

CAYTON  
SCHOOL

MEDIUM TERM CURRICULUM PLAN  
YEAR 4 – AUTUMN 2



*Learn from yesterday, seek today and aim for tomorrow*

September 2023

## Science Driver: Digestive System

### Key Enquiry: What happens to the food we eat?

#### Science Driver

Working Scientifically	
<input type="checkbox"/> Ask questions such as: <ul style="list-style-type: none"> <li>Why are steam and ice the same thing?</li> <li>Why is the liver important in the digestive systems?</li> <li>What do we mean by 'pitch' when it comes to sound?</li> </ul>	<input type="checkbox"/> Gather and record information using a chart, matrix or tally chart, depending on what is most sensible  <input type="checkbox"/> Group information according to common factors e.g. materials that make good conductors or insulators
<input type="checkbox"/> Use research to find out how much time it takes to digest most of our food	<input type="checkbox"/> Use bar charts and other statistical tables (in line with Year 4 mathematics statistics) to record findings
<input type="checkbox"/> Use research to find out which materials make effective conductors and insulators of electricity	<input type="checkbox"/> Present findings using written explanations and include diagrams, when needed
<input type="checkbox"/> Carry out tests to see, for example, which of two instruments make the highest or lowest sounds and to see if a glass of ice weighs the same as a glass of water	<input type="checkbox"/> Write up findings using a planning, doing and evaluating process
<input type="checkbox"/> Set up a fair test with more than one variable e.g. using different materials to cut out sound	<input type="checkbox"/> Make sense of findings and draw conclusions which helps them understand more about the scientific information that has been learned
<input type="checkbox"/> Explain to others why a test that has been set up is a fair one e.g. discover how fast ice melts in different temperatures	<input type="checkbox"/> When making predictions there are plausible reasons as to why they have done so
<input type="checkbox"/> Measure carefully (taking account of mathematical knowledge up to Year 4) and add to scientific learning	<input type="checkbox"/> Able to amend predictions according to findings
<input type="checkbox"/> Use a data logger to check on the time it takes ice to melt to water in different temperatures	<input type="checkbox"/> Prepared to change ideas as a result of what has been found out during a scientific enquiry

What I need the children to learn	Possible learning experiences
<b>Animals, including humans</b>	
<i>Digestive system</i> <i>Teeth</i> <i>Food chains</i>	
<ul style="list-style-type: none"> <li>Identify and name the parts of the human digestive system</li> <li>Know the functions of the organs in the human digestive system</li> <li>Identify and know the different types of human teeth</li> <li>Know the functions of different human teeth</li> <li>Use and construct food chains to identify producers, predators, prey and decomposers</li> </ul>	<p><b><i>Role play the human digestive system – some children the teeth, oesophagus, stomach – all the way to the large intestine and out</i></b></p> <p><b><i>Vocabulary and key words – peristalsis, small intestine, large intestine (bowel), teeth names, mouth, teeth, esophagus, stomach, liver, small intestine, pancreas, large intestine, anus</i></b></p> <p>incisor, molar, pre-molar, canine</p> <p><b><i>Children to act what each part does to a piece of food (another child)</i></b></p> <p><b><i>Even specific teeth in role play and what they do</i></b></p> <p><b><i>Make visual food chains focus more on language of producers (making own food linked to photosynthesis), predator and prey</i></b></p> <p><i>Write paragraphs about the names and function of different teeth.</i></p> <p><i>Compare different teeth of animals, depending</i></p>

