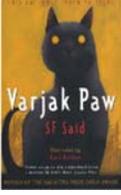
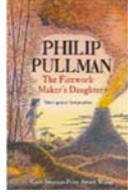
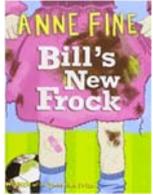
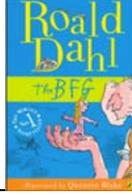
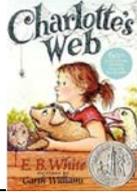


		Writing Map	Reading Spine			
English	Theme	A City Study				
	Main text	Adventures at Sandy Cove – Pie Corbett				
	Text type and focus	Adventure Story Focus: Dilemma: action				
	Poetry	The Jabberwocky				
	Non-fiction	Report on City of London – A Walk in London Writing assessment				
Mathematics	Maths No Problem Chapter 1: Numbers to 10 000 Chapter 2: Addition and Subtraction within 10 000 Assessment Week					
Science	<p>No science</p> <p><i>Some topics require children to ‘make observations and notice changes over time. The provision for these topics often requires an earlier start than the term which has been designated for delivery. In year 4 that topic is: Living things and their habitats.</i></p> <p>This topic requires planning for making observations throughout the school year.</p> <p>A suggested learning journey re making observations over time is:</p> <p>Set up observations early on during the school year by showing the children a couple of photos or a youtube video illustrating the effects of the passing of time in relation to the focus phenomena e.g. two pictures of the school grounds, one taken during late autumn and the other in late spring. Use these as the basis for a session raising scientific questions to be investigated. With the children’s involvement identify 2 or 3 questions to focus upon re exploring further. Designate a display board on which to capture observations over a period of time e.g. throughout the school year. Collect observations, children’s drawings & observation notes (e.g. of birds and animals seen) & photographs throughout the year and display these on the display board in sequence. Involve the children in collecting the data/observations relating to the phenomena to investigate, contrast & compare noting the significant changes and observations/learning can be pulled together in order to determine what has been found in relation to the children’s initial questions. Mini plenaries could be held towards the end of each term noting any significant changes throughout the previous half term and prompting children to wonder about/predict what will happen next.</p>					
History	No history					
Geography	<p>Possible starting point / stimulus: <i>Sales pages re: properties in London from a newspaper</i></p> <p><u>London –a city study</u> Map skills of the UK, Europe and the cities within.</p> <p>Geographical Enquiry</p> <ul style="list-style-type: none"> • Can they raise relevant questions for investigation? • Can they carry out a survey to discover features of cities. • Can they find the same place on a globe and in an atlas? • Can they label the same features on an aerial photograph as on a map? • Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)? • Can they give accurate measurements between 2 given places within the UK? <p>Physical geography</p> <ul style="list-style-type: none"> • Can they describe the main physical features of a well-known city? • Can they use appropriate symbols to represent different physical features on a map? • Can they explain how the physical features of a locality have changed over time? 					

	<p>Human Geography</p> <ul style="list-style-type: none"> • Can they explain why people are attracted to live in cities? • Can they compare & contrast life/dwelling in a city with life/dwelling in the countryside (the town mouse & the country mouse) • Can they identify the features common to many cities e.g. many cities are located on rivers. • Can they identify the reasons why there are fewer cities in Scotland than in England? • Can they identify cities that they'd like to visit/live in and the reasons for this? • Can they explain how the human features of a locality have changed over time? • Can they identify different views about an environmental issue? What is their view? • Can they suggest different ways that a locality could be changed and improved? • Can they explain how people are trying to manage their environment? <p>Geographical Knowledge</p> <ul style="list-style-type: none"> • Can they locate the Tropic of Cancer and the Tropic of Capricorn? • Do they know the difference between the British Isles, Great Britain and UK? • Can they name up to six cities in the UK and locate them on a map? • Can they locate and name some of the main islands that surround the UK? • Do they know the countries that make up the European Union? • Can they name the areas of origin of the main ethnic groups in the UK & in their school? • Can they name the counties that make up the home counties surrounding London?•Can they name some of the main towns and cities in other counties?
e-safety	<p>Knowledge and Understanding</p> <p>Do they understand the need for rules to keep them safe when exchanging learning and ideas online?</p> <ul style="list-style-type: none"> •Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? •Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? •Can they use strategies to verify information, e.g. cross-checking? •Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? •Do they understand that copyright exists on most digital images, video and recorded music? •Do they understand the need to keep personal information and passwords private? •Do they understand that if they make personal information available online it may be seen and used by others? •Do they know how to respond if asked for personal information or feel unsafe about content of a message? •Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? •Do they know how to report an incident of cyber bullying? •Do they know the difference between online communication tools used in school and those used at home? •Do they understand the need to develop an alias for some public online use? •Do they understand that the outcome of internet searches at home may be different than at school? <p>Skills</p> <p>Do they follow the school's safer internet rules?</p> <ul style="list-style-type: none"> •Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new? •Can they begin to identify when emails should not be opened and when an attachment may not be safe? •Can they explain how to use email safely? •Can they use different search engines?
Computing	<p><u>IT: Creating Images (Dazzle/ Pixlr Express)</u></p> <p>Images</p> <ul style="list-style-type: none"> •Can they capture images using webcams, screen capture, scanning, visualiser and internet? •Can they choose images and download into a file? •Can they download images from the camera into files on the computer? •Can they copy graphics from a range of sources and paste into a desktop publishing program? <p>Challenging</p> <ul style="list-style-type: none"> •Can they use photo editing software to crop photographs and add effects? •Can they copy and paste the graph/bar chart and use it in a WP document?
Religious Education	<p><u>What makes me the person I am?</u></p> <p>Who or what influences my life? What things do I care about in the world? What objects remind me of special times in my life? What special qualities do I have?</p>
Physical Education	<p><u>Games</u></p> <p>Health and fitness</p> <ul style="list-style-type: none"> •Can they explain why warming up is important? •Can they explain why keeping fit is good for their health? <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? •Can they make up their own small-sided game? <p>Net/wall tennis</p> <ul style="list-style-type: none"> •Can they catch with one hand?

