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| **Year 4: Hazel** | | | | | | |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Maths** | Place value  Addition and Subtraction | Addition and subtraction  Area  Multiplication and Division | Multiplication and division  Length and perimeter | Fractions and decimals | Decimals  Money  Time | Shape  Statistics  Position and Direction |
| **English Reading Strands** | Retrieval and Summary focus  Class read: *Varjak Paw* | Explain focus  Class read: | Inference and prediction focus  Class read: *The Boy in the Dress* | Vocabulary and sequencing focus | Further inference work  Class read: *The Boy at the Back of the Class* | Consolidation |
| **English Writing outcomes** | Setting narrative and newspaper report | Outsider narrative and information report | Myth narrative and information report | Twisted narrative and persuasive letter | Refugee narrative and diary | Invention narrative and biography |
| **Texts** | The Whale | Leaf | Arthur and the Golden Rope | The Lost Happy Endings | The Journey | Manfish |
| **Writing- word** | Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was) | Build on previous year & focus on: Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was) | Build on previous units & focus on: Grammatical difference between plural and possessive -s | Build on previous units & focus on: Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was) | Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was) Grammatical difference between plural and possessive -s | Build on previous units & focus on: Verb inflections (we were instead of we was) |
| **Writing- sentence** | Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials | Build on previous year & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Expressing time and place and cause using prepositions [for example, before, after, during, in, because of] (Recap from Y3) Fronted adverbials | Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials Developing the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although, before, after, while, so’ | Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials | Build on previous units & focus on: Fronted adverbials | Build on previous units & focus on: Fronted adverbials |
| **Writing- text** | Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Develop understanding using the present perfect forms of verbs (reinforcement from Y3) | Build on previous year & focus on: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme, with headings and sub heading | Build on previous units & focus on: use adverbials and conjunctions for cohesion | Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition | Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme |
| **Writing- punctuation** | Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials | Build on previous year & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials | Build on previous units & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbial | Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials | Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials | Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials |
| **RE**  **Digging Deeper** | **HINDUISM**  What do Hindu people believe about God? | **HINDUISM**  How do Hindu people worship and celebrate? | **CREATION**  What do Christians learn from the Creation story? | **SALVATION**  Why do Christians call the day Jesus died ‘Good Friday’? | **INCARNATION**  What is the Trinity? | **GOSPEL**  What kind of a world did Jesus want? |
| **Science** | Animals including humans | Living things and their habitats | Sound | Living things and their habitats – conservation | States of Matter | Electricity |
| **Computing** | Effective searching | Online safety | Coding | Animation | Artificial Intelligence | Spreadsheets |
| **PSHE** | Me and my relationships | Valuing difference | Keeping Safe | Rights and respect | Being my best | Growing and changing |
| **Music** |  | Body and tuned percussion |  | Samba and carnival sounds and instruments |  | Changes in pitch, tempo and dynamics |
| **PE** | Tag Rugby | Hi-5 Netball | Basketball  Gymnastics / Dance  Pupil Profiling | Football  Handball | Cricket  Pupil Profiling | Athletics/Rounders  OAA  Sports Day Prep |
| **MFL: French** | French Food – Miam miam! |  | Clothes – getting dressed |  | French and the Eurovision Song Contest |  |
| **History** |  | How have children’s lives changed? |  | How hard was it to invade and settle in Britain? |  | How did the Achievements of the Maya civilisation influence their society and beyond? |
| **Geography** | Where does our Food come from? |  | Who lives in Antarctica? |  | What are Rivers and how are they formed? |  |
| **Art** |  | **Paint, surface, texture:**  Explore still life | **Working in 3D:** Sculpture, structure, inventiveness and determination | **Print, colour , collage:** Explore patterns |  |  |
| **DT** | **Food:**  Adapting recipes |  |  |  | **Textiles:**  Fastenings | **Electrical systems:**  Torches |
| **Enrichment** | Cookery day |  |  | Anglo-Saxon day |  |  |