



	Autumn		Spring		Summer	
Creative Topic	<i>Could the Ancient Egyptians survived without the River Nile?</i>	<i>Would you journey to the South Pole?</i>	<i>Is the Power of the Earth beautiful?</i>	<i>What will the Tudors be remembered?</i>	<i>Was the Viking invasion of England a Success?</i>	<i>Elephant: Friend or Foe?</i>
<b>English Genres</b>	Diary Instructions Narrative Diamanté Poetry Non Fiction  <b>Texts:</b> You Wouldn't Want to be an Egyptian Pyramid Builder The Story of Tutankhamun I am the Mummy Heb-Nefert	Persuasive letter Diary Personification Poetry Information Text  <b>Texts:</b> Ice Trap Shackleton's Journey You Wouldn't Want to be a Polar Explorer	Narrative Information Page Character profiles Newspaper reports  <b>Texts:</b> Pebble in my Pocket Volcano non-fiction texts	Informal letter writing Narrative linked to Tudor Exploration Newspaper Report  <b>Texts:</b> Horrible Histories: Terrible Tudors Range of non-fiction texts and historical sources.	Information Text Narrative Persuasive Writing  <b>Texts:</b> Range of non-fiction texts.	Stedham Diaries Narrative diary Setting description Letter writing Balanced argument  <b>Texts:</b> The Hunter by Paul Geraghty
<b>Spellings</b>	Main focus is on the Year 3 and 4 word list from the National Curriculum. Words ending in ure.		Suffixes: ous, tion, ssion and cian. Words with the k sound spelt ch Words with the g sound spelt gue Words with the k sound spelt que		Words with the s sound spelt sc Words with the ei sound spelt eigh and ey Focus on possessive apostrophes with plurals Homophones and near homophones Mathematical vocabulary	
<b>Maths Overview</b>	<b>Number and Place Value:</b> Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) Order and compare numbers beyond 1000 Identify, represent and estimate numbers using different representations Round any number to the nearest 10, 100 or 1000. <b>Addition and Subtraction:</b> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	<b>Multiplication and Division:</b> Recall multiplication and division facts for multiplication tables up to 12 × 12. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems involving multiplying and adding. <b>Geometry – properties of shapes.</b> Compare and classify geometric shapes, including quadrilaterals and triangles. <b>Measurement – time:</b> Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	<b>Fractions and decimals:</b> Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one. hundred and dividing tenths by ten. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Add and subtract fractions with the same denominator. Recognise and write decimal equivalents of any number of tenths or hundredths. Round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal places up to two decimal places . Solve simple measure and money problems involving fractions and decimals to two decimal places.	<b>Statistics:</b> Interpret data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. <b>Length and Perimeter:</b> Convert between different units of measure [for example, kilometre to metre; hour to minute]. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Find the area of rectilinear shapes by counting squares. Estimate, compare and calculate different measures, including money in pounds and pence.	<b>Geometry – position and direction:</b> Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down. Plot specified points and draw sides to complete a given polygon. <b>Four rules using and applying:</b> Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. Using pictorial, abstract and concrete approaches to support mathematical reasoning.	<b>Fractions:</b> Solve simple measure and money problems involving fractions and decimals to two decimal places. Using pictorial, abstract and concrete approaches to support mathematical reasoning. <b>Measurement:</b> Solve a range of problems using pictorial, abstract and concrete approaches to support mathematical reasoning. <b>Geometry – shape &amp; Position and direction:</b> Solve a range of problems using pictorial, abstract and concrete approaches to support mathematical reasoning.



