taken from Cayton Progression Map and End of Y4 Expectations)</p> <p>Reading Inference and deduction skills in reading with evidence based on character feelings , actions etc Predicting from stated and implied information Exploring new vocabulary in different contexts</p>	<p>Study of Charlie and the Chocolate Factory by Roald Dahl to inspire story and description (as well as extracts from symbolic Iron Man text and other higher lexile count extracts for decoding)</p> <p>Charlie Bucket character and inference focus Dictionary work but providing not just dictionary but many other contexts (Chris Quigly)</p>

<p>Some figurative language i.e. MAPOS- Metaphors, Alliteration, Personification, Onomatopoeia, <u>Similes (Y4)</u></p> <p>Performance Poetry skills- changes in volume, tone, expression (see CPM)</p> <p>Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references. Begin to justify comments.</p> <p>Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books.</p> <p>Retrieve and record information from non-fiction texts.</p> <p>VIPERS- Vocabulary, inference, predict, explain, retrieve and summarise</p>	<p>From a Railway Carriage by RLS Study and then perform where possible</p> <p>Star poem from Twinkl Y4 resources Learn new words in context in stories and discuss authorial intent, word games and class debate</p> <p>Further vocabulary games with new words learned in stories based on Chris Quigley Education Class discussions and book reviews During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say i.e. 'volleyballing'</p> <p>Analysing instructions</p> <p>All reading activities</p>
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What I need the children to learn	Possible learning experiences
<p>Whole Class Reading</p> <p>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). 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?</p> <p>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?</p> <p>Can I use dictionaries to check the meaning of words that I have read?</p>	
Text and Composition	
<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>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>	
Grammar	
<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</p>	

<p>conjunctions, which are sometimes in varied positions within sentences? 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? Can I recognise and use the terms determiner, pronoun, possessive pronoun and adverbial?</p>	
Spellings and Handwriting	
<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, 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>	

Mathematics

What I need the children to learn	Possible learning experiences

Some of the below FRACTIONS (Spring recap, addressing misconceptions and building on prior learning)

- ▶ Unit and non-unit fractions
- ▶ What is a fraction?
- ▶ Tenths
- ▶ Count in tenths
- ▶ Equivalent fractions (1)
- ▶ Equivalent fractions (2)
- ▶ Fractions of a set of objects (1)
- ▶ Fractions of a set of objects (2)
- ▶ Calculate fractions of a quantity
- ▶ Problem solving – calculate quantities

DECIMALS

- ▶ Bonds to 10 and 100
- ▶ Make a whole
- ▶ Write decimals
- ▶ Compare decimals
- ▶ Order decimals
- ▶ Round decimals
- ▶ Halves and quarters

With some place value recap and four operations recap, addressing misconceptions and gaps

MONEY

**White Rose Scheme
TES and other websites
Ancient Egypt links to fractions of boats on the Nile i.e. What fraction of these ships are trading galley? War galley? Papyrus boat?**

Counting fractions of skittles, fake money

Ordering fake money

YouTube videos to help order decimals with 'stacking'

TES, Twinkl and White Rose problem solving

White Rose 'Question of the Day'

- ▶ Pounds and pence
- ▶ Ordering money
- ▶ Estimating money
- ▶ Convert pounds and pence
- ▶ Add money
- ▶ Subtract money
- ▶ Find change
- ▶ Four operations

TIME

- ▶ Telling the time to 5 minutes
- ▶ Telling the time to the minute
- ▶ Using a.m. and p.m.
- ▶ 24-hour clock
- ▶ Hours, minutes and seconds
- ▶ Years, months, weeks and days
- ▶ Analogue to digital - 12 hour
- ▶ Analogue to digital - 24 hour

STATISTICS

- ▶ Interpret charts
- ▶ Comparison, sum and difference
- ▶ Introducing line graphs
- ▶ Line graphs

Clock resources- moving the clock hands for some questions on analogue time

Number of days in each month song

Time quizzes and games

Twinkl, TES

