

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 4 – SUMMER 1



Learn from yesterday, seek today and aim for tomorrow

September 2023

HistoryDriver: Ancient Egyptians

Key Enquiry: How can we recreate the wonder of Ancient Egypt?

History Driver

What I need the children to learn	Possible learning experiences
ANCIENT ANCIENTS (approx. 3000 years ago)	
<i>Cover each of and then choose one to look at in depth:</i> Ancient Egypt Ancient Sumer Indus Valley Shang Dynasty	
<ul style="list-style-type: none"> • Know about, and name, some of the advanced societies that were in the world around 3000 years ago • Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty • Know about, and name, some of the advanced societies that were in the world around 3000 years ago • Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty <p>Can I find this Ancient civilisation on a timeline and compare this with the Ancient Greek civilisation, putting across how far they were apart from each other in time and from today's events?</p> <p>Do I know how advanced ancient civilisations were around 3000 years ago?</p> <p>Can I understand what types of pyramids there were and what they were used for?</p> <p>Do I know how hieroglyphs and cuneiform were used? Can I understand why cartouches were used?</p> <p>Do I know how the hierarchical system of Egyptian rulers/pharaohs and society functioned including Tutankhamun?</p> <p>Do I understand the importance of the River Nile?</p> <p>Do I know the importance of the different gods and sacred items such as the lotus flower and scarab beetle?</p> <p>Do I know beliefs about the afterlife and mummification?</p> <p>Can I understand what life was like for children, men and women at home and in terms of society and religion?</p>	<p><i>Plot on a time line Ancient Egypt</i> <i>Find out about different types of pyramids</i> <i>Explore hieroglyphs and cuneiform</i> <i>Make own cartouches with name on</i> <i>Explore the hierarchical system</i> <i>Look at importance of the River Nile, investigate inundations and irrigation systems</i> <i>Investigate different the importance of the different gods and sacred items such as the lotus flower and scarab beetle</i> <i>Investigate beliefs about the afterlife and mummification</i></p> <p>York museum – show 'The Egyptian way of death' Mummification challenges etc Writing letters from each time, artefacts and photographs to support For each area study life and family, writing system, technology and inventions in fact-files/ letters Use video clips and pictures Ancient Egypt twinkl, BBC clips, Horrible Histories</p>

<p><u>Key Skills</u> Plot significant events, dates, people and changes to British, local and world history on a timeline using correct terminology e.g. Ancient Rome (753 BCE - 476 CE). Explore hieroglyphics and their meanings Investigate inundations and irrigation systems on the River Nile. Compare life for men, women and children in Egypt with daily life in Ancient Greece (brief recap). Compare systems of Pharaohs ruling with those previously studied i.e. Ancient Greece and with today.</p> <p><u>Key Vocabulary</u> Pharaoh, mummification, cartouche, irrigation, papyrus</p>	
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Computing

What I need the children to learn	Possible learning experiences
<p>Technology in our lives – Uses of IT beyond school Multimedia Sound and Motion – Using Technology On-Line Safety</p>	<p>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).</p>
<p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p><i>Recognise common uses of information technology beyond school</i></p> <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p> <p><i>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</i></p>	<p>You will need email accounts for each of your pupils.</p> <p>Teacher4.5 (available in lesson resource downloads) has guidance on how to use Google Workspace for Education for pupil email accounts. The ability for pupils to send/receive email can be switched on or off throughout the year depending on your preferences.</p>
<ul style="list-style-type: none"> • iMail unit – Information Technology <p>Lesson 1: iMessage</p> <ul style="list-style-type: none"> • To understand that messages can be used to communicate over distance a number of ways <p>Lesson 2: iRetrieve</p> <ul style="list-style-type: none"> • To understand how email travels and how to retrieve it <p>Lesson 3: iSend</p> <ul style="list-style-type: none"> • To send and reply to emails <p>Lesson 4: iAttach</p> <ul style="list-style-type: none"> • To attach a file to an email • To understand the advantages of attaching files to emails 	<p>https://www.icompute-uk.com/members-area/lks2/index.html and select the Year 4 folder and then the iMail unit</p>

