

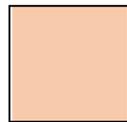
Term	English	Maths	Science	PSHCE	History and Geography	MFL	Computing	PE	
	<u>Writing</u> <u>Reading</u>								
1	Explanation text Letters Discussion text	The Hodgeheg	<p>The principal focus of mathematics teaching in lower key stage 2 is to ensure that children become increasingly fluent with whole number and the four operations, including number facts and the concept of place value. This will ensure that children develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. Children will solve problems involving simple fractions and decimal place value. They will draw with increasing accuracy and analyse shapes and relationships between them. They will use measuring tools accurately. They should know 3, 4 and 8 times tables by heart and know related division facts. By the end of Y4, children will be fluent and precise in all their tables up to and including 12.</p>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter.</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> <li>Setting up simple practical enquiries, comparative and fair tests</li> </ul>	<p>Being Me in My World</p> <p>Visit-Pizza express worksh op (Profes sions)</p>	<p>Where on earth are we? (G)</p> <p>F1 What is important to me?</p> <ul style="list-style-type: none"> <li>What is the world like?</li> <li>How can we describe where places are on the Earth's surfaces?</li> <li>What do the lines on maps and globes mean?</li> <li>Why do we have night and day?</li> <li>What time is it where you are?</li> <li>Play the location game.</li> </ul>	<p>E1 Pupils should listen attentively to spoken language and show understanding by joining in and responding</p> <p>E2 Pupils should explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	We are programmers	<p>Dance</p> <p>B3 Pupils should listen with attention to detail and recall sounds with increasing aural memory</p>
2	Instructions Poetry Diary	Fantastic Mr Fox	<p><b>Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> <li>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>Setting up simple practical enquiries, comparative and fair tests</li> </ul>	Healthy Me	<p>What was new about the stone age? (H)</p> <p>D3 Pupils should be able to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>D12 Pupils should understand and apply the principles of a healthy and varied diet</p> <ul style="list-style-type: none"> <li>Why is it called 'The Stone Age'?</li> <li>What was life like in the early and middle Stone Age?</li> <li>How much change happened in the Neolithic (New) Stone Age?</li> </ul>	<p>E3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>E4 Pupils should speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	e-safety	Gymnastics	

			<ul style="list-style-type: none"> <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> <li>• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• Using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>		<ul style="list-style-type: none"> <li>• How much do we know about a Neolithic family?</li> <li>• What was the point of the monuments at this time?</li> <li>• Was great progress made in the Stone age?</li> </ul>			
3	<p>Recount</p> <p>Persuasive text</p>	<p>Forces and Magnets</p>	<p><b>Forces and Magnets</b></p> <p>D9 Pupils should understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces</li> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• Describe magnets as having two poles</li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others</li> <li>• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> </ul>	<p>Dreams and Goals</p>	<p>Is Climate cool? (G)</p> <ul style="list-style-type: none"> <li>• What are the weather, climate and biomes?</li> <li>• What are the Polar Regions like?</li> <li>• Where are the hottest, driest places in the world?</li> <li>• Where are the hottest, wettest places in the world?</li> <li>• Which climate zone and biome do we live in?</li> <li>• Climates is cool: special report.</li> </ul>	<p>E5 Pupils should develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>E6 Pupils should present ideas and information orally to a range of audiences</p>	<p>We are presenters</p>	<p>Games</p>
4	<p>Newspaper Biography/Autobiography</p>	<p>No Breathing in Class</p>	<p><b>Plants</b></p> <p>Visit- Wolves Lane</p> <ul style="list-style-type: none"> <li>• Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> </ul>	<p>Celebrating differences</p>	<p>When would you rather have lived- the Stone age or the Iron Age? (H)</p> <p>D8 Pupils should apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <ul style="list-style-type: none"> <li>• What difference did bronze make?</li> <li>• How can we find out about the Bronze Age?</li> </ul>	<p>E7 Pupils should read carefully and show understanding of words, phrases and simple writing</p> <p>E8 Pupils should appreciate stories, songs, poems and rhymes in the language</p>	<p>e-safety</p>	<p>Athletics</p>

			<ul style="list-style-type: none"> <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> <li>• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• Identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• Setting up simple practical enquiries, comparative and fair tests</li> <li>• Using straightforward scientific evidence to answer questions or to support their findings.</li> <li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> </ul>		<ul style="list-style-type: none"> <li>• Do we agree that not much happened in the Iron Age?</li> <li>• Was home life much better in the Iron Age than the Bronze Age?</li> <li>• Do you think this was a dangerous time for people?</li> <li>• Are you more impressed with the Bronze Age or the Iron Age?</li> </ul>			
5	Non-chronological report Play script	<p><b>Explore Ancient Egyptians</b></p> <p>F10 What does it mean to belong to a religion?</p> <p><b>Judaism</b></p>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• Investigate the way in which water is transported within plants</li> <li>• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> <li>• Asking relevant questions and using different types of scientific enquiries to answer them</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> <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> </ul>	<p><b>Relations hips</b></p> <p>How do we know about the Egyptians? (H)</p> <p>Visit- British Museum</p> <p><b>B6</b> Pupils should develop an understanding of the history of music.</p> <p><b>F3 Why do religious books and teachings matter?</b></p> <ul style="list-style-type: none"> <li>• Why were people able to prosper in the desert land of Ancient Egypt?</li> <li>• What was life like for different</li> </ul>	<p>E9 Pupils should broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>E10 Pupils should write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	We are opinion pollsters	Dance Gymnastics	

						<p>people in Ancient Egypt?</p> <ul style="list-style-type: none"> <li>• Are you surprised by Ancient Egyptian religion?</li> <li>• What impresses you about the pyramids?</li> <li>• How do we know so much about the Ancient Egyptians?</li> </ul> <p>How impressive do you think the Ancient Egyptians' achievements were?</p>			
6	Report text Letters Recount	Charlie and the Chocolate Factory  Chocolate Museum Visit		<p><b>Light and shadow</b></p> <ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• Find patterns in the way that the size of shadows change.</li> </ul> <p>Find patterns in the way that the size of shadows change.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	Changing Me	<p><b>Do we like to be beside the seaside (G)</b></p> <p>C1 Pupils should create sketch books to record their observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> <li>• Have you been to the seaside?</li> <li>• What is the coast of South West England like?</li> <li>• What natural features can I see beside the seaside?</li> <li>• What other features and activities can be seen around the coast of the UK?</li> <li>• Do we like to be beside the seaside?</li> </ul> <p>Which sort of seaside would you choose?</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>E11 Pupils should describe people, places, things and actions orally and in writing</p> <p>E12 Pupils should understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	e-safety	Games/Athletics

SPAG	Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
	<p>Formation of nouns using a range of prefixes, such as super-, anti-, auto-</p> <p>Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p><b>Word families</b> based on common <b>words</b></p>	<p>Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore, or prepositions (e.g. before, after, during, in, because of)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the perfect form of verbs to mark relationships of time and cause (e.g. I <i>have written it down so we can check what he said.</i>)</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>word family, conjunction, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause</p>



Homework Project Focus