	<p>on their food.  Compare skulls to show this.  Label parts of the human digestive system.  Investigate food chains including producers. (Possibly make a simple food chain mobile)  Youtube.com/watch?v=AX34MoaLmzE</p>
<b>All living things and their habitats</b>	
<p>Grouping living things  Classification keys  Adaptation of living things</p>	
<ul style="list-style-type: none"> <li>Use classification keys to group, identify and name living things <b>including flowering and non-flowering plants (mosses/ ferns/ seaweed)</b></li> <li>Use classification keys to group, identify and name vertebrate animals into groups such as fish, amphibians, reptiles, birds and mammals and invertebrates into snails and slugs, worms, spiders, and insects.</li> <li>Know how changes to an environment could endanger living things</li> </ul>	<p>Create branching sorting diagrams for classification.  Investigate lack of habitats and endangering bees – knock on effect of lack of producers etc.  <b>Newspaper reports on the dangers of global warming, icebergs melting, habitats disappearing</b>  <b>Acid rain erosion of habitats</b>  <b>Diverse waters at South Landing/ Bempton Cliffs – supports life</b>  <b>Vocabulary:</b> vertebrates, fish, amphibians, reptiles, birds and mammals.  invertebrates into snails and slugs, worms, spiders, and insects.  endanger, extinct, survival</p>

## Computing

What I need the children to learn	Possible learning experiences
<p><b>Programming – Creating Programs</b>  <b>Coding – Develop Programs</b>  <b>Logical Reasoning</b></p>	
<p>National Curriculum Objectives - Pupils should be taught to:</p> <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><b>Please use the learning objectives from the icompute website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</b></p>
<p><b>iProgram unit 1 – Computer Science</b></p> <p>Lesson 1: iMake Blocks</p> <ul style="list-style-type: none"> <li>To understand the need to reuse code in programming</li> <li>To create custom blocks (procedures) in Scratch</li> </ul> <p>Lesson 2: iSync</p> <ul style="list-style-type: none"> <li>To understand that action can be programmed to synchronise</li> </ul> <p>Lesson 3: iScene</p>	<p><a href="https://www.icompute-uk.com/members-area/lks2/index.html">https://www.icompute-uk.com/members-area/lks2/index.html</a> and select Year 4 and then iProgram unit 1.</p>

<ul style="list-style-type: none"> <li>To understand that broadcasts can be used to change scenes in Scratch</li> </ul> <p>Lesson 4: iDebug</p> <ul style="list-style-type: none"> <li>To detect and correct errors in a computer program</li> </ul> <p>Lesson 5: iCreate</p> <ul style="list-style-type: none"> <li>To understand that code can be remixed and reused to create new content</li> </ul>	
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Computer Science					
Working Towards		Meeting		Greater Depth	
Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge
Pupils understand/know that...	Pupils know how to...	Pupils understand/know that...	Pupils know how to...	Pupils understand/know that...	Pupils know how to...
<ul style="list-style-type: none"> <li>computers take input and produce output</li> <li>algorithms are a set of instructions</li> <li>programs are algorithms written in a language a computer can understand</li> <li>instructions/commands can be repeated</li> </ul>	<ul style="list-style-type: none"> <li>identify when it is possible to use the repeat command</li> <li>create algorithms with steps, some of which are repeated</li> <li>suggest what I think might happen if an algorithm or program were executed (not always accurately)</li> </ul>	<ul style="list-style-type: none"> <li>difference between the internet and internet services e.g. the world wide web</li> <li>computers store data as numbers</li> </ul>	<ul style="list-style-type: none"> <li>use sequence, selection and repetition in computer programs</li> <li>predict the outcome of a given algorithm or program and correctly identify if repetition is involved</li> <li>identify a number of computing devices inside and outside of the classroom and identify some common forms of input and output</li> </ul>	<ul style="list-style-type: none"> <li>instructions and commands can be repeated</li> <li>different services use the internet (e.g. email)</li> <li>a computer takes input, processes it and produces output</li> <li>computers store and manipulate data as a series of ones and zeros and that this is called <b>binary</b></li> </ul>	<ul style="list-style-type: none"> <li>write an algorithm to produce a given effect using repetition</li> <li>accurately predict the outcome of a range of algorithms and programs</li> <li>explain how a programmed effect has been achieved</li> <li>identify some common internet services that use the internet (e.g. online gaming or voice over internet)</li> <li>identify a variety of computing devices and a number of inputs and outputs (e.g. touch, sound)</li> <li>test, debug and refine algorithms and programs</li> </ul>

