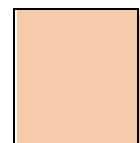


Term	English		Maths	Science	PSHCE	History and Geography	MFL	Computing	PE
	<u>Writing</u>	<u>Reading</u>							
1	Newspaper 'Iron man' Stories from other culture	<p><b>The Lion and the Unicorn</b></p> <p>F5 Why are some journeys and places special?</p>	<p>The principal focus of mathematics teaching in 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>Electricity</p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>D10 Pupils should understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	Being Me in My World	<p><b>Can you come on great American road trip? G</b></p> <ul style="list-style-type: none"> <li>➤ Can you be a city detective?</li> <li>➤ What are the North American cities like?</li> <li>➤ Are you a good city detective?</li> <li>➤ Are South American cities similar to North American cities?</li> <li>➤ What is route 66?</li> <li>➤ Where have you been?</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 of language through songs, rhymes and link the spelling, sound meaning of words</p>	We are software developers	Dance

2	Recount Persuasive text Discussion text	<b>Investigating Water and Rivers</b>	<b>Sound</b> B4 Pupils should use and understand staff and other musical notations  Identify how sounds are made, associating some of them with something vibrating  Recognise that vibrations from sounds travel through a medium to the ear  Find patterns between the pitch of a sound and features of the object that produced it  Find patterns between the volume of a sound and the strength of the vibrations that produced it  Recognise that sounds get fainter as the distance from the sound source increases.  Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  Setting up simple practical enquiries, comparative and fair tests  Identifying differences, similarities or changes related to simple scientific ideas and processes	<b>Celebrating Differences</b>	<b>How does water go round and round?</b> <ul style="list-style-type: none"> <li>➤ Where does all the water go?</li> <li>➤ Where does all of the rain fall come from?</li> <li>➤ What can we learn about the river Thames?</li> <li>➤ How and why do people change rivers?</li> <li>➤ How do rivers wear away mountains?</li> <li>➤ How can we model a river or a stream?</li> </ul> Visit- Rivers Walk- Lea Valley	E3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help  E4 Pupils should speak in sentences, using familiar vocabulary, phrases and basic language structures	<b>We are musicians</b> B5 Pupils should appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<b>Gymnastics</b>
3	Explanation text Instructions Letters	<b>The Human Body</b>	<b>Dangers to Living things</b>  Recognise that environments can change and that this can sometimes pose dangers to living things.  Construct and interpret a variety of food chains, identifying producers, predators and prey.  Asking relevant questions and using different types of scientific enquiries to answer them  Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  Setting up simple practical enquiries, comparative and fair tests  Using straightforward scientific evidence to answer questions or to support their findings.	<b>Dreams and Goals</b>	<b>Can the Earth shake rattle and roll?</b> <ul style="list-style-type: none"> <li>➤ What is happening when the Earth shakes?</li> <li>➤ What is happening when the Earth shakes, rattles and rolls?</li> <li>➤ Does the earth shake rattle and roll all over?</li> <li>➤ Why do people live where the earth shakes, rattles and rolls?</li> <li>➤ How disastrous have recent Earthquakes and volcanic eruptions been?</li> <li>➤ Can we make a model volcano that erupts?</li> </ul>	E5 Pupils should develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  E6 Pupils should present ideas and information orally to a range of audiences	<b>We are HTML editors</b>	<b>Games</b>
4	Play script Diary F10 What does it mean to belong to	<b>Varjak Paw</b>	<b>Human Nutrition</b>  Describe the simple functions of the basic parts of the digestive system in humans	<b>Healthy Me</b>	<b>What happened when the Romans came?</b> <ul style="list-style-type: none"> <li>➤ Why did the Romans invade Britain?</li> </ul>	E7 Pupils should read carefully and show understanding of words, phrases and simple writing  E8 Pupils should appreciate stories, songs, poems and rhyme in the language	<b>We are co-authors</b>	<b>Swimming</b>

	a religion? <b>Christianity</b>		Identify the different types of teeth in humans and their simple functions  Asking relevant questions and using different types of scientific enquiries to answer them  Setting up simple practical enquiries, comparative and fair tests  Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions		<ul style="list-style-type: none"> <li>➤ How easy was it for the Romans to take over Britain?</li> <li>➤ For whom was life most pleasant in Roman Britain?</li> <li>➤ If we could travel back in time would you like Roman Britain?</li> <li>➤ What did the Romans leave for us?</li> <li>➤ Did the Romans overcome their difficulties and achieve success?</li> </ul> <p>Visit- British Museum</p>				
5	Poetry Report text	Hot like fire	<p><b>States of State</b></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Setting up simple practical enquiries, comparative and fair tests</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p>	Relationships	<p><b>What was important to our local Victorians?</b></p> <ul style="list-style-type: none"> <li>➤ When were the Victorians alive?</li> <li>➤ What impact did the Victorians on my local area?</li> <li>➤ How did the Victorians deal with poor people?</li> <li>➤ What can we learn about our area in Victorian times?</li> <li>➤ To what extent did things stay the same through Queen Victorian's reign?</li> <li>➤ Design a campaign to save a local Victorian building at risk!</li> </ul> <p>D14 Pupils should understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<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 toy designers	<p>D6 Pupils should evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	Swimming
6	Non-chronological report Biography/Autobiography	James and the Giant Peach F6 How do we make moral choices?	<p><b>Grouping living things</b></p> <p>C2 Pupils should improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil,</p>	Changing Me	<p><b>Is it better to be a child now than in the past?</b></p> <ul style="list-style-type: none"> <li>➤ What do I already know about being a child in the past?</li> <li>➤ How were children expected to work in the past?</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 in the language; how to apply them, for instance, to build sentences and how these differ from or are similar to English</p>	We are meteorologists		Athletics

			<p>charcoal, paint, clay]</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p>		<ul style="list-style-type: none"> <li>➤ How much time did children have in the past to enjoy themselves?</li> <li>➤ Who believed in education for children?</li> <li>➤ Who do you think did most to improve the lives of children?</li> <li>➤ Much better, a little better or no better?</li> </ul> <p>Visit- Ragged School museum</p>				
SPAG				Word Structure	Sentence structure	Text Structure	Punctuation		Vocabulary
				<p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>	<p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p>Fronted adverbials (e.g. Later that day, I heard the bad news.)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p>	<p>Use of inverted commas to punctuate direct speech</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)</p> <p>Use of commas after fronted adverbials</p>	<p>pronoun, possessive pro</p>	



Homework Project Focus