Lesson 5: iCollaborate					
• To use email to communicate ideas					
Digital Communication					
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"> ☞ there are a number of risks associated with meeting people in real life that I have been communicating with online ☞ some forms of cyberbullying 	<ul style="list-style-type: none"> ☞ send/receive emails ☞ open and save digital communications ☞ tell someone if I encounter cyberbullying 	<ul style="list-style-type: none"> ☞ the effect that content in my communications may have on others ☞ I should tell a trusted adult immediately if they are asked to meet in person ☞ cyber bullying can come in various forms and that it is unacceptable ☞ how to report cyber bullying 	<ul style="list-style-type: none"> ☞ log on to an email account, open emails, create and send them ☞ attach files to digital communications (e.g. email and/or blog posts) ☞ open and save attachments ☞ use a range of digital tools to communicate (e.g. blogs, chat, commenting) with purpose ☞ share digital work with a wider audience (e.g. emails or blogs involving more than one school) ☞ demonstrate respect for the ideas and communications of others 	<ul style="list-style-type: none"> ☞ I need to behave appropriately when communicating digitally ☞ I need to be careful communicating online ☞ there are a range of online communication tools and some may be better than others depending upon the circumstances 	<ul style="list-style-type: none"> ☞ log on to an email account, open emails, create and send appropriate replies ☞ forward an email ☞ select recipients from address books ☞ demonstrate caution when communicating online ☞ discuss the differences between online communication tools used in school and those used at home (e.g. social media)

Music

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

What I need the children to learn	Possible learning experiences
Unit 5 – Blackbird	
Listening and Appraise Music (Musicianship)	
<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>	
<i>Develop an understanding of the history of music.</i>	
<ul style="list-style-type: none"> • Identify major and minor tonality. • Recognise the sound and notes of the pentatonic scale by ear and from notation. • 	
Singing and Voice	
<ul style="list-style-type: none"> • <i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i> 	
<ul style="list-style-type: none"> • Talk about the different styles of singing used for different styles of song. • Talk about how the songs and their styles connect to the world. 	Video with QR qrcode monkey website
Notation	
<ul style="list-style-type: none"> • <i>Use and understand staff and other musical notations</i> 	
<ul style="list-style-type: none"> • Read and perform pitch notation within a range. • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. 	
Playing Instruments	

<ul style="list-style-type: none"> • <i>Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression</i> 	
<p>Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major and D major.</p>	Glockenspiels and bars as a whole class
<ul style="list-style-type: none"> • Improvising 	
<ul style="list-style-type: none"> • <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> 	
<ul style="list-style-type: none"> • Improvise over a simple chord progression. • Improvise over a groove. 	
<ul style="list-style-type: none"> • Composing 	
<ul style="list-style-type: none"> • <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> 	
<ul style="list-style-type: none"> • Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale: • C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C) • C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) • A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor) 	Use Charanga with pupil logins to experiment with the notation maker.
<ul style="list-style-type: none"> • Performing 	
<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"> • Reflect on the performance and how well it suited the occasion. • Discuss and respond to any feedback; consider how future performances might be different. 	Performance to parents to celebrate unit. Videos to send out on Class Dojo.
<ul style="list-style-type: none"> • Vocabulary 	
<ul style="list-style-type: none"> • Keyboard • Electric guitar • Bass • Drums • Improvise • Compose • Melody • Pulse • Rhythm • Pitch • Tempo • Dynamics • Texture • Structure • Compose • Improvise • Hook • Riff • Solo • Pentatonic scale 	

<ul style="list-style-type: none"> • Unison • Rhythm patterns • Musical style • Rapping • Lyrics • Choreography • Digital/electronic sounds • Turntables • Synthesizers, by ear • Notation • Backing vocal • Piano • Organ • Acoustic guitar • Percussion • Birdsong • Civil rights • Racism • Equality 	
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Geography

