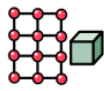



<p><b>Reading</b></p>	<p><b>Class Text:</b> Aquila – Andrew Norriss</p> <p><b>Key comprehension focuses for this term:</b></p> <ul style="list-style-type: none"> <li>• Role of characters</li> <li>• Perspectives: writer/narrator/character/reader</li> <li>• Main themes/ideas or arguments</li> </ul> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• Read accurately words of two or more syllables that contain the graphemes met so far.</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>• Discuss the sequence of events in books and how items of information are related.</li> <li>• Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>• Discuss their favourite words and phrases.</li> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher.</li> </ul>
<p><b>Writing</b> Genre:</p>	<p><b>Fiction:</b> Portal stories</p> <p><b>Non-fiction revisit:</b> Persuasion texts ('A book for the ages')</p> <p><b>Model Text:</b> The Scarab</p> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• Increase the legibility, consistency and quality of handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul> <p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• Discuss 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.</li> <li>• Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>• Organise paragraphs around a theme.</li> <li>• In narratives, creating settings, characters and plot.</li> <li>• Proofread for spelling and punctuation errors.</li> </ul>
<p><b>SPAG</b></p>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Contractions didn't, can't it's, he's, I'd etc.</li> <li>• Finding root words &amp; word families</li> <li>• Common homophones:</li> <li>• there/their/they're; to/too; off/of, hour/our, are/our; your/you're; herd/heard; led/lead</li> <li>• -y- spelt elsewhere than the end of words e.g. pyramid</li> <li>• Common exception words: because, every, everybody, beautiful, eye, who any, many, busy, again</li> <li>• breath, breathe, though/although/ thought/through, enough, eight/eighth, woman/women</li> </ul>
<p><b>Mathematics</b></p>	<p><b>Number: Place Value</b></p> <ul style="list-style-type: none"> <li>• Count in multiples of 6, 7, 9, 25 and 1000.</li> <li>• Recognising the place value of digits in numbers up to 10,000.</li> <li>• Find 1000 more or less than a given number.</li> <li>• Count backwards through zero to include negative numbers.</li> <li>• Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).</li> <li>• Order and compare numbers beyond 1000.</li> <li>• Identify, represent and estimate numbers using different representations</li> <li>• Round any number to the nearest 10, 100 or 1000.</li> </ul>

	<ul style="list-style-type: none"> <li>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</li> <li>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</li> </ul> <p><b>Addition and Subtraction:</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</li> <li>Estimate and use inverse operations to check answers to a calculation.</li> <li>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul> <p><b>Multiplication:</b></p> <ul style="list-style-type: none"> <li>Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</li> </ul> <p><b>Arithmetic:</b></p> <ul style="list-style-type: none"> <li>To know how to find 10, 100 and 1,000 more or less than a given number.</li> <li>To know the place value of 4 digit numbers and identify a missing part in standard partitioning (e.g. <math>1000 + \_ + 20 + 4 = 1324</math>).</li> <li>To recall multiplication and division facts for the 2, 3, 4, 5, 6 and 10 times tables.</li> <li>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</li> </ul>
<p><b>Science</b></p>	<p><b>States of Matter</b> To know how to compare and group materials together, according to whether they are solids, liquids or gases.</p> <p><b>Particles:</b> Particles are what materials are made from. They are so small that we cannot see them with our eyes. The properties of a substance depend on what its particles are like, how they move and how they are arranged Particles behave differently in solids, liquids and gases.</p> <p><b>Solid:</b> In the solid state, the material holds its shape. Solids have vibrating particles, which are closely packed in and pattern. This explains the fixed shape of a solid and why it can't poured. Solids always take up the same amount of space (fixed volume).</p> <p><b>Liquid:</b> In the liquid state, liquid holds the shape of the container it is in This means that liquids can change shape, depending on the Liquids have particles which are close together but random. Liquid particles can move over each other. Liquids can be poured.</p> <p><b>Gas:</b> In the gas state, particles can escape from open containers and Gases have particles which are spread out and move in all To know how to observe that some materials change state when cooled, and measure or research the temperature at which this happens in degrees Celsius (<math>^{\circ}\text{C}</math>) Melting is a state change from solid to liquid. Boiling is a change of state from liquid to gas that happens when a liquid is heated to 100 degrees Celsius and bubbles of the gas can be seen in the liquid. When water (in its liquid form) is heated, the particles start to move faster and faster until they have enough energy to move about more freely. The water has evaporated into a water vapour. When water is cooled, the particles start to slow down until a solid structure (ice) is formed. The water has frozen. Freezing is a state change from liquid to solid. The freezing point of water is 0 degrees Celsius. Evaporation is the same state change as boiling (liquid to gas), but it happens slowly at lower temperatures and only at the surface of the liquid. Evaporation happens more quickly if the temperature is higher, the liquid is spread out or it is windy. Condensation is the change back from a gas to a liquid caused by cooling. Pupils identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><b>The Water Cycle</b></p> <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 20px;"> <div style="width: 60%;">  <p>form a regular</p> </div> <div style="width: 35%; text-align: right;"> <p>(fixed volume). container.</p> </div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 20px;"> <div style="width: 60%;">  </div> <div style="width: 35%; text-align: right;"> <p>fill all available space. directions. they are heated or cooled.</p> </div> </div>

