## English

### Fiction:
- **Stories set in imaginary worlds**
  - Skills focus:
    - Prepositions/prepositional phrases
    - 1st and 3rd person
    - Tenses
    - Speech punctuation and layout
    - ? for questions, ! for drama
    - Adjective with every noun
    - Sights, sounds, smells

### Fiction:
- **Book study**
  - Skills focus:
    - Fronted adverbials
    - Speech punctuation and layout
    - Expanded noun phrases
    - Apostrophes for contraction and possession
    - Adverbs
    - Subordinate clauses
    - Position, type and quantity of description

### Fiction:
- **Stories with Historical settings**
  - Skills focus:
    - Conjunctions, adverbs and prepositions to express time and cause
    - Choose appropriate nouns and pronouns to aid cohesion and avoid repetition
    - Use and punctuate direct speech
    - Understand and use adverbials to indicate time
    - Understand the difference between plural and possessive

### Fiction:
- **Stories from other cultures**
  - Skills focus:
    - Past tense, third person
    - Speech punctuation
    - ? for questions, ! for drama
    - Adjectives
    - Sights, sounds, smells
    - Indian traditions, items and culture
    - Apostrophes for possession and contraction
    - Fronted adverbials

### Non-Fiction:
- **Newspapers**
  - Skills focus:
    - Summarise opening sentence - 5ws (Fronted adverbials)
    - Paragraphs
    - Direct and indirect speech
    - Determiners
    - Past and present tense
    - Formal writing style
    - Use of adverbs
    - Subordinate clauses

### Non-Fiction:
- **Diary writing**
  - Skills focus:
    - Tenses
    - Informal, lively language
    - Parenthesis
    - Exclamation marks
    - Reported speech
    - Pronouns and nouns
    - Adjectives
    - Adverbs and adverbial phrases
    - Time connectives

### Non-Fiction:
- **Explanation texts**
  - Skills focus:
    - Causal connectives
    - Technical language
    - Present tense
    - Subordinate clauses
    - Fronted adverbials for time
    - Descriptive language
    - Expanded noun phrases.

### Non-Fiction:
- **Letter writing**
  - Skills focus:
    - ADDYN layout of a letter
    - Fronted adverbials
    - Persuasive language
    - First and second person
    - Present and future tenses

### Non-Fiction:
- **Information texts**
  - Skills focus:
    - Rhetorical questions to draw reader in
    - Exclamation marks for most interesting facts
    - Present tense
    - Subordinate clauses
## Maths

<table>
<thead>
<tr>
<th>Content</th>
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<th>Content</th>
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</thead>
<tbody>
<tr>
<td>Place value</td>
<td>Place value</td>
<td>Place value, fractions and decimals</td>
<td>Place value, decimals and negative numbers</td>
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<tr>
<td>Addition and subtraction</td>
<td>Addition and subtraction</td>
<td>Addition, subtraction and money</td>
<td>Addition and subtraction</td>
<td>Subtraction</td>
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<tr>
<td>Shape, symmetry, angles</td>
<td>Time and data</td>
<td>Time, timetables and coordinates</td>
<td>Area, perimeter and coordinates</td>
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<tr>
<td>Data</td>
<td>Multiplication and division</td>
<td>Fractions and decimals</td>
<td>Fractions and decimals</td>
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</tr>
</tbody>
</table>

## Science

### ELECTRICITY

**Content:**
- Battery and mains power.
- Construct a simple circuit.
- Circuit symbols.
- Altering circuits.
- Insulators and conductors.
- Creating an electrical toy.
- Testing materials in circuits.

**Skills focus:**
- Categorising.
- Labelling.
- Observing.
- Interpreting and creating graphs and diagrams.
- Predictions.
- Electrical safety.
- Technical language.
- Scientific write-up.
- Designing a circuit.
- Trial and error, resilience.

### SOUND

**Content:**
- Sound sources.
- Vibrations.
- Media sound travels through.
- How size affects sound.
- How sound spreads out and decreases with distance.
- Pitch.

**Skills focus:**
- Predictions.
- Observations.
- Extrapolation.
- Measurement.
- Following instructions.
- Applying learnt facts.
- Designing and carrying out fair testing.

### TEETH AND EATING

**Content:**
- Classifying human teeth.
- Good oral health.
- The digestive system.
- Food chains and webs.
- Carnivores, omnivores and herbivores.

**Skills focus:**
- Observation.
- Classification.
- Understanding a diagram.
- Categorisation.
- Synthesis of knowledge.
- Drawing and labelling diagrams.
- Correct spelling of scientific words.

### CHANGING STATE

**Content:**
- Solids, liquids and gases.
- Water as a chemical that changes state.
- Melting points of chocolate and wax.
- Making ice cream.
- The water cycle.
- Evaporation.
- Slime.