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">Locational Knowledge</p>	
<p><i>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i></p>	
<ul style="list-style-type: none"> • Know the names of and locate at least eight major capital cities across the world <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> • <i>describe and understand key aspects of:</i> <i>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle</i> <i>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i> 	<p><i>Where is Egypt in the world? Plot Cairo and brief look at what it looks like in the present day, using Google maps. Locate the River Nile and some places it passes through. Understand the importance of the River Nile today and in the past to the people who live(d) there.</i></p> <p>Change of landscapes through the years European country study Globe work Quiz making on capital cities</p>

Art

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">Drawing, painting and sculpture</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"> • Create and combine shapes eg nets or using solid materials 	<p><i>Draw, and make a Cartouche out of clay or paper</i> <i>Paint it</i></p>

<ul style="list-style-type: none"> • Sculpt using clay & other mouldable materials Include texture that conveys expression and movement • Dye fabric • Use cross stitch & back stitch 	
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Physical Education – Follow Real P.E. and supplement with NC P.E. experiences

What I need the children to learn	Possible learning experiences
Athletics	
<i>use running, jumping, throwing and catching in isolation and in combination</i>	
<ul style="list-style-type: none"> • sprint over a short distance and show stamina when running over a long distance • jump in different ways • throw in different ways and hit a target, when needed 	
Competitive Games	
<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"> • throw and catch accurately with one hand • hit a ball accurately with control • vary tactics and adapt skills depending on what is happening in a game 	<p>Apply striking and racket skills to games Tactical discussions Links to Real PE 5</p>
Gymnastics	
<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>	
<ul style="list-style-type: none"> • move in a controlled way • include change of speed and direction in a sequence • work with a partner to create, repeat and improve a sequence with at least three phases 	
Dance	
<i>perform dances using a range of movement patterns</i>	
<ul style="list-style-type: none"> • take the lead when working with a partner or group • use dance to communicate an idea 	
Outdoor and Adventurous Activity	
<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	
<ul style="list-style-type: none"> • follow a map in a (more demanding) familiar context • follow a route within a time limit 	
Evaluate	
<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	
<ul style="list-style-type: none"> • provide support and advice to others in gymnastics and dance • be prepared to listen to the ideas of others 	
Real P.E.	
Unit 5Applying Physical	

<ul style="list-style-type: none"> I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency 	
Nigel Carson Sessions	

PSHE

What I need the children to learn	Possible learning experiences
Relationships	Resource links from: Jigsaw
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Know some reasons why people feel jealousy Know that jealousy can be damaging to relationships Know that loss is a normal part of relationships Know that negative feelings are a normal part of loss Know that memories can support us when we lose a special person or animal Know that change is a natural part of relationships/ friendship Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe. <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> Can identify feelings and emotions that accompany jealousy Can suggest positive strategies for managing jealousy Can identify people who are special to them and express why Can identify the feelings and emotions that accompany loss Can suggest strategies for managing loss Can tell you about someone they no longer see Can suggest ways to manage relationship changes including how to negotiate <p>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).</p>	<p>Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.</p> <p><u>Key vocabulary:</u> Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.</p> <p>See the link below</p>

<https://jigsawlivescemsuk.blob.core.windows.net/umbraco-media/j0jfera1/05-ages-8-9-jigsaw-skills-and-knowledge-progression-for-parents.pdf>

Religious Education:

