
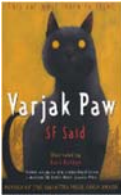

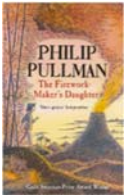
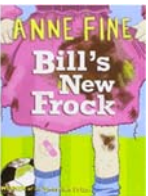

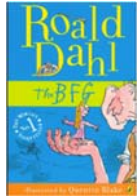




| | | Writing Map | | | | Reading Spine | | | |
|--------------------|--|---|--|--|--|---|---|---|---|
| English | Theme | Vikings | | | | | | | |
| | Main text | The Iron Man  | | | |  |  |  |  |
| | Text type and focus | Conquering the monster Focus: writing a good opening | | | | | | | |
| | Poetry | Pie Corbett Observational Poetry – Iron Man | | | |  |  |  |  |
| | Non-fiction | Explanation text How a jellyfish stings /how a tarantula sheds its skin | | | | | | | |
| | | Writing assessment | | | | | | | |
| Mathematics | Maths No Problem Chapter 8 - Decimals Chapter 14 – Roman Numerals Assessment Week | | | | | | | | |
| Science | <p>Working Scientifically</p> <p>Links to the statutory programme of study:</p> <ul style="list-style-type: none"> • Can they ask relevant questions and using different types of scientific enquiries to answer them • Can they make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment • Can they gather, record, classify and present data in a variety of ways to help answer questions • Can they record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Can they report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Can they use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Can they identify differences, similarities or changes related to simple scientific ideas and processes • Can they use straightforward scientific evidence to answer questions or to support their findings. <p>Non-statutory notes & guidance:</p> <ul style="list-style-type: none"> • Can they raise and answer questions about living things in the local environment throughout the year? • Can they make observations of changes in habitats over time? • Can they group and classify a wide range of living things? • Can they use guides and keys to identify living things in the local environment? • Can they make guides & keys to identify living things in the local environment? • Can they research/collect data exploring the impact (+ve & -ve) of humans on the environment? E.g. gardens & ponds, litter <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> | | | | | | | | |

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| | <p><u>Living Things and their Habitats</u></p> <ul style="list-style-type: none"> • Can they recognise that living things can be grouped in a variety of ways? • Can they explore and use a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates) • Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric) • Do they recognise that environments can change and this can sometimes pose danger to living things? • Can they sort & group animals & plants using their own criteria and apply those criteria consistently? • Can they explain the criteria they use for sorting & grouping? |
| <p>History</p> | <p><i>Possible starting point / stimulus: History off the page workshop</i> <i>Picture of the Bayeux tapestry and a comic strip</i></p> <p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></p> <p>This could include:</p> <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> • Can they explain how events from the past have helped shape our lives? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they appreciate that the food people ate was different because of the availability of different sources of food? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture • Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? • of how people lived in the past? • Can they recognise that people's way of life in the past was dictated by the work they did? • Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? <p>Historical enquiry</p> <ul style="list-style-type: none"> • Can they raise increasingly complex questions about people's lives and events in the past? • Can they research two versions of an event and say how they differ? • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? <p>Chronological understanding</p> <ul style="list-style-type: none"> • Can they place periods of history on a timeline showing periods of time? • Can they order artefacts relating to the time period studied and/or order major invasions of the British Isles (without being given the dates?) • Can they plot recent history on a timeline using centuries? |
| <p>Geography</p> | <p>No geography</p> |
| <p>e-safety</p> | <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? |

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| Computing | <p>Purple Mash 2Code (Gibbon)</p> <ul style="list-style-type: none"> •Can they use repeat instructions to draw regular shapes on screen, using commands? •Can they experiment with variables to control models? •Can they make turns specifying the degrees? •Can they give an on-screen robot specific directional instructions that takes them from x to y? •Can they make accurate predictions about the outcome of a program they have written? (Purple Mash lesson plans) |
| Religious Education | <p><u>What happens when someone gets married?</u></p> <p>Focusing on the Hindu and Muslim Traditions</p> <p>What is a wedding celebration? What important actions take place in a Hindu wedding ceremony? What is the symbolism behind the seven steps? What do Muslims believe about marriage? What happens in a Muslim wedding? What kind of wedding would I like?</p> |
| Physical Education | <p><u>Unit 1 Striking & fielding</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>Striking & fielding-Kwik cricket</p> <ul style="list-style-type: none"> •Can they catch with one hand? •Can they throw and catch accurately? •Can they hit a ball accurately and with control? •Can they vary tactics and adapt skills according to what is happening? <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>Evaluating and improving</p> <ul style="list-style-type: none"> •Can they explain how their work is similar and different from that of others? •Can they use their comparison to improve their work? <p><u>Coach – Outdoor / Adventurous</u></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? <p>Coach – Outdoor / Adventurous</p> <ul style="list-style-type: none"> •Can they follow a map in a more demanding familiar context? •Can they move from one location to another following a map? •Can they use clues to follow a route? •Can they follow a route accurately, safely and within a time limit? <p>Evaluating and improving</p> <ul style="list-style-type: none"> •Can they explain how their work is similar and different from that of others? •Can they use their comparison to improve their work? |
| Art and Design | <p><u>3-D Art</u></p> <p>Drawing</p> <ul style="list-style-type: none"> •Can they identify and draw simple objects, and use marks and lines to produce texture? •Can they explain why they have chosen specific materials to draw with? <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? <p>3D/ Textiles</p> <ul style="list-style-type: none"> •Do they experiment with and combine materials and processes to design and make 3D form? •Can they begin to sculpt clay and other mouldable materials? •Can they use early textile and sewing skills as part of a project? <p>Knowledge</p> <ul style="list-style-type: none"> •Can they experiment with different styles which artists have used? (Artist Day) •Can they explain art from other periods of history? |
| 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 improvise using repeated patterns? <p>Composing</p> <ul style="list-style-type: none"> •Can they use notations to record and interpret sequences of pitches? •Can they use standard notation? •Can they use notations to record compositions in a small group or on their own? •Can they use their notation in a performance? <p>Appraising</p> <ul style="list-style-type: none"> •Can they explain the place of silence and say what effect it has? |

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| | <ul style="list-style-type: none"> •Can they start to identify the character of a piece of music? •Can they describe and identify the different purposes of music? •Can they begin to identify with the style of work of Beethoven, Mozart and Elgar? <p>Challenge</p> <ul style="list-style-type: none"> •Can they explore and use sets of pitches, e.g. 4 or 5 note scales? •Can they show how they can use dynamics to provide contrast? |
| 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 lesson</p> <p>Relationships</p> <p>Relationship web Do they know how to make friends?</p> <p>Love and loss Can they try to solve friendship problems when they occur?</p> <p>Memories Can they help others to feel part of a group?</p> <p>Are animals special? Can they show respect in how they treat others?</p> <p>Special pets Do they know how to help themselves and others when they feel hurt or upset?</p> <p>Celebrating my relationship with people and animals Do they know and show what makes a good relationship?</p> |
| Enrichment | <ul style="list-style-type: none"> • Use of laptops • Visitors- Hindu/ Muslim weddings • Educational visit- Geffrye Museum Chairs • Science week experiments, educational visits and visitors Natural History Museum • Tower of London |