## Music

Charanga Music Scheme - <https://charanga.com/site/>

What I need the children to learn	Possible learning experiences
<b>Unit 2 – Exploring feelings when you play.</b>	
<b>Listening and Appraise Music (Musicianship)</b>	
<p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>Develop an understanding of the history of music.</i></p>	
<ul style="list-style-type: none"> <li><b>Identify</b> 2/4, 3/4, and 4/4 metre.</li> <li><b>Identify the tempo</b> as fast, slow or steady.</li> <li><b>Recognise the style</b> of music you are listening to.</li> </ul>	
<b>Singing and Voice</b>	
<ul style="list-style-type: none"> <li><i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i></li> </ul>	

<ul style="list-style-type: none"> <li>Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</li> <li>Demonstrate good singing posture.</li> </ul>	<b>Video with QR qrcode monkey website</b>
<ul style="list-style-type: none"> <li><b>Notation</b></li> </ul>	
<ul style="list-style-type: none"> <li><i>Use and understand staff and other musical notations</i></li> </ul>	
<ul style="list-style-type: none"> <li>Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B<math>\flat</math>, C G, A, B, C, D, E, F<math>\sharp</math> D, E, F<math>\sharp</math>, G, A, B, C</li> </ul>	
<ul style="list-style-type: none"> <li><b>Playing Instruments</b></li> </ul>	
<ul style="list-style-type: none"> <li><i>Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression</i></li> </ul>	
<ul style="list-style-type: none"> <li>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.</li> </ul>	<b>Glockenspiels and bars as a whole class</b>
<ul style="list-style-type: none"> <li><b>Improvising</b></li> </ul>	
<ul style="list-style-type: none"> <li><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></li> </ul>	
<ul style="list-style-type: none"> <li>Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</li> </ul>	
<ul style="list-style-type: none"> <li><b>Composing</b></li> </ul>	
<ul style="list-style-type: none"> <li><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></li> </ul>	
<ul style="list-style-type: none"> <li>Create music in response to music and video stimulus.</li> <li>Use music technology, if available, to capture, change and combine sounds.</li> </ul>	<b>Use Charanga with pupil logins to experiment with the notation maker.</b>
<ul style="list-style-type: none"> <li><b>Performing</b></li> </ul>	
<p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i></p>	
<ul style="list-style-type: none"> <li>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</li> <li>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</li> </ul>	<b>Performance to parents to celebrate unit. Videos to send out on Class Dojo.</b>
<ul style="list-style-type: none"> <li><b>Vocabulary</b></li> </ul>	
<ul style="list-style-type: none"> <li>Keyboard</li> <li>Electric guitar</li> <li>Bass</li> <li>Drums</li> <li>Improvise</li> <li>Compose</li> <li>Melody</li> <li>Pulse</li> <li>Rhythm</li> </ul>	

<ul style="list-style-type: none"> <li>• Pitch</li> <li>• Tempo</li> <li>• Dynamics</li> <li>• Texture</li> <li>• Structure</li> <li>• Compose</li> <li>• Improvise</li> <li>• Hook</li> <li>• Riff</li> <li>• Solo</li> <li>• Pentatonic scale</li> <li>• Unison</li> <li>• Rhythm patterns</li> <li>• Musical style</li> <li>• Rapping</li> <li>• Lyrics</li> <li>• Choreography</li> <li>• Digital/electronic sounds</li> <li>• Turntables</li> <li>• Synthesizers, by ear</li> <li>• Notation</li> <li>• Backing vocal</li> <li>• Piano</li> <li>• Organ</li> <li>• Acoustic guitar</li> <li>• Percussion</li> <li>• Birdsong</li> <li>• Civil rights</li> <li>• Racism</li> <li>• Equality</li> </ul>	
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## Art