	<p>Water at the surface of seas, rivers etc. evaporates into water vapour (a gas). This rises, cools and condenses back into a liquid forming clouds. When too much water has condensed, the water droplets in the cloud get too heavy and fall back down as rain, snow, sleet etc. and drain back into rivers etc. This is known as precipitation.</p>
<p><b>Religious Education</b></p>	<p><b>What it means to be a Hindu in Britain today (Terms 1 &amp; 2)</b></p> <ul style="list-style-type: none"> <li>• That we use the term Hinduism but Hindus often call it Sanatana Dharma (Eternal Way).</li> <li>• What Hindus have in their home to show their faith – murtis (statues of gods), family shrine, pictures of deities, puja tray</li> <li>• That Hindus carry out rituals at home that show their faith - daily puja which means offering prayers, light, incense, flowers and food to the gods; aarti (thanksgiving to the deities using light) and bhajans (devotional songs).</li> <li>• That Hindus believe in the ideas of karma (that the benefits and detrimental effects of past deeds impact on life) – with the idea of action and reaction and how this can affect decisions about good and bad.</li> <li>• That being a Hindu can be shown in what they do in the wider community- performing rituals, singing hymns/songs (bhajans), offerings before the murtis, sharing and receiving <b>prashad</b> (an apple or sweet) representing the grace of God.</li> <li>• What some of the Hindu aims of life (punusharthas) - dharma (moral duty); artha (providing for the family) ; kama (enjoying life) and mokska (birth and rebirth), are through the story of Rama and Sita.</li> <li>• To suggest to reason why it is good and difficult being a Hindu in Britain today – coming together to perform rituals; sense of community, the commitment.</li> <li>• About the life of important Hindu people – Mahatma Gandhi and how this impacts on the world.</li> <li>• About the similarities and differences with the family values and home rituals of pupils in the class.</li> </ul>
<p><b>Physical Education</b></p>	<p><b>Yoga (Fridays, main hall)</b></p> <ul style="list-style-type: none"> <li>• To describe how yoga makes me feel and can talk about the benefits of yoga.</li> <li>• To link poses together to create a <b>yoga flow</b>.</li> <li>• To provide feedback using key terminology and understand what I need to do to improve.</li> <li>• To <b>transition</b> from <b>pose</b> to pose in time with my <b>breath</b>.</li> <li>• To work collaboratively and effectively with others.</li> <li>• To demonstrate yoga poses which show clear shapes.</li> </ul> <p>To show increasing <b>control</b> and <b>balance</b> when moving from one pose to another.</p> <p><b>BASKETBALL (Thursdays, outdoors)</b></p> <ul style="list-style-type: none"> <li>• To develop the attacking skill of dribbling.</li> <li>• To use protective dribbling against an opponent.</li> <li>• To develop the bounce and chest pass and begin to recognise when to use them.</li> <li>• To develop tracking and defending an opponent.</li> <li>• To develop the technique for the set shot.</li> <li>• To be able to apply the skills, rules and tactics you have learnt to a mini tournament.</li> <li>• To understand how exercise affects the body.</li> </ul>
<p><b>History</b></p>	<p><b>An overview of Ancient Civilisations</b></p> <ul style="list-style-type: none"> <li>• To know how historians make judgements about the similarities and differences between societies at the same time, particularly the earliest civilisations.</li> <li>• To understand that a <b>civilisation</b> is a society with its own social organisation (written records, system of government) and culture (beliefs and customs).</li> <li>• That each <b>civilisation</b> had a <b>social</b> structure and <b>hierarchy</b> which ensured they were an organised community. To specifically know that those in power came from a long <b>dynasty</b> or <b>monarchy</b> (<b>Pharaohs, Emperors, Kings</b> and <b>Queens</b>).</li> <li>• To understand that <b>slavery</b> was a common way to support the development of these civilisations.</li> <li>• That historians rely on chronological knowledge to help construct narratives across different periods of time</li> </ul>