**Skills focus:**
- Categorising.
- Observing.
- Listing.
- Measuring temperature.
- Safety with boiling water.
- Timing.
- Recording data.
- Interpreting and creating graphs.
- Drawing diagrams.
- Following a scientific procedure.

### LIVING THINGS AND CLASSIFICATION

**Content:**
- Classification through yes/no questions.
- Categorising using diagrams.
- Categorising using yes/no key.
- Respect for nature.
- Living vs non-living.
- Habitats.
- Kingdoms of life.
- Vertebrates and invertebrates.
- Flowering and non-flowering plants.

**Skills focus:**
- Looking, listening and categorising.
- Classifying.
- Following a scientific method.
- Creating a branching key.
- Creating a Carroll diagram.
- Observation.
- Water safety.
- Learning mnemonics.
- Making models.
- Recording data.
- Interpreting and creating graphs.

### BUBBLES

**Content:**
- Create the best bubble mixture.
- Different bubbles recipes.
- Create a bubble dome and rainbow bubbles.
- Bubbles in foods.
- Make sherbet.
- Bubbles in bread.
- Bubbles produced by yeast.

**Skills focus:**
- Predictions.
- Observations.
- Extrapolation.
- Measurement.
- Following instructions.
- Recalling learnt facts.
- Applying knowledge to new situations.
- Designing and carrying out fair testing.
<table>
<thead>
<tr>
<th>History</th>
<th>Anglo Saxons</th>
<th>Ancient Egypt</th>
<th>Indus Valley Civilisation</th>
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<tbody>
<tr>
<td>Content:</td>
<td>Why did the Anglo Saxons come to Britain</td>
<td>Comparisons with modern life</td>
<td>Discovery of the Indus Valley</td>
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<td>Towns and villages</td>
<td>The Pyramids</td>
<td>Life for the people of the Indus Valley</td>
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<td>Historical and archaeological evidence</td>
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<td>The Gods</td>
<td>Gaps in evidence</td>
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<td>Tutankhamun</td>
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<td>Runes alphabet</td>
<td>Mummification</td>
<td>Jewellery</td>
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<td>Beowulf</td>
<td>End of Ancient Egyptian times</td>
<td>Technology and jobs</td>
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<td>Games and toys</td>
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<td>Questioning artefacts</td>
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<td>Comparing past lives with today</td>
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<td>Informed responses</td>
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<tr>
<th>Geography</th>
<th>Settlements</th>
<th>Mapping</th>
<th>Volcanoes</th>
<th>Earthquakes</th>
<th>Brazil</th>
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</thead>
<tbody>
<tr>
<td>Content:</td>
<td>What is a settlement?</td>
<td>The points of a compass</td>
<td>What is a volcano?</td>
<td>What is an earthquake?</td>
<td>Rainforest structure</td>
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<td>Rural settlements</td>
<td>Measuring direction using compass points</td>
<td>Layers of the Earth</td>
<td>How to earthquakes happen?</td>
<td>Animals adaptation</td>
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<td>Urban settlements</td>
<td>Co-ordinates</td>
<td>Locating volcanoes in atlases</td>
<td>Using an atlas to locate famous earthquakes</td>
<td>Where is Brazil?</td>
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<td>Local development</td>
<td>Scales</td>
<td>The inside of a volcano</td>
<td>Plate tectonics</td>
<td>Amazon River</td>
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<td>Comparing key features of settlements</td>
<td>Symbols</td>
<td>Volcano shape</td>
<td>Dangers of an earthquake</td>
<td>Pacific, North and Atlantic Oceans</td>
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<td>Classifying Chislehurst (Local area fieldwork)</td>
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<td>Volcanic eruption</td>
<td>How are earthquakes recorded?</td>
<td>Cities in Brazil</td>
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<td>Writing a field report</td>
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<td>Using maps to gather information and describe features</td>
<td>Map reading</td>
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<td>8 points of the compass</td>
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<td>Life in Rio</td>
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<td>Life in Manaus – The rubber trade</td>
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<td>Map reading</td>
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<td>Using an atlas to collect geographical information and label maps</td>
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<td>Brazilian music</td>
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<tr>
<td>Using an atlas to collect geographical information and label maps</td>
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<td>Carnival</td>
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<td>Skills focus:</td>
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<td>Compare and contrast</td>
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<td>Physical/human geography</td>
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<td>Using a variety of sources to argue a viewpoint (roleplay)</td>
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<tr>
<td>Religious Studies</td>
<td>BUDDHISM</td>