What I need the children to learn	Possible learning experiences
<p align="center"><b>Drawing, painting and sculpture</b></p>	
<p><i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p>	
<ul style="list-style-type: none"> <li>• begin to make individual choices in their choice of media</li> <li>• Show body language in sketches and paintings</li> <li>• Use line, tone, shape and colour to represent figures and forms in movement</li> <li>• Show reflections in art</li> <li>• Mix tertiary colours</li> <li>• Know how different colours affect our mood/feelings compare/contrast two paintings with separate moods.</li> </ul>	<p><b>Sketch half of a face</b>  <b>Stick head on paper and draw model of human body</b>  <i>Observational drawings of plants, trees etc</i></p> <p>Sketch sunflowers based on the style of Van Gogh (also visited in EFYS)</p> <p>Paint sunflowers using tertiary colours</p>
<p align="center"><b>Study of great artists</b></p>	
<p><i>great artists, architects and designers in history</i></p>	
<ul style="list-style-type: none"> <li>• experiment with the styles used by other artists.</li> <li>• explain some of the features of art from historical periods.</li> <li>• know how different artists developed their specific techniques</li> <li>• Replicate some of the techniques</li> <li>• Create original pieces influenced by Van Gogh</li> </ul>	<p><b>Vincent Van Gogh portraits</b>  <i>Remind children of Giuseppe Arcimboldo (Y1) and investigate other artists who use food as a medium e.g. Jason Mecier</i></p> <p><b>What influenced Van Gogh?</b></p>

**Physical Education – Follow Real P.E. and supplement with NC P.E. experiences**

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Athletics</b>	
<i>use running, jumping, throwing and catching in isolation and in combination</i>	
<ul style="list-style-type: none"> <li>sprint over a short distance and show stamina when running over a long distance</li> <li>jump in different ways</li> <li>throw in different ways and hit a target, when needed</li> </ul>	
<b>Competitive Games</b>	
<i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i>	
<ul style="list-style-type: none"> <li>throw and catch accurately with one hand</li> <li>hit a ball accurately with control</li> <li>vary tactics and adapt skills depending on what is happening in a game</li> </ul>	<i>Throwing and catching techniques for underarm and overarm.</i>
<b>Gymnastics</b>	
<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>	
<ul style="list-style-type: none"> <li>move in a controlled way</li> <li>include change of speed and direction in a sequence</li> <li>work with a partner to create, repeat and improve a sequence with at least three phases</li> </ul>	<i>Hall not available yet – so not applicable.</i>
<b>Dance</b>	<b>X5 Weeks Unit 2 - Social</b>
<i>perform dances using a range of movement patterns</i>	
<ul style="list-style-type: none"> <li>take the lead when working with a partner or group</li> <li>use dance to communicate an idea</li> </ul>	<b>Group/ paired dance</b> <b>Links to Real PE 2</b>
<b>Outdoor and Adventurous Activity</b>	
<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	
<ul style="list-style-type: none"> <li>follow a map in a (more demanding) familiar context</li> <li>follow a route within a time limit</li> </ul>	
<b>Evaluate</b>	
<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	
<ul style="list-style-type: none"> <li>provide support and advice to others in gymnastics and dance</li> <li>be prepared to listen to the ideas of others</li> </ul>	
<b>Swimming</b>	
<ul style="list-style-type: none"> <li>develop their swimming aiming for competency, confidence and proficiency over increasing distance</li> <li>develop their use of a range of strokes</li> </ul>	

effectively, for example front crawl, backstroke and breaststroke	
<ul style="list-style-type: none"> <li>develop their awareness of safe self-rescue in different water based situations</li> </ul>	
<b>Real P.E.</b>	
<b>Unit 2 Social</b>	
<ul style="list-style-type: none"> <li>I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas.</li> </ul>	<i>Follow the Jasmine PE work.</i>
<b>Nigel Carson Sessions</b>	

## PSHE

What I need the children to learn	Possible learning experiences
<b>Celebrating Difference</b>	<b>Resource links from: Jigsaw</b>
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Know that sometimes people make assumptions about a person because of the way they look or act</li> <li>Know there are influences that can affect how we judge a person or situation</li> <li>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</li> <li>Know what to do if they think bullying is, or might be taking place</li> <li>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</li> <li>Know that first impressions can change.</li> </ul> <p><b>Social and Emotional Skills</b></p> <ul style="list-style-type: none"> <li>Try to accept people for who they are</li> <li>Identify influences that have made them think or feel positively/negatively about a situation</li> <li>Identify feelings that a bystander might feel</li> </ul>	<p>In this Puzzle (unit) the children talk about judging people by their appearance, first impressions and what influences their thinking on what is normal. They talk about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children talk about their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.</p> <p><b>See the link below</b></p> <ul style="list-style-type: none"> <li>Challenging assumptions</li> <li>Judging by appearance</li> <li>Accepting self and others</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Identifying how special and unique everyone is</li> </ul>



