

| Year 4             | Term 1                                                                                                                                                                                                            | Term 2                                                                                                                                                                                | Term 3                                                                                                                                                        | Term 4                                                                                                                                                                         | Term 5                                                                                                                                                       | Term 6                                                                                                                                                                                   |
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| Key Topic Question | Is there a mountain high enough or a river wide enough?<br><br><i>Jen Reid (Black History Month) link to Term 2 Text</i>                                                                                          | How did Greek society impact the world?<br><br><i>Writing to Argue: Letters</i>                                                                                                       | What would we find in Africa?<br><br><i>Writing to Inform: Report</i>                                                                                         | How did the Viking and Normans invasions impact Britain?<br><br><i>Writing to Inform: Recount</i>                                                                              | Where in the world are we? (Europe)<br><br><i>Writing to Explain: Instructions</i>                                                                           | How did Tudors and Elizabethans change life in Britain?<br><br><i>Writing to Argue: Persuasion</i>                                                                                       |
| Reading            | Varjak Paw<br>S.F Said                                                                                                                                                                                            |                                                                                                                                                                                       | Who Let the Gods Out<br>Maz Evans                                                                                                                             |                                                                                                                                                                                | The Lion, the Witch and the Wardrobe<br>C. S. Lewis                                                                                                          |                                                                                                                                                                                          |
| Writing            | <i>-Sulwe</i> (Lupita Nyong'o )<br><br>Narrative:<br>Innovation: Write the fable of Night and Day / create the fable of rain and sun<br><br>Non fiction:<br>Writing to Argue: Persuasion<br>Write a letter to the | <i>A Hero Like Me</i><br>Angela Joy and Jen Reid<br><br>Narrative:<br>Alternative version: from Jen's POV<br><br>Non fiction:<br>Writing to Inform: Report<br>News Bulletin (written) | <i>Teacup</i> (Rebecca Young)<br><br>Narrative:<br>Retell<br>Retell the story in First Person with emotions<br><br>Non fiction:<br>Writing to Inform: Recount | <i>Winter's Child</i><br>Angela McAllister<br><br>Narrative:<br>Sequel: Spring's Child<br><br>Non fiction:<br>Writing to Explain: Instructions - How to Survive a Winter Storm | <i>The Day the War Came</i> Nicola Davies<br><br>Narrative:<br>Expand on the journey<br><br>Non fiction:<br>Writing to Argue: Persuasion<br>Come and join TF | <i>The Black Dog</i><br>Levi Pinfold<br><br>Narrative:<br>Extra Pages<br>The Hope family's story while Small is out with the dog<br><br>Non fiction:<br>Writing to Inform: News bulletin |

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|         | <p>people of the Earth saying why they should treat Day and Night equally</p> <p>Jen Reid (Black History Month) link to Term 2 Text (<i>geography</i>)</p> <p>Poetry: 2 days reciting</p>                                                                                     | <p>Writing to Argue: Letters (<i>history</i>)</p> <p>Poetry: Modern poem - 1 week</p>                                                                                                                                                | <p>Boy's diary entries at different Writing to Inform: Report (<i>Geography</i>)</p>                                                                                                                                                                                 | <p>Writing to Inform: Recount (<i>History</i>)</p>                                                                                                                                                                                                                        | <p>Writing to Explain: Instructions (<i>Geography</i>)</p>                                                                                                                                                              | <p>Mysterious black dog appears</p> <p>Writing to Argue: Persuasion (<i>History</i>)</p>                                                                                                                                                                       |
| Grammar | <p><b>Year 3 Recap:</b> Demarcate sentences accurately with full stops, capital letters, question marks and exclamation marks.</p> <p>Use a range of adverbs for time e.g. later, soon, next and place e.g. here, there, away, nearby.</p> <p>Use simple past and present</p> | <p>Use inverted commas and other punctuation accurately to indicate direct speech e.g. "Help me," Alex screamed. "This dragon's going to burn me to a crisp!"</p> <p>Develop characters in narrative e.g. describing characters'</p> | <p>Use fronted adverbials for manner e.g. shaking uncontrollably, with fear in her eyes; place e.g. inside the castle, all over its back and time e.g. many years ago, after a while.</p> <p>Use commas to mark fronted adverbials e.g. Later that morning, From</p> | <p>Use a range of subordinating conjunctions to form complex sentences (refer to the grammar progression document)</p> <p>Maintain cohesion across a piece of writing, including through the use of a variety of nouns and pronouns e.g. the dragon, the monster, the</p> | <p>Develop settings in narrative e.g. e.g. describing the time and weather and using the five senses.</p> <p>Use noun phrases expanded by prepositional phrases e.g. the dragon with a fire-breathing mouth; razor-</p> | <p>Show some variety in complex sentence structure, positioning the subordinate clause at the start (e.g. Although it was dangerous, Alex was determined to face the dragon.) and at the end (e.g. Alex was determined to face the dragon, although it was</p> |