<td>PEOPLE OF FAITH</td>
<td>CHRISTIANITY</td>
<td>THE BIBLE</td>
<td>PILGRIMAGES</td>
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<tr>
<td>Siddhartha Gautama</td>
<td>What is a challenge?</td>
<td>Images of Jesus</td>
<td>What makes a text sacred?</td>
<td>What is a pilgrimage?</td>
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<tr>
<td>Journey to Nirvana</td>
<td>How can challenges be overcome?</td>
<td>The Ten Commandments</td>
<td>Who wrote the Bible?</td>
<td>The role of pilgrimage in the six main world religions</td>
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<tr>
<td>Festivals</td>
<td>Understanding meaning behind quotes</td>
<td>Special places for Christians</td>
<td>Stories, songs and psalms</td>
<td>Special places</td>
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<td>The Buddhist Temple</td>
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<td>The Bible</td>
<td>Speaking in stories</td>
<td>How people feel during pilgrimage</td>
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<td>Tipitaka</td>
<td>Symbols and their meanings</td>
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<table>
<thead>
<tr>
<th>Computing</th>
<th>SCRATCH</th>
<th>WORD SKILLS</th>
<th>CREATING WEB PAGES</th>
<th>PRODUCING A WIKI</th>
<th>POWERPOINT PROJECT</th>
</tr>
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<tbody>
<tr>
<td>Revision of all greetings learnt last year.</td>
<td>Revision of-name, age, birthday date and counting to 70. Saying today's date.</td>
<td>Saying today's date.</td>
<td>Ordering food and drinks in a café. Ordering an ice-cream.</td>
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<tr>
<td>Asking how others are and replying. Introducing yourself and asking and giving our name.</td>
<td>Asking people's age and giving our age. Months of the year and days of the week. Role-plays in pairs/small groups. Asking when other people's birthday is and giving our birthday date. Revision of-name, age, birthday date and counting to 50. Classroom instructions. Cultural lesson on where Spanish is spoken in the world and on Spain. Project work on one aspect of Spanish culture. Famous person role-plays. Xmas traditions in Spain and Xmas vocab.</td>
<td>Asking when other people's birthday is and giving our birthday date. Naming places in town. Opinions on places on town. Easter traditions in Spain and Easter vocab.</td>
<td>Spanish alphabet and spelling places. Numbers: 0-200. Simple Maths with numbers. Spanish in the world. Spanish Top Ten work. End of year role plays in pairs/ small groups for assessment. End of year quiz and games.</td>
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<table>
<thead>
<tr>
<th>Modern Foreign Language (SPANISH)</th>
<th>STORY BOOKS WITH MOVING PARTS</th>
<th>PATTERN MAKING AND SEWING PURSES</th>
<th>BRAZILLIAN ART</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revision of all greetings learnt last year. Asking how others are and replying. Introducing yourself and asking and giving our name. Classroom instructions. Naming various colours. Giving opinions on different colours. Numbers: 1-40. Asking people's age and giving our age. Months of the year and days of the week. Role-plays in pairs/small groups. Asking when other people's birthday is and giving our birthday date. Revision of-name, age, birthday date and counting to 50. Classroom instructions. Cultural lesson on where Spanish is spoken in the world and on Spain. Project work on one aspect of Spanish culture. Famous person role-plays. Xmas traditions in Spain and Xmas vocab.</td>
<td>Exploring melodies and scales Preparing for Year 4 production Tonic sol fa. Do-Re-Mi</td>
<td>Exploring descriptive sounds Further continuation of notation Studying the Medieval era</td>
<td>Consolidation of work done Performance for Presentation Afternoon</td>
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<tr>
<th>Art/Design Technology</th>
<th>STORY BOOKS WITH MOVING PARTS</th>
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<tr>
<td>Exploring rhythmic patterns Rhythm Productions Calypso melody and rhythm Preparing a song for Christmas Continuing musical notation</td>
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</table>

| Exploring arrangements Rhythm accompaniments Preparing for Christmas Year 4 production Programme music BAND ON THE RUN | Exploring performance Preparing for performance of Year 4 production |

| Exploring descriptive sounds Further continuation of notation Studying the Medieval era | Consolidation of work done Performance for Presentation Afternoon |
Games/P.E

**Games:**
- Girls – Netball / Football
- Cross country
- Boys – Rugby
- Cross Country

**P.E:** Fitness/Swimming

**Games:**
- Girls – Netball / Football / Hockey
- Cross country
- Boys – Football
- Cross Country

**P.E:** Gymnastic/dance

**Games:**
- Girls – Cricket / Athletics / Rounders
- Cross country
- Boys Cricket / Athletics
- Cross Country

**P.E:** Tennis / Swimming / Biathlon

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**Wellbeing**

This year all children will learn:
- British Sign Language through the BSL SignSpell scheme
- Keeping Safe and First Aid in line with the teachings of St. John Ambulance and The Red Cross
- as well as experiencing a half term of Forest School.

Mindfulness and wellbeing will be further developed through enrichment opportunities and all children will continue to explore friendships, rights and responsibilities, British values and a variety of topics linked to Wellbeing, through everyday teaching.