<p><b>Science</b></p>	<p><b>Plants</b> Pupils will explore the functions of different parts of a flowering plant. They will also consider the life cycle of a flowering plant including pollination, seed formation and dispersal</p>	<p><b>Electricity</b> Pupils will identify common appliances that run on electricity.  In constructing a range of circuits, pupils will investigate conductors and insulators.</p>	<p><b>States of Matter</b> Pupils will classify and group materials based on whether they are solids, liquids or gasses. In addition to this, pupils will investigate how materials change when they are heated or cooled. Pupils will also identify the role played by evaporation in the water cycle.</p>	<p><b>Living things and their habitats</b> Pupils will learn how animals can be grouped in different ways and will begin to use classification keys. Pupils will also learn that environments can change and this can cause dangers to animals.</p>	<p><b>Sound</b> Pupils will identify how sounds are made. They will explore how sounds enter the ear. In addition to this, pupils will investigate patterns between the pitch of a sound.</p>	<p><b>Animals including humans</b> Pupils will describe the simple functions of the digestive system. In addition to this, pupils will name and identify the functions of human teeth.</p>
<p><b>Computing</b></p>	<p>Pupils will learn how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>During the Autumn term, pupils will develop their word processing skills. Pupils open and save in the correct folder. In addition to this, pupils will insert images and manipulate images and text boxes.  In addition to this, pupils will use the Learn Pads to create their own stop frame animation of the sinking of the Endurance.</p>	<p>Pupils will design, write and debug programs that accomplish specific goals, including controlling or simulating visual systems using Scratch. Pupils will also break problems into smaller steps. In doing this, pupils will create their own computer game related to their BIG question.</p>		<p>Pupils will recognise how computer networks including the internet provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.</p>	<p>Pupils will continue to develop their word processing skills by creating their own presentation related to their residential to Stedham.  Pupils will then present their work to the current Year 3 to inform them of the residential.</p>
<p><b>History</b></p>	<p>Pupils will learn about the achievements of one of the earliest civilizations: the Ancient Egyptians.  Pupils will develop their understanding of chronology and use a range of sources to answer questions about the past.</p>	<p>Pupils will consider the difference between Shackleton's Expedition and travel to the Poles nowadays</p>	<p>This half term is geography focus</p>	<p>In learning about the Tudor period, pupils will place historical periods in a chronological framework and use key historical terms related to the Tudor period.  Using a range of sources, pupils will answer questions about the past that go beyond basic observations.  From their own observations from visiting Portsmouth Historic Dockyard, pupils will present their findings on what they believe happened to the Mary Rose and what lessons King Henry 8<sup>th</sup> should have learnt from this.  Pupils will learn about the creation of the Church of England and how this is important for us as a church school</p>	<p>Pupils will deepen their knowledge of the past by using a range of resources to pose historical questions about Viking invasions.  Pupils will learn why the Vikings invaded England and the importance of design of the Viking long ship.  In further deepening their understanding of hunter gathers in Year 3, the growing of crops in Year 4 pupils will explore the choices that Viking Farmers made before holding their own outdoor learning day.</p>	<p>This half term is a geography focus</p>
<p><b>Geography</b></p>	<p>Pupils will focus on human geography in learning about the significance of the Rive Nile to this ancient civilisation.  Pupils will continue to build on their knowledge of countries,</p>	<p>Pupils will deepen their understanding of the world's continents and oceans as well as deepen their understanding of the physical features of Antarctica comparing it to the Arctic.</p>	<p>Pupils will deepen their understand of physical geography by learning about the Earth's core and how the shifting of tectonic plates can cause earth quakes, tsunamis and the formation of volcanoes.</p>	<p>This half term is History Focus</p>	<p>Pupils will learn about the origin of the Vikings, deepening their understanding of European countries, and the different routes that they chose when invading England.</p>	<p>Pupils will continue to build on their knowledge of countries, continents and oceans – <i>focusing on Africa as a continent and not a country</i>  Pupils will develop their knowledge</p>