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|              | <p>tense mostly accurately.</p> <p>Use a range of co-ordinating and subordinating conjunctions.</p>  | <p>behaviour, thoughts, reactions to events</p> <p>Accurately manage tense changes where needed e.g. a story written in the past tense with present tense for speech.</p> | <p>deep within the cave,</p> <p>Organise content into relevant paragraphs across the text.</p>  | <p>beast, it; Alex, she, the girl.</p> <p>Use headings and sub-headings appropriately in non-fiction writing. (non-fiction)</p> <p>Use present tense correctly and consistently throughout writing. (non-fiction)</p> | <p>sharp talons at the end of its arms.</p> <p>Use present (non-fiction) and past tense (fiction) correctly and consistently throughout writing.</p> | <p>dangerous.) of sentences</p> <p>Use the present perfect form of verbs e.g. The villagers have been terrified. The dragon has been defeated. (non-fiction)</p> |
| Maths        | Place Value / Addition and Subtraction/ Measure                                                      | Perimeter / Multiplication and Division                                                                                                                                   | Multiplication and Division / Coordinates                                                       | Fractions / Decimals                                                                                                                                                                                                  | Adding and Subtracting                                                                                                                               | Shapes / Money / Time / Division with Remainders                                                                                                                 |
| Science      | Chemistry<br>States of matter                                                                        | Physics<br>Electricity                                                                                                                                                    | Biology<br>Living things and their habitats.                                                    | Biology<br>Animals, including humans.                                                                                                                                                                                 | Physics<br>Sound                                                                                                                                     | Biology<br>Animals, including humans                                                                                                                             |
| Snap Science | Changes of state                                                                                     | Electricity :<br>Circuits                                                                                                                                                 | Human impact on the environment                                                                 | Digestion and food chains                                                                                                                                                                                             | Sound                                                                                                                                                | Classification of plants and animals                                                                                                                             |
| RE           | <p>SS L2.8 <i>What does it mean to be a Hindu in Britain today?</i><br/>(Visit to Hindu Temple)?</p> | <p>UC Unit 2A.3 <i>Incarnation/God</i><br/>What is the Trinity?</p>                                                                                                       | <p>SS L2.6 <i>Why do some people think that life is like a journey and what significant</i></p> | <p>UC Unit 2A.5 <i>Salvation</i><br/>(Digging Deeper)<br/>Why do Christians call the day Jesus</p>                                                                                                                    | <p>SS L2.9 <i>What can we learn from religions about deciding what is right and wrong?</i></p>                                                       | <p>UC2A.1 <i>Creation/Fall.</i><br/>What do Christians learn from the creation story?</p>                                                                        |

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|                           |                                                         |                                                                                            | <i>experiences mark this?</i> Hindu focus                                                         | died 'Good Friday'?                                                                                                         | Judaism: 10 Commandments                                                                           | (linked to Summer 1 question)                                                |
| Geography                 | Is there a mountain high enough or a river wide enough? |                                                                                            | What would we find in Africa?                                                                     |                                                                                                                             | Where in the world are we? (Europe)                                                                |                                                                              |
| History                   |                                                         | How did Greek society impact the world?<br>1200 BC - 146 BC                                |                                                                                                   | How did the Viking and Normans invasions impact Britain?<br>Local Study - Founding of Swindon<br>450 AD - 1066 AD - 1154 AD |                                                                                                    | How did Tudors and Elizabethans change life in Britain?<br>1485 AD - 1603 AD |
| Art and Design Technology | Takashi Murakami                                        | DT focus: Printing cards                                                                   | African Batik Art                                                                                 | DT Viking Shields                                                                                                           | Hannah Hoch / John Stezaker / Jay Kelly                                                            | DT: Sewing project<br>Jon Burgerman                                          |
| Computing                 | Unit 4.2<br>Online Safety<br>(4 lessons)                | Unit 4.6<br>Animation<br>(3 lessons)<br><br>Unit 4.7<br>Effective searching<br>(3 lessons) | Unit 4.5<br>Logo<br>(4 Lessons)<br><br>Unit 4.4<br>Writing for different Audiences<br>(5 lessons) | Unit 4.1<br>Coding<br>(6 lessons)<br><br>Unit 4.3<br>Spreadsheets<br>(5 Lessons)                                            | Unit 4.9<br>Making music<br>(4 lessons)<br><br>Unit 4.10<br>Artificial intelligence<br>(4 lessons) | Unit 4.8<br>Hardware investigators<br>(2 lessons)                            |
| Music                     | Charanga - MMC                                          | Charanga - MMC                                                                             | Charanga - MMC                                                                                    | Charanga - MMC                                                                                                              | Charanga - MMC                                                                                     | Charanga - MMC                                                               |

|      | Musical Structures                                                     | Exploring Feelings When you Play | Compose with your Friends | Feelings Through Music | Expression and Improvisation | The Show Must Go On |
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| PSHE | See Jigsaw Overview - Directed by Specialist Teacher                   |                                  |                           |                        |                              |                     |
| PE   | See PE Overview                                                        |                                  |                           |                        |                              |                     |
| MFL  | See French Overview - Directed by Specialist Teacher – Madame Philipon |                                  |                           |                        |                              |                     |