For this unit there is 8 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

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What I need the children to learn	Possible learning experiences
L2:3	
<p>Why is Jesus inspiring to some people?</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1). • Suggest some ideas about good ways to treat others, arising from their learning (C3). <p>Expected:</p> <ul style="list-style-type: none"> • Make connections between some of Jesus’ teachings and the way Christians live today (A1). • Describe how Christians celebrate Holy Week and Easter Sunday (A1). • Identify the most important parts of Easter for Christians and say why they are important (B1). • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). <p>Exceeding:</p> <ul style="list-style-type: none"> • Make connections between the Easter story of Jesus and the wider ‘big story’ of the Bible (creation, the Fall, incarnation, salvation – see unit L2.2), reflecting on why this inspires Christians (A1). • Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2). 	<ul style="list-style-type: none"> • Briefly explore what makes a person inspirational to others, identifying characteristics of a good role model. • Explore creatively some words and actions of Jesus which continue to inspire Christians today e.g The Parable of the Two Builder from Matthew chapter 7; hot-seat characters, freeze-frame or act out stories; create artworks; collect pupils’ questions, then find out how Christians interpret these by asking some. • Use the events of Holy Week and Easter to find out why Jesus is so important to Christians today; how are the events of Holy Week celebrated by Christians, e.g. Palm Sunday, waving palms; Maundy Thursday, washing feet; sorrow of Good Friday services; darkness in churches on Saturday; light and joy of Easter Day. • Explore the question: why do Christians call Good Friday ‘good’? Include the terms incarnation (Jesus as God as a human being) and salvation (Christians believe that Jesus’ death and resurrection opens up a way for people to be forgiven and get close to God) (see Unit L2.2 for more on these terms). • Find out about the impact that believing in Jesus can have on a Christian’s life and how Jesus has inspired some examples of contemporary inspirational Christians, e.g. how Christians show gratitude to Jesus for saving them and dealing with sin and death and bringing forgiveness – by prayer, worship, giving generously, telling other people about Jesus, caring for others. • Introduce the belief that Christians cannot be completely good and so they rely on the Holy Spirit to help them follow Jesus and be more like him (see

	<p>the 'fruit of the Spirit, Galatians 5:22–23).</p> <ul style="list-style-type: none"> Follow this up with examples of what some Christians say are the most important attitudes and values to have, as inspired by Jesus' teachings and actions (e.g. love, fairness, service, sacrifice, joy) comparing these with what pupils believe to be most important.
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Foreign Languages

What I need the children to learn	Possible learning experiences
<p style="text-align: center;">Listening</p>	<p>Language Angels</p> <p>Summer 1 - Classroom Teaching Type: Intermediate Unit Objective: To say what you have and do not have in your pencil case in French. By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects. Learn how to replace an indefinite article/determiner with the appropriate possessive adjective. Learn how to use the negative in French. Describe what we have and do not have in our pencil case/rucksack.
<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>	
<ul style="list-style-type: none"> 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. 	
<p style="text-align: center;">Speaking</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"> 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. 	
<p style="text-align: center;">Reading/ Writing</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"> 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. 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. 	
<p style="text-align: center;">Grammar</p>	

Understand basic grammar appropriate to the language being studied

- 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').

Cayton Creation

Role play, Art, Drama and Discussion afternoon focusing on Ancient Egypt

Cayton Conclusion

Performance Poetry performed in groups in lesson (RLS)

English

What I need the children to learn	Possible learning experiences
<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>Misconceptions- using tenses accurately and a range of coordinating and subordinating conjunctions, homophones and their spellings, direct speech usage</p>	<p>Descriptive writing with MAPOS based on CACF- What were the invention rooms like in the chocolate factory? Story writing set after CACF based on Charlie's next adventures (knowledge of reading) Build up plots, characters, setting and tension through story development and studying other examples e.g. Ancient Egyptian myths</p> <p>Non-chronological report on gods and goddesses in Ancient Egypt</p> <p>Instruction writing</p>
<p>Can I write a range of narratives that are well-structured and well-paced.?</p>	<p>Story editing CACF</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><i>Editing writing, hot seating for CACF</i></p>
<p>Can I consistently organise my writing into paragraphs around a theme to add cohesion and to aid the reader?</p>	<p>Learning challenges and discussion</p>
<p>Can I create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere?</p>	<p><i>YouTube clips of CACF to aid with settings. Pictures and discussion to influence writing.</i></p>
<p>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>Reading examples of imagery in plenary.</p>
<p>Can I proofread consistently and amend my own</p>	<p><i>Response time and discussion about other's work. Peer assessment. Learning challenges</i></p>

