



Queniborough C.E Primary School Year Group Plan (Greater Detail)

Year 4	AUTUMN 1	AUTUMN 2
	Topic Title Here	Topic Title Here
TRIPS/VISITS		
Linked books	Varjak Paw	The Firework Maker's Daughter
ENGLISH READING	<p>WORD READING</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>COMPREHENSION</p> <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	
ENGLISH WRITING	<p>Transcription</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	



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- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Composition

Pupils should be taught to:

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Grammar and Vocabulary

Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2
- Indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
- Handwriting
 - Pupils should be taught to:
 - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
 - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].



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	Narrative story Recount Summaries	Diary Explanation text Instructions
ENGLISH SPOKEN LANGUAGE	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	
MATHS		
SCIENCE	<p>Animals including humans (teeth)</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey. <p>ENQUIRY</p> <ul style="list-style-type: none"> • design and set up a fair test to answer a specific question • make systematic observations and measurements • make predictions and draw simple conclusions using scientific evidence. 	<p>Electricity</p> <p>KNOWLEDGE</p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • 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 • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors. <p>ENQUIRY</p> <ul style="list-style-type: none"> • design and set up a fair test to answer a specific question • make systematic observations and measurements • make predictions and draw simple conclusions using scientific evidence.
COMPUTING	* use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	



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	<p>* select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Digital Skills and Media Creation</p> <ul style="list-style-type: none">* create and modify documents that include elements from elsewhere (images, graphs etc)* use tables, paragraphing, column and text box tools* create multi-page presentations with transitions, animations, text, sound, images and videos* be able to create a simple graph in a spreadsheet* locate all keys when typing with two hands/touch typing* charge, open, log in to, shut down and navigate all school devices* combine captured video clips and piece into one video, making use of video editing tools e.g. speed, sound levels, picture in picture and green screen <p>Ongoing– development and application of basic keyboard skills; use of internet for research; using technology within other areas of the curriculum</p>
HISTORY	<p>Romans</p> <p>To have an overview of what, when and why the Roman Empire came to be. To understand the impact of the Roman Empire on Britain. To choose some elements to study from the following suggestions:</p> <ul style="list-style-type: none">• Julius Caesar's attempted invasion in 55-54BC.• The Roman Empire by AD42 and the power of its army.• Successful invasion by Claudius and conquest, including Hadrian's Wall.• British resistance, for example, Boudica.• 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. <p>To understand how our knowledge of the past is constructed from a range of sources. To use a range of historical words to explain the passing of time. To show an increasing awareness of chronology, and order of events by making and using timelines. To know that the past can be divided into different periods of time. To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To devise and answer historically valid questions about change, cause, similarity and difference, and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Roman Leicester</p> <p>To understand the significance of Leicester as a Roman town. To continue to build up a bank of local history stories, events and people.</p>
GEOGRAPHY	<p>Italy Naples or Pompeii</p>



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	<p>Locational Knowledge Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of Italy Naples / Pompeii</p> <p>Human and Physical Geography Describe and understand key aspects of: Physical geography, including: volcanoes and earthquakes Human geography, including: economic activity, trade links and the distribution of natural resources including food, minerals and water (Roman roads and towns)</p> <p>Geographical Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Europe) Use the 4 points of a compass, 4-figure grid references, symbols and key to build their knowledge of UK and Europe Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies (Roman Leicester roads ?)</p>	
ART AND DESIGN	<p>3D Form – clay , papier mache Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials. Canopic jars</p>	<p>Materials – Texture, pattern, experimenting Create visual texture using different marks and tools. Create patterns/ motifs with repeated mark making. Evaluate beginning to use artistic language. Roman shields</p>
	<p>Year 4 Ongoing skills</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	
DT	<p>Research, design, make and evaluate</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 	<p>Research, design, make and evaluate</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups



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	<ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <ul style="list-style-type: none"> • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
MUSIC		
PE		
PSHE	<p>MMR13: Managing Change</p> <ul style="list-style-type: none"> * identify changes that they and other children may experience in their lives * name emotions that may be involved in loss and change situations and to describe what helps and hinders when they are experiencing difficult feelings * describe how someone who experiences bereavement may feel * develop strategies for coping with feelings associated with loss and change * know who can help them if they are experiencing difficult emotions and how to approach them * understand that some changes are wanted and they can plan for them 	<p>MMR12: Anti-bullying</p> <ul style="list-style-type: none"> * understand the key characteristics of bullying * understand different forms of bullying including cyberbullying * understand a range of reasons why bullying happens * understand how bullying can occur when people do not value and respect differences and diversity * understand the feelings of people who are bullied, bystanders and people who bully and how this might affect the way they think and behave * understand strategies for keeping themselves safe from bullying including how to respond assertively



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		<ul style="list-style-type: none"> * understand strategies for responding to bullying in a range of contexts * understand a range of ways to make someone who is being bullied feel better * understand what bystanders can do to improve the situation if they see bullying happening to someone else * identify places in school where bullying might happen * identify ways of making the school a safer place where bullying is less likely to happen <p>Everyone's Welcome: The Way Back Home – O Jeffers</p> <ul style="list-style-type: none"> * Overcoming a language barrier <p>Dogs Don't Do Ballet – A Kemp & S Ogilvie</p> <ul style="list-style-type: none"> * Be assertive, do what you want to do
British Values	Mutual Respect	Tolerance of those with different faiths and beliefs
RE	<p>Living L2.8 What does it mean to be Hindu in Britain today? (trip)</p> <ul style="list-style-type: none"> ● Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. ● Describe some ways in which Hindus express their faith through puja, aarti and bhajans. ● Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. ● Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. 	
LOTC		
MFL (French)	<p>Presenting Myself</p> <ul style="list-style-type: none"> ● Count to 20 in French. ● Say their name and age in French. ● Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. ● Tell you where they live in French ● Tell you if they are French or English, introducing concept of gender and agreement. 	



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Year 4	SPRING 1	SPRING 2
	Topic Title Here	Topic Title Here
TRIPS/VISITS		
Linked books	Stories from different cultures Newspapers	Who Let the Gods Out? Playscripts
ENGLISH READING	<p>WORD READING</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>COMPREHENSION</p> <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	
ENGLISH WRITING	<p>Transcription</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary 	



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	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Composition Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Grammar and Vocabulary Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 • Indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. • Handwriting • Pupils should be taught to: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	
	<p>Writing stories from different settings Newspaper reports</p>	<p>Descriptive writing – characters, settings Write a playscript</p>



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ENGLISH SPOKEN LANGUAGE	Pupils should be taught to: <ul style="list-style-type: none">• listen and respond appropriately to adults and their peers• ask relevant questions to extend their understanding and knowledge• use relevant strategies to build their vocabulary• articulate and justify answers, arguments and opinions• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• speak audibly and fluently with an increasing command of Standard English• participate in discussions, presentations, performances, role play, improvisations and debates• gain, maintain and monitor the interest of the listener(s)• consider and evaluate different viewpoints, attending to and building on the contributions of others• select and use appropriate registers for effective communication.
MATHS	
SCIENCE	States of matter KNOWLEDGE <ul style="list-style-type: none">• compare and group materials together, according to whether they are solids, liquids or gases• 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)• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. ENQUIRY <ul style="list-style-type: none">• design and set up a fair test to answer a specific question• make systematic observations and measurements• make predictions and draw simple conclusions using scientific evidence.
COMPUTING	* use technology safely, respectfully and responsibly * recognise acceptable and unacceptable behaviour * identify a range of ways to report concerns about content and contact (PSHE link – see PSHE Curriculum Plan) (Link with Safer Internet Day – Feb)
	E-Safety <ul style="list-style-type: none">* safely communicate online and explain how to do this* understand online protection & responsibility including external agencies they can report to like CEOP / Childline* continue the use of key search terms and understand how the use of questioning can help us find information



