Personal development of our pupils is weaved throughout our curriculum. We aim to develop our pupils as responsible, rounded members of society who are prepared for, and contribute to, life in modern Britain. We look for opportunities to do so within and beyond the curriculum subjects taught. Where personal development opportunities are planned for, this is highlighted in yellow.

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| **Subject** | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **Half Termly Value** | Respect | | Generosity | | Honesty | | Forgiveness | | Compassion | | Patience | |
| **English: Reading** | **Class Reader**: Bill’s New Frock  **Non-fiction**: Animal Atlas  **Poetry** – Learning (by heart) a poem to perform for the school – instil confidence and teamwork skills. | | **Class Reader**: The Boy at the Back of the Class  Raising money for refugees in response to book.  **Picture Book:** The Journey | | **Class Reader**: The Boy who Grew Dragons  **Non-fiction**: Anglo-Saxon history books. | | **Class Reader**: Class choice - World Cup of Books (links to democracy and having a vote)  **Non-fiction**: Range of Viking history books. | | **Class Reader**: Max and the Millions  **Non-fiction**: Encyclopaedias, book form and online. Understand reliability of information, fake news. | | **Class Reader**: Tom’s Midnight Garden  **Non-fiction**: Information texts and web pages about mountains. | |
| **VIPERS** (Vocabulary, Infer, Predict, Explain, Retrieve, Summarise) reading skills taught throughout the year, with an emphasis on vocabulary and inference. | | | | | | | | | | | |
| **English: Writing** | **Fiction**: diary entries, own chapter  **Non-Fiction**: fact-files, scientific explanations and persuasive letters. | | **Fiction**: Contrast poems, Informal letters to characters, Adventure stories  **Non -Fiction**: travel blogs, formal and informal letters, | | **Fiction**: Fantasy stories, playscripts  **Non-fiction**: Newspaper, Adverts, Leaflets | | **Fiction**: Poetic forms and performance poetry  **Non-fiction**: Instructions, Interviews, Making a speech, Persuasive - “election” broadcasts but for books. | | **Fiction**: Science fiction stories, Descriptive -alien settings/civilisation  **Non-fiction**: Encyclopaedia entries about aliens/civilisations, alien wildlife documentary about human behaviour | | **Fiction**: Historical stories, character studies,  **Non-fiction**: Debates, Balanced argument. (democracy, individual liberty) | |
| **Grammar & Punctuation** | Revision of spelling rules.  Sentence structure.  Word classes  Use first two or three letters to find spellings in dictionary. | | Paragraphs to organise ideas  Wide range of conjunctions  Spell further homophones  Nouns/pronouns for clarity | | Prefixes and suffixes  Standard English forms  Fronted adverbial including use of commas.  Expanded noun phrases | | Place the possessive apostrophe  accurately in words with regular plurals  Grammatical difference between plural and possessive -s | | Spelling of often misspelt words  Conjunctions, adverb and prepositions to express time and cause | | Spelling of all Year 3 and 4 CEWs and revision of spelling rules.  Present perfect tense in contrast to past tense | |
| **Maths** | **Place value**  **Addition & Subtraction**  **Length and perimeter** | | **Multiplication and division**  **Consolidation & Assessment** | | **Multiplication and division**  **Area**  **Fractions** | | **Fractions**  **Decimals**  **Consolidation & Assessment** | | **Decimals**  **Money**  **Time** | | **Statistics**  **Properties of Shape**  **Position & Direction** | |
| **RE** | **Domestic Church** (Family) | **Belonging**: baptism and confirmation. | | **Advent/**  **Christmas**  KS2 community Carol concert; | **Community**: Church  Sending cards of thanks to people in the community | **Giving and Receiving** (The Eucharist) | | **Self-Discipline** (Lent/Easter)  Making sacrifices, giving to charity | **New Life** (Pentecost – Serving) | **Building Bridges** (Reconciliation) | | **God’s People** (CAFOD) |
| **Science** | **Living things and their habitats**  Grouping animals: mammals, reptiles etc; Classification keys; Food chains- predators, producers and prey(from AIH) | | **States of Matter**  Properties of solids, liquids and gases  Melting and boiling points  The Water cycle  Evaporation and condensation | | **Animals including Humans**  Simple functions of the basic parts of the digestive system in humans  Identify the different types of teeth in humans and their simple functions | | **Sound 1 How are sounds made and how far do they travel?**  Identify how sounds are made,  recognise that vibrations from sounds travel through a medium to the ear. | | **Sound 2**: **Which factors affect the pitch of a sound?** find patterns between the pitch of a sound and features of the object that produced it | | **Electricity**  Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers | |
| **Computing** | **My online life**: online identity and safety  **Fake or Real?** Learning about fake news. | | **Hour of Code**: we will learn about coding and take part in a global coding event. | | **Dinosaurs**: we will learn about filming techniques and create our own blockbuster! | | **Wizard School**: we will undertake a series of creative challenges (Harry Potter themed). | | **Minecraft Challenges**: we will take part in a series of maths/Minecraft challenges | | **Presentations**: we will create our own presentations reflecting on pour time in Year 4. | |
| **History** |  | | **Roman Britain**: Roman Britain –  Why did the Romans invade? Why was their empire so powerful? What impact did the Romans have on Britain? | | **Anglo-Saxon Britain**: Where did they originate from? Why did they settle in Britain? What was life like in Anglo-Saxon Britain? | | **Viking Britain**: Who were they and why did they invade? How did the Vikings and Anglo-Saxons get along? Was life better for Britons during the Viking or Anglo-Saxon invasion? | |  | |  | |
| **Geography** | **Countries of Europe**: atlas skills; comparing physical  and human features | |  | |  | |  | | **Settlements** – identifying different settlements, features of places,, making connections with history of Britain. | | **Mountains** – the features of mountains, naming and locating major mountains in UK and Europe. | |
| **Art** | **Art & Design Skills**, drawing, craft, painting and art appreciation  Visiting an art museum. | |  | | **Formal Elements of Art**  Texture and pattern | |  | | **Sculpture**  Working with recycled materials  Importance of recycling | |  | |
| **DT** |  | | **Structure**: Pavilions | |  | | **Textiles:** Fastenings | |  | | **Electrical Systems:** Torches | |
| **PE** | Invasion games  Gymnastics | | Dance – Romans  Net/wall games | | Dance – Anglo-Saxons  Swimming | | Net/wall - Tennis  Invasion games - Basketball | | Athletics  Striking and fielding | | OAA | |
| **Spanish** | Myself  Numbers 0-20  Months and days | | All about school  Places and directions | | Family members  Parts of the face | | Animals  Different parts of body | | Symptoms of illness  Colour and size | | Types of weather  Ice-cream flavours | |
| **Music** | Clarinet Lessons  Harvest Songs | | Clarinet Lessons  Christmas Carol Concert | | Clarinet Lessons | | Clarinet Lessons  Easter songs for service | | Clarinet Lessons | | Clarinet Lessons | |
| **PSHE** | Jigsaw:  Being Me in My World - The importance of democracy and listening in a school community | | Jigsaw: Celebrating Difference – Accepting ourselves and others for who we are; anti-bullying work and first impressions | | Jigsaw: Dreams & Goals – The importance of resilience, positivity and planning in achieving our goals | | Jigsaw: Healthy Me (keeping ourselves healthy, both physically and mentally, healthy relationships, peer pressure). | | Jigsaw: Relationships – The feelings when we miss a special person or animal and how to deal with these. | | Jigsaw: Changing Me – managing feelings associated with change; understanding physical changes associated with growing up. | |