

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

	<p>Non fiction: Writing to Argue: Persuasion Write a letter to the 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 (geography)</p> <p>Poetry: 2 days reciting</p>	<p>Writing to Argue: Letters (history)</p> <p>Poetry: Modern poem - 1 week</p>	<p>Boy's diary entries at different</p> <p>Writing to Inform: Report (Geography)</p>	<p>Writing to Inform: Recount (History)</p>	<p>Writing to Explain: Instructions (Geography)</p>	<p>Mysterious black dog appears</p> <p>Writing to Argue: Persuasion (History)</p>
Grammar	<p>Year 3 Recap: 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 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</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 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.</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</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>

	<p>Use simple past and present tense mostly accurately.</p> <p>Use a range of co-ordinating and subordinating conjunctions.</p>	<p>characters' 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>Use commas to mark fronted adverbials e.g. Later that morning, From deep within the cave,</p> <p>Organise content into relevant paragraphs across the text.</p>	<p>the dragon, the monster, the 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>mouth; razor-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	Area / Multiplication and Division	Multiplication and Division / Length and Perimeter	Fractions / Decimals	Decimals / Money / Time	Shapes / Statistics / Position and Direction
Science	Chemistry	Physics	Biology	Biology	Physics	Biology
Snap Science	Changes of state	Electricity : Circuits	Human impact on the environment	Digestion and food chains	Sound	Classification of plants and animals
Lessons	1, 2, 3,4,5,6,7	1,2,3,4,5	1, 2, 3, 4, 5	1,2,3,4,5,6	1,2,3,4,5,6	1, 2, 3, 4,5
RE	SS L2.8 <i>What does it mean to be a Hindu in Britain today?</i> (Visit to Hindu Temple)?	UC Unit 2A.3 <i>Incarnation/God</i> What is the Trinity?	SS L2.6 <i>Why do some people think that life is like a journey and what significant experiences mark this?</i> Hindu focus	UC Unit 2A.5 <i>Salvation</i> (Digging Deeper) Why do Christians call the day Jesus died 'Good Friday'?	SS L2.9 <i>What can we learn from religions about deciding what is right and wrong?</i> Judaism: 10 Commandments	UC2A.1 <i>Creation/Fall:</i> What do Christians learn from the creation story? (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? 1200 BC - 146 BC		How did the Viking and Normans invasions impact Britain? Local Study - Founding of Swindon 450 AD - 1066 AD - 1154 AD		How did Tudors and Elizabethans change life in Britain? 1485 AD - 1603 AD
Art and Design Technology	Takashi Murakami	Clay Viking portraits	Alberto Seveso	DT focus: Printing cards	Hannah Hoch / John Stezaker / Jay Kelly	DT: Sewing project Jon Burgerman
Computing	Unit 4.2 Online Safety (4 lessons)	Unity 4.6 Animation (3 lessons) Unit 4.7 Effective searching (3 lessons)	Unit 4.5 Logo (4 Lessons) Unit 4.4 Writing for different Audiences (5 lessons)	Unity 4.1 Coding (6 lessons) Unit 4.3 Spreadsheets (5 Lessons)	Unit 4.9 Making music (4 lessons) Unit 4.10 Artificial intelligence (4 lessons)	Unit 4.8 Hardware investigators (2 lessons)
Music	Charanga - MMC Musical Structures	Charanga - MMC Exploring Feelings When you Play	Charanga - MMC Compose with your Friends	Charanga - MMC Feelings Through Music	Charanga - MMC Expression and Improvisation	Charanga - MMC The Show Must Go On
PSHE	See Jigsaw Overview - Directed by Specialist Teacher					

PE	See PE Overview			
MFL	See French Overview - Directed by Specialist Teacher - Myriam Philipon			