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	<p>Ongoing– development and application of basic keyboard skills; use of internet for research; using technology within other areas of the curriculum</p>	
<p>HISTORY</p>	<p>Ancient Greece To carry out a study of Greek life and achievements and their influence on the Western world. To learn about the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day. To understand how our knowledge of the past is constructed from a range of sources. To use a range of historical words to explain the passing of time. To show an increasing awareness of chronology, and order of events by making and using timelines. To know that the past can be divided into different periods of time. To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To devise and answer historically valid questions about change, cause, similarity and difference, and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	
<p>GEOGRAPHY</p>	<p>Greece</p> <p>Locational Knowledge Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of Greece</p> <p>Human and Physical Geography Human geography, including: types of settlement and land use, economic activity, trade links and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Europe) Use the 4 points of a compass, 4-figure grid references, symbols and key to build their knowledge of UK and Europe</p>	
<p>ART AND DESIGN</p>	<p>Textiles and Collage - Mosaic Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p>	<p>Painting watercolours, acrylics Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.</p>



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	<p>Mosaic Hot/cold colours</p>	<p>Monet Sketching Making sprites</p>
	<p>Year 4 Ongoing skills</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	
<p>DT</p>	<p>Design and make</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<p>Design and make</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • • investigate and analyse a range of existing products <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>



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MUSIC		
PE		
PSHE	<p>HSL13: Managing Risk</p> <ul style="list-style-type: none"> * identify physical, social and emotional risks * understand that pressure to act in a risky way might come from people they know * state possible physical and mental reaction to different risks * develop a range of strategies to aid decision making in risky situations * know some ways to reduce risk in a variety of situations * recognise some of the causes of accidents and ways to prevent them * suggest someone they would tell in risky situations * recognise an emergency and take suitable action <p>Online Safety - all year groups to have a focus on online safety through Computing – linking to Safer Internet Day in Feb</p>	<p>MMR34: My Emotions 2020</p> <ul style="list-style-type: none"> * recognise and communicate an increasing range of emotions, both comfortable and uncomfortable * begin to recognise what is meant by ‘mental health’ or ‘mental well-being’ and why this is as important as physical well-being * understand some of the ways emotions may affect our interactions with others, and to show care towards others and their emotions * be able to identify their worries and decide what they might do about them * get support when they need it * recognise some of the strengths and personal qualities of themselves and others * understand that how we feel can affect how we tackle things and whether or not we find them difficult * understand what is meant by ‘over-reacting’ and to be able to show myself and others understanding * know some strategies to move from and uncomfortable state to a more positive one * know what it means to be assertive and to be able to act assertively <p>Everyone’s Welcome: The Flower – J Light * Ask questions</p> <p>Red: A Crayon’s Story – M Hall * Be who you want to be</p>
British Values	Rule of Law	Individual Liberty
RE	<p>Living L2.9 What can we learn from religions about deciding what is right and wrong?</p> <ul style="list-style-type: none"> • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. • Make connections between stories of temptation and why people can find it difficult to be good. • Give examples of ways in which some inspirational people have been guided by their religion. • Discuss their own and others’ ideas about how people decide right and wrong. 	<p>Creation/Fall 2a.1 What do Christians learn from the creation story?</p> <ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’. • Make clear links between Genesis 1 and what Christians believe about God and Creation. • Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways.)



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		<ul style="list-style-type: none"> Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.
LOTC		
MFL (French)	<p>Family</p> <ul style="list-style-type: none"> Continue applying the knowledge, skills and understanding of the language covered in unit one. Say the nouns in French for members of their family. Tell somebody in French the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary. Continue to count, reaching 100, to enable students to say the age of various family members. Understand the concept of mon, ma and mes in French. 	

Year 4	SUMMER 1	SUMMER 2
	Topic Title Here	Topic Title Here
TRIPS/VISITS		
Linked books	The Miraculous Journey of Edward Tulane Instructions	Poetry – kennings, haikus Kindlekrax
ENGLISH READING	<p>WORD READING</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>COMPREHENSION</p> <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	



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	<ul style="list-style-type: none">• discussing words and phrases that capture the reader's interest and imagination• recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none">• checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context• asking questions to improve their understanding of a text• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied• identifying main ideas drawn from more than 1 paragraph and summarising these• identifying how language, structure, and presentation contribute to meaning• retrieve and record information from non-fiction• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
ENGLISH WRITING	<p>Transcription Pupils should be taught to:</p> <ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.• spell further homophones• spell words that are often misspelt (English Appendix 1)• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]• use the first two or three letters of a word to check its spelling in a dictionary• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Composition Pupils should be taught to: Plan their writing by:</p> <ul style="list-style-type: none">• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar• discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none">• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)• organising paragraphs around a theme in narratives, creating settings, characters and plot• in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none">• assessing the effectiveness of their own and others' writing and suggesting improvements• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences• proof-read for spelling and punctuation errors• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Grammar and Vocabulary Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by:</p>