<p>in a bullying situation</p> <ul style="list-style-type: none"> <li>• Identify reasons why a bystander might join in with bullying</li> <li>• Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</li> <li>• Identify their own uniqueness</li> <li>• Be comfortable with the way they look</li> <li>• Identify when a first impression they had was right or wrong</li> <li>• Be non-judgemental about others who are different</li> </ul> <p><b>Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</b></p>	<ul style="list-style-type: none"> <li>• First impressions</li> </ul> <p><u>Key vocabulary:</u>  Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed</p>
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<https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/j0jifera1/05-ages-8-9-jigsaw-skills-and-knowledge-progression-for-parents.pdf>

**Religious Education:**

For this unit there is 8-10 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Idea on how to make the LC challenges more pupil friendly. Such Can I .....

What I need the children to learn	Possible learning experiences
<p style="text-align: center;"><b>L2.9</b></p> <ul style="list-style-type: none"> <li>• What can we learn from Religions about deciding what is right and wrong?</li> </ul> <p>Learning Objectives:</p> <p>Emerging:</p> <ul style="list-style-type: none"> <li>• Recall and talk about some rules for living in religious traditions (B2).</li> <li>• Find out at least two teachings from religions about how to live a good life (C3).</li> </ul> <p>Expected:</p> <ul style="list-style-type: none"> <li>• Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</li> <li>• Make connections between stories of temptation and why people can find it difficult to be good (A2).</li> <li>• Give examples of ways in which some inspirational people have been guided by their religion (B1).</li> <li>• Discuss their own and others' ideas about how people decide right and wrong (C3).</li> </ul>	<ul style="list-style-type: none"> <li>• Explore teachings which act as guides for living within Judaism, Christianity, and a non-religious belief system, e.g. the Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34), the golden rule for Humanists. What difference would it make if people keep these guides for living?</li> <li>• Use religious stories to explore the idea of temptation, and how it affects how people choose between good and bad, e.g. in Christianity, use Genesis 3 and the 'Fall', and Jesus resisting temptation in Matthew 4.</li> <li>• Share teachings from different religions that give examples of how to live 'a good life', e.g. Christian teaching from Jesus on the Beatitudes (Matthew 5: 2–13).</li> <li>• Talk about how pupils learn the difference between right and wrong. Is it always clear? How do people know? Sometimes the commands or guidance from religions help people to work out</li> </ul>

<p>Exceeding:</p> <ul style="list-style-type: none"> <li>• Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3).</li> <li>• Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).</li> </ul>	<p>what the right thing is. Consider how helpful it is to have guidance like this for making choices and decisions in everyday life. Is it sometimes difficult for believers to follow the guidance? If religions say that God inspires their rules for living, where do Humanists look for guidance?</p> <ul style="list-style-type: none"> <li>• Explore the lives of some inspirational religious individuals (e.g. Desmond Tutu, Martin Luther King Jr). Consider how their religious faith inspired and guided them in their lives.</li> </ul>
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## Foreign Languages

What I need the children to learn	Possible learning experiences
<p style="text-align: center;"><b>Listening</b></p> <p><i>Listen attentively to spoken language and show understanding by joining in and responding</i>  <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Appreciate stories, songs, poems and rhymes in the language</i></p>	<p>Language Angels</p> <p><b>Autumn 2 - Family</b>  Teaching Type: Intermediate  Unit Objective: To talk about your own / an imaginary family in French.  By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> <li>• Remember the nouns for family members in French from memory.</li> <li>• Describe our own or a fictitious family in French by name, age, and relationship.</li> <li>• Count to 70 in French.</li> <li>• Understand possessive adjectives better in French ('my' form only).</li> </ul>
<ul style="list-style-type: none"> <li>• Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</li> </ul>	
<p style="text-align: center;"><b>Speaking</b></p> <p><i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Present ideas and information orally to a range of audiences. Describe people, places, things and actions orally and in writing</i></p>	
<ul style="list-style-type: none"> <li>• Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</li> </ul>	
<p style="text-align: center;"><b>Reading/ Writing</b></p> <p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Read carefully and show understanding of words, phrases and simple writing</i>  <i>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i>  <i>Describe people, places, things and actions in writing</i></p>	
<ul style="list-style-type: none"> <li>• Read aloud short pieces of text applying knowledge learnt. Understand most of what we read in the foreign language when it is based on familiar language.</li> </ul>	