## Medium Term Plan Year 4 – Term 1 – 2025/2026

	<ul style="list-style-type: none"> <li>• That the rough dates that each early civilisation were <b>established</b> are: <b>Ancient Sumer</b> (Southern Mesopotamia) 5300 BC -1940 BC; <b>Indus Valley</b> in 3300BC - 1300BC; <b>Ancient Egypt</b> 2950 BC - 30BC; <b>Shang Dynasty of Ancient China</b> 1600BC - 1046 BC.</li> <li>• To understand that each of these civilisations were situated in a similar position on the globe, located next to a river. To know that this is because rivers were essential for drinking water, <b>fertile land</b> and transport routes for <b>trade</b> and <b>travel</b>.</li> <li>• The important role that <b>religion</b> played in each of these civilisations: Ancient Sumer, Indus Valley, Ancient Egypt and Shang Dynasty civilisations were all <b>polytheistic</b> as they all believed in a range of different gods and had artwork, vases and religious buildings to demonstrate this.</li> <li>• To generate an overview of <b>one</b> of the key inventions from each civilisation: Ancient Sumerian chariot for wheel; grid street pattern in Indus Valley for wells, baths, drains and sewage; paper, jade and silk from Shang Dynasty; irrigation systems, pyramids and mummies of Egypt.</li> </ul>
<b>RSHE</b>	<p><b>Relationships (Terms 1 &amp; 2)</b></p> <ul style="list-style-type: none"> <li>• To recognise and respond appropriately to a wider range of feelings in others.</li> <li>• That there are different types of relationships, including friendships, family relationships, romantic relationships and online relationships.</li> <li>• That shared characteristics of healthy family relationships include commitment, care, spending time together, and being there for each other in times of difficulty.</li> <li>• That respect is important in all relationships and that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society. (SRE lesson 3)</li> <li>• That the characteristics of a healthy relationship include mutual respect, trust, honesty, loyalty, kindness, generosity, sharing interests and experiences, and supporting problems and difficulties. (SRE lesson 3)</li> <li>• The PANTS rules: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help.</li> <li>• That they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable.</li> <li>• To work collaboratively towards shared goals.</li> <li>• How to give rich and constructive feedback and support to benefit others as well as themselves.</li> <li>• That disputes and conflict can be solved through negotiation and appropriate compromise and that verbal or physical aggression should never be used during disputes and conflict.</li> <li>• That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.</li> <li>• To recognise the impact of bullying, both offline and online, and the consequences of hurtful behaviour, and that teasing, name-calling, trolling, harassment, and the deliberate exclusion of others are all considered to be bullying.</li> <li>• That discrimination is when a person is treated differently (in a negative way) because of some aspect of their identity, such as their gender, race, or religion and that discrimination is against the law.</li> <li>• That they must tell a trusted adult if themselves or someone else is being bullied or discriminated against.</li> </ul>
<b>Music</b>	<p><b>This Little Light of Mine</b></p> <ul style="list-style-type: none"> <li>• To learn about the interrelated dimensions: Pulse, Rhythm, Pitch, Timbre, Structure, Notation, Tempo, Texture, Dynamics</li> </ul>