	<ul style="list-style-type: none"> •Can they throw and catch accurately? •Can they hit a ball accurately and with control? •Can they keep possession of the ball? •Can they move to find a space when they are not in possession during a game? •Can they vary tactics and adapt skills according to what is happening? <p>Evaluating and improving</p> <p>Can they explain how their work is similar and different from that of others?</p> <ul style="list-style-type: none"> •Can they use their comparison to improve their work? <p>Coach – Tag rugby</p> <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? •Can they make up their own small-sided game? <p>Games</p> <ul style="list-style-type: none"> •Can they catch with one hand? •Can they throw and catch accurately? •Can they keep possession of the ball? •Can they move to find a space when they are not in possession during a game? •Can they vary tactics and adapt skills according to what is happening? <p>Evaluating and improving</p> <p>Can they explain how their work is similar and different from that of others?</p> <ul style="list-style-type: none"> •Can they use their comparison to improve their work?
Art and Design	<p><u>Viewpoints - London printing</u></p> <p>Sketch books</p> <ul style="list-style-type: none"> •Do they use their sketch books to adapt and improve their original ideas? •Do they keep notes about the purpose of their work in their sketch books? •Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? <p>Drawing</p> <ul style="list-style-type: none"> •Can they begin to show facial expressions and body language in their sketches? •Can they identify and draw simple objects, and use marks and lines to produce texture? •Can they organise line, tone, shape and colour to represent figures and forms in movement? •Can they show reflections? •Can they explain why they have chosen specific materials to draw with? <p>Painting</p> <ul style="list-style-type: none"> •Can they create all the colours they need? •Can they create mood in their paintings? •Do they successfully use shading to create mood and feeling? <p>Printing</p> <ul style="list-style-type: none"> •Can they print using at least four colours? •Can they create an accurate print design? •Can they print onto different materials? <p>Knowledge</p> <ul style="list-style-type: none"> •Can they experiment with different styles which artists have used?
Design and technology	No D&T
Music	<p><u>Exploring rhythmic patterns</u></p> <p>Performing</p> <ul style="list-style-type: none"> •Can they perform a simple part rhythmically? •Can they sing songs from memory with accurate pitch? •Can they improvise using repeated patterns? <p>Appraising</p> <ul style="list-style-type: none"> •Can they explain the place of silence and say what effect it has? <p>Challenge</p> <ul style="list-style-type: none"> •Can they use selected pitches simultaneously to produce simple harmony?
French	<p>Listening and responding</p> <ul style="list-style-type: none"> •Do they listen and show understanding of short phrases through physical response? •Do they listen and identify words in songs and rhymes and demonstrate understanding? <p>Speaking</p> <ul style="list-style-type: none"> •Do they ask and answer several simple and familiar questions with a rehearsed response? •Do they use familiar vocabulary to say simple sentences using a language scaffold? •Do they make simple rehearsed statements about themselves, objects and people? •Do they say a simple rhyme from memory? •Do they join in with words of a song or storytelling? <p>Reading and responding</p> <ul style="list-style-type: none"> •Do they read and recognise some letter strings in familiar words and pronounce when modelled and observing silent letter rules? •Do they read and show understanding of simple familiar phrases and short sentences? •Do they use context to predict the meaning of new words? •Do they use a bi-lingual dictionary to find the meaning of individual words?

	<p>Writing</p> <ul style="list-style-type: none"> •Do they write and say a more complex sentence to describe people, places, things and actions using a language scaffold? •Do they write simple familiar short phrases from memory with understandable accuracy? <p>Grammar</p> <ul style="list-style-type: none"> •Do they demonstrate understanding /use of nouns/plurals/1st & 2nd person regular present verbs/adjective position?
PSHE	<p>e-safety</p> <p><u>Jigsaw-Being Me in My World</u></p> <p>Becoming a class ‘team’ Can we help others to feel welcome?</p> <p>Being a school citizen Can we try to make our school community a better place?</p> <p>Rights, responsibilities and democracy Can we think about everyone’s right to learn?</p> <p>Rewards and consequences Do we care about other people’s feelings?</p> <p>Our learning charted Can we work well with others?</p> <p>Owning our learning charter Do we choose to follow the learning charter?</p>
Enrichment	<ul style="list-style-type: none"> • Use of laptops • Black History –Nelson Mandela • Visitors- People who have moved to London from somewhere else. • Educational visit to the Museum of London / Monument