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	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 • Indicate grammatical and other features by: <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. • Handwriting <ul style="list-style-type: none"> • Pupils should be taught to: <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	
	Adventure stories Intructions	Poems Persuasive writing
ENGLISH SPOKEN LANGUAGE	Pupils should be taught to: <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	
MATHS		
SCIENCE	All living things KNOWLEDGE <ul style="list-style-type: none"> • recognise that living things can be grouped in a variety of ways 	Sounds KNOWLEDGE <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating



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	<ul style="list-style-type: none"> explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things. <p>ENQUIRY</p> <ul style="list-style-type: none"> design and set up a fair test to answer a specific question make systematic observations and measurements make predictions and draw simple conclusions using scientific evidence. 	<ul style="list-style-type: none"> 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 <p>ENQUIRY</p> <ul style="list-style-type: none"> design and set up a fair test to answer a specific question make systematic observations and measurements make predictions and draw simple conclusions using scientific evidence.
COMPUTING	<p>* design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>* use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>* use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>* understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Computing</p> <p>* use simple coding blocks (e.g. motion, looks, control) to complete a given task</p> <p>* use IF, THEN, ELSE based commands to carry out simple tests in programs</p> <p>* write a precise algorithm to control an onscreen/physical object/device</p> <p>Ongoing– development and application of basic keyboard skills; use of internet for research; using technology within other areas of the curriculum</p>	
HISTORY		
GEOGRAPHY		



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ART AND DESIGN	<p style="text-align: center;">Painting watercolours, acrylics Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process</p> <p style="text-align: center;">Pop Art Andy Warhol</p>	<p style="text-align: center;">Drawing – pencil – different types/grades of pencil Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination..</p> <p style="text-align: center;">Hieroglyphics</p>
	<p>Year 4 Ongoing skills</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	
DT	<p>Design and make (Food)</p> <ul style="list-style-type: none"> ● understand and apply the principles of a healthy and varied diet ● prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ● understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>Design and make</p> <ul style="list-style-type: none"> ● Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ● Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design ● Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ● Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities



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		<ul style="list-style-type: none"> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
MUSIC		
PE		
	C8: Rights, Rules & Responsibilities	HSL17: Relationships & Sex Education
PSHE	<ul style="list-style-type: none"> * understand the difference between rights, wants and needs * understand that rights come with responsibilities and how these affect their home and school life * understand why rules are needed at home and at school * participate in making and changing rules * understand how democratic decisions can be made at school * develop skills to contribute to democratic decision making in school * understand how children might be democratically elected at school to represent or act on behalf of others * take part in simple debating and voting 	<ul style="list-style-type: none"> * understand the main stages of the human lifecycle * understand that babies begin when a male seed and a female egg join together * investigate perceptions of being 'grown up' * consider their responsibilities and how these have changed and how they will change in the future * consider the wider responsibilities that parents and carers have for the physical and emotional well-being of babies and children <p>Everyone's Welcome: King and King – L de Hann & S Nijland</p> <ul style="list-style-type: none"> * Why people choose to get married
British Values	Democracy	
RE	<p>Kingdom of God 2a.6 When Jesus left, what was the impact of Pentecost?</p> <ul style="list-style-type: none"> Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. Offer suggestions about what the description of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now. Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas. 	<p>Expressing L2.6 Why do some people think that life is like a journey and what significant experiences mark this?</p> <ul style="list-style-type: none"> Suggest why some people see life as a journey and identify some of the key milestones on this journey. Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.
LOTG		



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MFL (French)	At the Café <ul style="list-style-type: none">• Order from a selection of foods from a French menu.• Order from a selection of drinks from a French menu.• Order a French breakfast.• Order typical French snacks.• Ask for the bill.• Remember how to say hello, goodbye, please and thank you.	
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