	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• To sing in a gospel style with expression and confidence.</li> <li>• To pitch voice accurately and follow directions for dynamic variation.</li> <li>• To begin to sing repertoire with small and large leaps.</li> <li>• To sing a simple second part.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• That Gospel music is rooted in the African American Spiritual and that it spreads messages of hope and faith.</li> <li>• That a blue note is a flattened note that you do not expect to hear.</li> <li>• That staccato means detached.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• That the pentatonic scale consists of five notes per octave.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• To play rhythm patterns along with a melody.</li> <li>• To perform as a choir to an audience.</li> <li>• That musicians make use of all the relevant interrelated dimensions of music to create a desired effect for their performances.</li> </ul>
<p><b>Art</b></p>	<p><b>Human proportion drawing</b> (Artist: Jonathan Yeo)</p> <p>Proportion:</p> <ul style="list-style-type: none"> <li>• That a portrait is a piece of art of someone who is not the artist.</li> <li>• That proportion describes the size of the parts in a piece of art.</li> <li>• That proportion lines are used by artists to help get accurate proportions when drawing from observation (including photo references).</li> <li>• That art has a likeness when it looks accurately like its reference.</li> <li>• That these proportion lines often include a vertical central line down the centre of the face and a horizontal eye line across the eyes.</li> </ul> <ul style="list-style-type: none"> <li>• That aesthetic refers to the design choices in the work of a particular artist, artistic movement or era (traditional, modern and contemporary).</li> <li>• To begin to develop an understanding of their own preferred aesthetic for what they want to see in art, and use in their own.</li> <li>• That proportion lines can help achieve symmetry in a piece of art, that may be difficult to achieve without them due to our minds distorting what we see.</li> <li>• That the space between the eyes is generally one eye width, but eyes can be more narrow/wide-set. Both eyes also usually line up vertically with one another.</li> </ul> <ul style="list-style-type: none"> <li>• That tonal shading means the use of light and dark shading in a piece of art. The lightest area is the highlight, the darkest is the core shadow and the tones that lie between light and shadow are mid-tones.</li> <li>• That to blend shading means to create a smooth gradient without any visible individual strokes or sudden changes in lightness/darkness.</li> <li>• That softer materials help blend better than harder materials.</li> <li>• To use aesthetic to decide which they personally prefer.</li> </ul> <ul style="list-style-type: none"> <li>• To evaluate the use of proportion lines in their own work, linking to the intention of achieving an accurate likeness.</li> <li>• To take pride in a portrait even if it does not have an exact likeness.</li> </ul>
<p><b>Primary Languages – Spanish</b></p>	<p><b>La Clase (<i>The Classroom</i>) (Terms 1 &amp; 2)</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• To say and write what items you have in your bag (e.g. en mi estuche, tengo una goma)</li> </ul> <p>A pencil sharpener (un sacapuntas), an exercise book (un cuaderno), a pencil (un lápiz), a pen (un bolígrafo), a pencil case (un estuche), a reading book (un libro), a rubber (una goma), a ruler (una</p>

regla), a calculator (una calculadora), a pair of scissors (unas tijeras), a glue stick (una barra de pegamento), a school bag (una cartera).

I have (tengo),

I have not got (no tengo).

- To ask what one another have in their school bags:

What do you have in your bag? (¿Qué tienes en tu estuche?)

- To follow simple classroom commands in Spanish:

Listen ( ¡Escuchad! ), Repeat ( ¡Repetid! ), Read ( ¡Leed! ), Silence ( ¡Silencio! ), Close your books ( ¡Cerrad los libros! ), Open your books ( ¡Abrid los libros ! ), Think ( ¡ Pensad ! ), Ask ( ¡ Preguntad ! ), Raise your hand ( ¡ Levantad la mano ! )

- To recognise and repeat from memory simple classroom objects.
- That being able to communicate in other languages helps us pass on important information.

#### **Grammar:**

- That 'yo' means 'I' but is often omitted in Spanish.
- Which words use 'un' and which use 'una' depending on whether they are feminine or masculine.
- That an upside-down question mark and exclamation mark is used at the start of questions and exclamations.
- How to replace an indefinite article/determiner with the appropriate possessive adjective in Spanish.
- To accurately use the correct gender when saying classroom objects.
- That accents can only be written over vowels in Spanish and indicate the vowel is stressed.
- That accents can only be written over vowels in Spanish and indicate the vowel is stressed and also indicate a question as seen in "¿qué tienes en tu estuche?"
- That every language follows grammatical rules, and that these vary in each language.

#### **Phonics:**

- How to say CA (calculadora & cartera), CE (cerrad). CI (silencio), CU (escuchad)
- That words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in re-pe-tid. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ti-je-ras.
- That other languages sound different because they follow different rules.

#### **Cultural links:**

- Look at Spanish schools (and schools around the globe) and think about the differences/similarities (i.e. no school uniform, rules, lessons, etc.)