	continents and oceans.	<p>Pupils will learn about the weather patterns in different parts of the world understanding the differences that these cause.</p> <p>In addition to this, pupils will use an atlas and co-ordinates to locate countries and seas as well as plotting Ernest Shackleton's route to Antarctica.</p>	<p>In deepening their understanding of the world, pupils will be able to identify the 'ring of fire.'</p> <p>Pupils will be able to discuss the benefits and consequences of farming on a volcano and the precautions that have been put in place since the Indian Ocean's earthquake in 2004.</p>			<p>of human geography focussing on the country of Tanzania -diversity of land and culture – differences, rich and poor, schooling compared to UK</p> <p>Pupils will look at Human Elephant Conflict (HEC) and consider the effect of landscape features and natural resources on development of locality. They will consider how people have been affected by changes in the environment and how animals have been affected – what problems does this cause?</p>
<b>RE</b>	<p><b>What is it like to follow God?</b> Pupils know that Christians believe that God makes covenants or pacts with his people. i.e. The people of God promise to live the way God wants and God promises to stay with them. Pupils can outline the stories of Noah and Abraham (add selected detail) and the way in which God made a covenant with both. Pupils know that Christians often make covenants with God and with each other and can make links to e.g. Marriage vows and Baptism vows Pupils can give detailed example of people today try to live the way God wants often at personal cost. EG William Booth and the Salvation Army.</p>	<p><b>What is the Trinity?</b> Pupils know that Christians believe God is Trinity: Father, Son and Holy Spirit. The Father creates; he sends the Son who saves his people; and the Holy Spirit on his people. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus Pupils know that Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief. Pupils know the story of Jesus Baptism (Matthew 3; 11-17) including that Jesus was baptised by John the Baptist that a voice came from above and the dove appeared. They know the symbolism this suggests. Pupils can describe a Christian Baptism (child and adult) including the terminology of 'in the name of the father, the son and the Holy spirit'</p>	<p><b>What symbols and stories help Jewish people remember their covenant with God?</b> I can ask questions about what thoughts people have about a rainbow and listen to others respectfully I can tell a story about Noah and say some things Jewish people believe about the idea of a covenant with God I can say what a rainbow is and what it stands for in the Bible, using some artwork related to the Noah story I can use religious words to describe how a Mezuzah is a daily reminder of the covenant for Jewish people I can ask about how important trust is in relation to promises and compare my ideas with others I can link the idea of our own home/ school agreement with how we choose to behave in class</p>	<p><b>Why do Christians call the day Jesus died Good Friday?</b> Pupils will know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. Pupils will be able to say what each event of Holy week means for Christians today inc: Palm Sunday: washing disciples' feet at the Last Supper; Bread and wine at the Last Supper; Judas' betrayal; Peter's denial; the Crucifixion; the Resurrection. Pupils know that most Christians believe that Jesus rose from the dead and so is alive today. They can explain why Christians call this Good Friday They know that for some Christians today standing up for your faith can risk ridicule and even persecution.</p>	<p><b>When Jesus left what was the impact of Pentecost?</b> Pupils know that Christians believe that after Jesus returned to be with God he sent the Holy Spirit at Pentecost to help the church make Jesus kingdom visible by living in a way that reflects the love of God. Pupils know the events of the day of Pentecost. That is; The sound of a mighty wind; speaking in tongues; the crowds mixed response: Peter preaches: 3000 believe and are baptised. The church grows from here. Pupils know the symbols used for the Holy spirit that is; Wind/Fire/Dove/Water/ Comforter and they can identify them as used in art. Pupils know that Christians consider the church to be the 'Body of Christ' and that one body has many parts. They can explain what this means Pupils know the term 'Fruits of the spirit' and how Christians believe that these are the qualities they should develop with the help of the Holy Spirit.</p>	
<b>Art/DT</b>	Using their sketch books, pupils will collect ideas and develop a plan in designing their own Egyptian amulet using clay.	In preparation for the expedition pupils will design, create and their own proto-type polar glove using exploding diagrams.	Based techniques of Hokusai, pupils will create their own interpretations of the 'Great Wave.'	Pupils will study a range of Tudor portraits and create their own portrait to present to the king during their Tudor banquet.	In deepening their understanding of Viking life, pupils will use natural resources in creating their own tie-dyes. Pupils will then evaluate and	Pupils will evaluate the art work of Georgia O'Keefe.  During their residential, pupils will