<ul style="list-style-type: none"> <li>Write some short phrases based on familiar topics and begin to use connectives/ conjunctions and the negative form where appropriate – my name/ where I live/ my age.</li> </ul>	
<b>Grammar</b>	
<i>Understand basic grammar appropriate to the language being studied</i>	
<ul style="list-style-type: none"> <li>Better understand the concept of gender and which articles to use for meaning ('the', 'a' or 'some'). Introduce simple adjectival agreement (adjectival agreement when describing nationality) the negative form and possessive adjectives ('In my pencil case I have' or 'In my pencil case I do not have').</li> </ul>	

### Cayton Creation

*Make a human body out of push pins.*

### Cayton Conclusion

*Create an art sculpture using things brought in from home (keep to self). Create and eat!*

## English

What I need the children to learn	Possible learning experiences
<p style="text-align: center;"><b>Whole Class Reading</b></p> <p>The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions). Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</p>	
<p>Can I read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill?            Can I apply my knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*?</p> <p>Can I read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and those occurring in the word?            At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.            Can I identify the main ideas drawn from more than one paragraph and summarise? Can I discuss and compare texts from a wide variety of genres and writers?            Can I read for a range of purposes?</p>	<p><b>VIPERS</b></p> <p><b>Reading Spine-</b></p>

<p>Can I identify themes and conventions in a wide range of books?  Can I refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings)?  Can I identify how language, structure and presentation contribute to meaning?</p> <p>Can I identify main ideas drawn from more than one paragraph and summarise these?</p> <p>Can I discuss vocabulary used to capture readers' interest and imagination?  Can I draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text?</p> <p>Can I justify predictions from details stated and implied? Can I recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry)?</p> <p>Can I prepare and perform poems and play scripts with appropriate techniques (into nation, tone, volume and action) to show awareness of the audience when reading aloud? Can I use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information?  Can I use dictionaries to check the meaning of words that I have read?</p>	
<b>Text and Composition</b>	
<p>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p>	
<p>Can I compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures?</p> <p>Can I consistently organise my writing into paragraphs around a theme to add cohesion and to aid the reader?</p> <p>Can I proofread consistently and amend my own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion?</p> <p>Can I write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)?</p> <p>Can I write a range of narratives that are well- structured and well-paced.?</p> <p>Can I create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere?  Can I begin to read aloud my own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear?</p>	<p><b>Autumn 2</b>  <b>Purpose:</b>  <b>Audience:</b></p> <p><b>Reading Spine/Class Novel-</b></p>
<b>Grammar</b>	
<p>Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have</p>	

<b>learnt [for example, in writing dialogue for characters].</b>	
<p>Can I always maintain an accurate tense throughout a piece of writing?</p> <p>Can I always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'?</p> <p>Can I use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences?</p> <p>Can I expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit?</p> <p>Can I consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it? Can I use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas?</p> <p>Can I consistently use apostrophes for singular and plural possession? Can I recognise and use the terms determiner, pronoun, possessive pronoun and adverbial?</p>	
<b>Spellings and Handwriting</b>	
<p>Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.</p>	
<p>Can I spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television)?</p> <p>Can I spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission)?</p> <p>Can I spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion)?</p> <p>Can I spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs')? e.g. musician, electrician, magician, politician, mathematician)?</p> <p>Can I spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent)?</p> <p>Can I spell all of the Y3 and Y4 statutory spelling words correctly? Can I correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense)?</p> <p>Can I form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration)?</p> <p>Can I spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous)? Can I spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's)?</p> <p>Can I use my spelling knowledge to use a dictionary more efficiently?</p> <p>Can I increase the legibility, consistency and quality of my handwriting [e.g 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]? Can I confidently use diagonal and horizontal joining strokes throughout my independent writing to increase fluency?</p>	