and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion?	<i>(pronouns to replace nouns). Grammar games and discussion.</i>
Can I always maintain an accurate tense throughout a piece of writing?	Verbal and written feedback in CACF story.
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> <i>Learning challenges</i>
Can I recognise and use the terms determiner, pronoun, possessive pronoun and adverbial?	<i>Specific lessons and Response Time.</i> <i>Learning challenges, 21 sentence types, class games and discussion.</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, collision, television)?	<i>Y4 spelling unit.</i>
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-	<i>Y4 spelling unit.</i>

and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense)?	
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 ** Learning challenges in books.</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. Stand alone dictionary lesson.</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- t modelling.</i>
Can I confidently use diagonal and horizontal joining strokes throughout my independent writing to increase fluency?	<i>Handwriting sessions- t modelling.</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>

What I need the children to learn	Possible learning experiences
<p>(Taken from Cayton Progression Map and End of Y4 Expectations)</p> <p>Reading Inference and deduction skills in reading with evidence based on character feelings , actions etc Predicting from stated and implied information Exploring new vocabulary in different contexts Some figurative language i.e. MAPOS- Metaphors, Alliteration, Personification, Onomatopoeia, <u>Similes (Y4)</u></p>	<p>Study of Charlie and the Chocolate Factory by Roald Dahl to inspire story and description (as well as extracts from symbolic Iron Man text and other higher lexile count extracts for decoding)</p> <p>Charlie Bucket character and inference focus Dictionary work but providing not just dictionary but many other contexts (Chris Quigly)</p> <p>From a Railway Carriage by RLS Study and then perform where possible</p>

<p>Performance Poetry skills- changes in volume, tone, expression (see CPM)</p> <p>Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references. Begin to justify comments.</p> <p>Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books.</p> <p>Retrieve and record information from non-fiction texts.</p> <p>VIPERS- Vocabulary, inference, predict, explain, retrieve and summarise</p>	<p>Star poem from Twinkl Y4 resources Learn new words in context in stories and discuss authorial intent, word games and class debate Further vocabulary games with new words learned in stories based on Chris Quigley Education Class discussions and book reviews During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say i.e. 'volleyballing'</p> <p>Analysing instructions</p> <p>All reading activities</p>
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Mathematics

What I need the children to learn	Possible learning experiences
<p>Some of the below FRACTIONS (Spring recap, addressing misconceptions and building on prior learning)</p> <ul style="list-style-type: none"> ▶ Unit and non-unit fractions ▶ What is a fraction? ▶ Tenths ▶ Count in tenths ▶ Equivalent fractions (1) ▶ Equivalent fractions (2) ▶ Fractions of a set of objects (1) ▶ Fractions of a set of objects (2) ▶ Calculate fractions of a quantity ▶ Problem solving - calculate quantities <p>DECIMALS</p>	<p>White Rose Scheme TES and other websites Ancient Egypt links to fractions of boats on the Nile i.e. What fraction of these ships are trading galley? War galley? Papyrus boat?</p> <p>Counting fractions of skittles, fake money</p>









-  Bonds to 10 and 100
-  Make a whole
-  Write decimals
-  Compare decimals
-  Order decimals
-  Round decimals
-  Halves and quarters

With some place value recap and four operations recap, addressing misconceptions and gaps

MONEY

-  Pounds and pence
-  Ordering money
-  Estimating money
-  Convert pounds and pence
-  Add money
-  Subtract money
-  Find change
-  Four operations

TIME

-  Telling the time to 5 minutes
-  Telling the time to the minute
-  Using a.m. and p.m.
-  24-hour clock
-  Hours, minutes and seconds
-  Years, months, weeks and days
-  Analogue to digital - 12 hour
-  Analogue to digital - 24 hour

Ordering fake money

YouTube videos to help order decimals with 'stacking'

TES, Twinkl and White Rose problem solving

White Rose 'Question of the Day'

Clock resources- moving the clock hands for some questions on analogue time

Number of days in each month song

Time quizzes and games

Twinkl, TES

STATISTICS

- ▶ Interpret charts
- ▶ Comparison, sum and difference
- ▶ Introducing line graphs
- ▶ Line graphs