		Pupils will evaluate the functionality of different insulating materials in helping them to survive the harsh conditions of the Antarctic.	Pupils will build on their understanding of printing from Year 3 by learning how to use a carving tool in lino to create impressions.	Pupils will develop their accuracy of proportion in responding to feedback in creating a finished portrait.	suggest improvements for future designs.  In addition to this, pupils will also design, prepare, cook and eat their own Viking meal.	develop their mastery of water paints by creating their own interpretation plants found in the woods based on the work of Georgia O'Keefe  Pupils will explore a range of existing instruments before creating their own designs and making their own instrument which will then be evaluated
<b>Music</b>	Pupils will learn about the composer Chopin using musical language to appraise a piece or style of music. In addition to this, pupils will copy increasingly challenging rhythms using body percussion and unturned instruments where appropriate.		In deepening their understanding of pitch, pupils will understand how rhythm, pulse and pitch work together. Improvise with increasing confidence using own voice, rhythms and varied pitch.		Pupils will explore and play a range of rhymes using African drums. In drumming, pupils will recall and perform rhymes with increasing aural memory.	
<b>PE</b>	Pupils will develop their throwing and catching skills by playing a range of small sided games.  In athletics, pupils will participate in a range of activities to improve their levels of fitness. Pupils will be able to articulate the impact that exercise has on their bodies.	Pupils will apply their catching and throwing skills in Autumn 1 to the game of netball.  Pupils will participate in a range of outdoor athletics events. Pupils will learn the skills and movements needed to improve their distance in times in a range of activities.	Pupils will develop their ball control skills and knowledge of invasion games through hockey.	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>
<b>PSHCE</b>	Pupils will discuss and learn about the importance of rights and responsibilities linked to their return to school and British Values. Pupils will explore a range of rules in society and what happens when those rules are broken.	Pupils will explore their feelings and emotions through peer pressure and managing dares.  Pupils will also learn about the importance of valuing differences between people including religion, culture and hobbies.	During Spring 1, pupils will deepen their understanding of keeping safe through e-safety week and Children's Mental Health Week.	In sex Relation Education, pupils will deepen their understanding of the human life cycle and puberty.	As part of their understanding of healthy relationships, pupils will learn about the importance of developing positive relationships. As part of this, pupils will discuss and explore 'keeping secrets.'	In deepening pupils understanding of the word around them, pupils will deepen their understanding of money including how to look after money, interest, debt and loans.
<b>French</b>	<b>Getting to know you:</b> Pupils will learn to ask and answer simple questions linked to greetings and emotions. Pupils will learn to write some simple sentences using a word bank  Pupils will also learn to say numbers up to 31.	<b>All about me:</b> To use colours to describe clothes in sentences. To begin to spell names of colours accurately  To understand how colours can change spelling due to gender.	<b>Family/Pets/Animals:</b> Pupils will learn to recall the names of family members accurately.  Pupils will learn to form short phrases/sentences to describe members of their family and pets.  Through discussion pupils will learn to ask and answer questions about family members.	<b>Food and Drink:</b> Pupils will learn to describe and compare favourite food and drink in sentences using adjectives  To explain their favourite school subjects and why they like them using adjectives	<b>Holidays, Hobbies and Culture:</b> To know the names of UK countries and big cities  To understand more about French culture and how French is spoken more widely than just in France.	<b>Town and Transport:</b> To name forms of transport To explain which transport they use to get to school To give and follow directions. To ask questions to find areas of a town.  To match the correct verb and noun agreement



<b>Trips and Visitors</b>				Pupils will visit Portsmouth's Historic Dockyard and visit the Mary Rose exhibition.		Residential to Stedham
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