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
Whole Class Reading - VIPERS	Farm Boy

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
Can I write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)?	Non Chronological Report Explanation text
Can I write a range of narratives that are well-structured and well-paced.?	
Can I compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures?	<i>Preparing for writing.</i>
Can I consistently organise my writing into paragraphs around a theme to add cohesion and to aid the reader?	
Can I create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere?	<i>Using Literacy Shed for short film clips to help with settings.</i>
Can I begin to read aloud my own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear?	
Can I proofread consistently and amend my own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion?	<i>Response time and discussion about other's work.</i>
Can I always maintain an accurate tense throughout a piece of writing?	
Can I always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'?	<i>Specific stand-alone lessons to achieve this, both oral and written.</i>
Can I use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences?	<i>Sentence construction towards the start of the term</i> <i>Consolidate</i>
Can I expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit?	<i>Sentence construction towards the start of the term</i> <i>Consolidate</i>
Can I consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it?	<i>Specific lessons and Response Time.</i>
Can I use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas?	<i>Sentence construction towards the start of the term.</i>
Can I consistently use apostrophes for singular and plural possession?	<i>Specific lessons and Response Time.</i> <i>See **</i>
Can I recognise and use the terms determiner, pronoun, possessive pronoun and adverbial?	<i>Specific lessons and Response Time.</i>
Can I spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision,	<i>Y4 spelling unit.</i>

















collision, television)?	
Can I spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission)?	<i>Y4 spelling unit.</i>
Can I spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion)?	<i>Y4 spelling unit.</i>
Can I spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs'? e.g. musician, electrician, magician, politician, mathematician)?	<i>Y4 spelling unit.</i>
Can I spell words with the s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent)?	<i>Y4 spelling unit.</i>
Can I correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense)?	<i>Y4 spelling unit.</i>
Can I form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration)?	<i>Y4 spelling unit.</i>
Can I spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous)?	<i>Y4 spelling unit.</i>
Can I spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's)?	<i>As for **</i>
Can I use my spelling knowledge to use a dictionary more efficiently?	<i>Introduce using a dictionary and if ready, use letters to the second and third place.</i>
Can I spell all of the Y3 and Y4 statutory spelling words correctly?	<i>Baseline assessment at the start of term. Half-termly assessment to check on progress.</i>
Can I increase the legibility, consistency and quality of my handwriting [e.g 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?	<i>Handwriting sessions.</i>
Can I confidently use diagonal and horizontal joining strokes throughout my independent writing to increase fluency?	<i>Handwriting sessions.</i>
Can I read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill?	<i>Guided Reading will have to take the form of whole class work until further notice. Any "gaps" shown through Y3 Summer Term assessment done at the start of Y4 Autumn term, to be addressed.</i>

Can I apply my knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*?	<i>Guided/whole class reading.</i>
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**Mathematics**

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
Number: Addition and Subtraction (1 week) if needed from last term	



Measurement: Length and Perimeter (1 week)	
 Kilometres	
 Perimeter on a grid	
 Perimeter of a rectangle	<i>NRich problems</i>
 Perimeter of rectilinear shapes	
Number: Multiplication and division (3 weeks)	
 Multiply by 10	
 Multiply by 100	
 Divide by 10	
 Divide by 100	
 Multiply by 1 and 0	
 Divide by 1 and itself	
 Multiply and divide by 6	<i>Multiplication tables work/test</i>
 6 times table and division facts	<i>Hit the Button</i>
 Multiply and divide by 9	<i>Multiplication tables work/test</i>
 9 times table and division facts	<i>Hit the Button</i>
 Multiply and divide by 7	<i>Multiplication tables work/test</i>
 7 times table and division facts	<i>Hit the Button</i>
	<i>Multiplication tables work/test</i>
	<i>Hit the Button</i>
1 week consolidation and recap work	



