

	1	2	3	4	5	6	7	8
Guided reading AR	Hobbies Birdwatching	•Coin Collecting	Non-fiction Shackleton / Shackleton Endurance (LS+)	•Tabletop Wargaming	•Origami	•Unusual Hobbies	Grammarsaurus Quick Reading Pack 1	Assessment
Guided reading LD		Fiction Coming to England	Non-fiction Record Breakers	Fiction Fright at the museum	Poetry Larks with sharks	Poetry Maggie the Dinosaur	Non-Fiction	Assessment
Literacy Theme	The Lost Happy Endings by Carol Ann Duffy							
Written Outcomes	Interpret and respond to a text with likes and dislikes, giving reasons.	Explore characterisation in various ways. Write a character description.	Write a diary entry, using expanded noun phrases to enhance description.	Use the outdoors to inspire writing a setting description.	Plan and write a story. Revise and edit.	Sequence traditional fairy tales and plan an alternative unhappy ending to the book.	Write an alternative ending.	Revise and edit alternative endings. Respond to the story.
SPaG LD	Revision: what is a sentence? Capital letters and full stops.	Revision: question and exclamation marks.	Use the forms a or an according to whether the next word begins with a consonant or a vowel.	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.	Express time, place and cause using conjunctions [for example, when, before, after, while, so, because].	Express time, place and cause using adverbs [for example, then, next, soon, therefore].	Express time, place and cause using prepositions [for example, before, after, during, in, because of].	
Spelling	Strategies for learning spellings	'ure' spelling pattern	Year 4 spelling list	Apostrophes for possession with singular nouns	Homophones	Statutory list	Statutory list	Prefix il-
Geography	Who lives in Antarctica?							
	What is climate? WALT: understand the significance of lines of latitude and longitude.	Where is Antarctica? WALT: describe the physical features of Antarctica,	Who lives in Antarctica? WALT: describe the human features of Antarctica,	Who was Shackleton and how can four figure grid references help us map his route? WALT: use four figure grid references,	Can we plan an exhibition around our school? WALT: use compass points when planning and following a simple route			

Computing	Computing systems and networks - The Internet				
	Connecting Networks WALT: describe how networks physically connect to other networks	What is the internet made of? WALT: recognise how networked devices make up the internet	Sharing information WALT: outline how websites can be shared via the World Wide Web (WWW)	What is a website? WALT: describe how content can be added and accessed on the World Wide Web (WWW)	Who owns the web? WALT: recognise how the content of the WWW is created by people

DT	How can we design and build a bridge using different shapes and materials?				
	Why are arches and beams needed? WALT: explore how to reinforce a beam (structure) to improve its strength.	What is a spaghetti truss bridge? WALT: build a spaghetti truss bridge	How can we build a bridge? WALT: build a wooden truss bridge	How to finalise bridges? WALT: complete, reinforce and evaluate	
Music	How can we recreate the sounds and atmosphere of the rainforest?				
	Can I spot the structure and texture in a body percussion piece? WALT: identify structure and texture in music.	Can I work with my partner to perform a body percussion sequence? WALT: use body percussion.	How can I use body percussion to suit the movements of rainforest animals? WALT: create body percussion sequences.	How can I use percussion to represent the rainforest? WALT: use tuned percussion.	How can we combine and improve our compositions? WALT: build and improve a composition.
RE	What do Hindus believe God is like?				
	What do Hindu symbols and stories show about belief in Brahman? WALT: understand what Hindus believe about Brahman	How many gods are there in popular Hinduism? What can we find out about Hindu ideas about Brahman from looking at images of deities? WALT: Identify some Hindu deities and say how they help Hindus describe God	What does the Trimurti represent? Is the cycle of create/preserve/destroy important? WALT: understand whether it is good to think about the cycle of create/preserve/destroy in the world today	What do Hindu deities show about Brahman? WALT: Identify some Hindu deities and say how they help Hindus describe God.	What can we find out about Hindu worship in the home? WALT: Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a Home Shrine; celebrating Diwali)

	1	2	3	4	5	6	7	8
Maths	Place Value				Addition and subtraction			
	- Represent, partition and order numbers to 1000. - Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).	- Count in multiples of 1000. Read, write and partition numbers to 10,000 (thousands, hundreds, tens and ones). - Assessment of Y3 objectives.	- Find 1, 10, 100 and 1000 more or less than a given number. - Compare and order numbers to 10,000.	- Round to the nearest 10, 100 and 1000. - Assessment of place value.	- Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. -Add numbers with up to four digits, using formal written methods of columnar addition. - Subtract numbers with up to four digits, using formal written methods of columnar subtraction.		- Place Value WR Step 13: Roman Numerals - Assessment and consolidation.	
Science LD	How do we group and classify living things?							
	How are animals grouped? WALT: group animals	What is a vertebrate WALT: identify vertebrate and invertebrate	What features do animals have? WALT: sort animals	Why are animals classified with keys? WALT: use classification keys for animals	What is a type of plants? WALT: group plants	Why are plants classified with keys? WALT: use classification keys for plants		
PE/Games/ Dance	Outdoor and adventurous activities: making decisions - Pro Stars							
	How can we follow this map? WALT: create and follow simple course maps.	What do these symbols mean? WALT: develop knowledge of OS map symbols	How can we improve our knowledge of orienteering? WALT: build on overall knowledge of orienteering	Can we create our own courses? WALT: create own course/path for others to attempt to follow	What strategies would be helpful? WALT: choose and apply different strategies and tactics in order to achieve success	How can we demonstrate our orienteering skills? WALT: confidently create and follow a simple course on a map as well as learn some common map symbols		
	Games - moving and passing in netball and basketball - AR							
	How can I quickly change direction? WALT: travel using change of direction and speed.	How can I use space effectively? WALT: be aware of space.	Should I move and pass? WALT: know when to move and pass in a game.	Which pass should I use? WALT: know how to move and pass in a game.	How can I use space effectively in games? WALT: be aware of space within mini games.	Consolidate and assessment.		

French LD	Je me presente - How can I introduce myself?						
	How do I pronounce the sounds i, in, ique and ille? WALT: pronounce i, in, ique and ille.	How do I respond to the question 'Ca va?' WALT: ask and answer the question 'How are you?'	How do I ask someone's name and tell them my name? WALT: ask and answer the question 'What is your name?'	How do I count to 20? WALT: count to 20 in French.	How do I ask and answer the question 'Quel age as-tu?' WALT: to ask and answer the question 'How old are you?'	How do I ask and answer the question 'Où habites-tu?' WALT: to say where we live.	Assessment
PSHE	Me and my relationships: what is a positive and healthy relationship with myself and others?						
	How can I work collaboratively? WALT: Demonstrate strategies for working on a collaborative task	What is a positive, healthy relationship? WALT: Explain what we mean by a 'positive, healthy relationship'	How I can assert boundaries and say 'no' to a friend? WALT: Recognise that there are times when they might need to say 'no' to a friend	How can our feelings affect us? WALT: Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;	Why do people respond differently to the same situation? WALT: Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state.		