



The Roman Empire				
Value		Safe		
No Outsiders		King and King – To understand why people choose to get married.		
Educational Visits and Enrichment Experiences		Chester		
Subject		National Curriculum Objective	Knowledge	Skills
English	1-2 Tanka / Renga Poetry	<p>To be able to recognise some different forms of poetry.</p> <p>To be able to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To be able to write by composing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structure.</p>	<p>To know what Tanka and Renga poetry are.</p> <p>To know the structure of a Tanka poem.</p> <p>To know what syllables are.</p> <p>To know what a simile, metaphor and personification are.</p>	<p>To write lines with the correct number of syllables.</p> <p>To write a Tanka poem.</p> <p>To write a Renga poem.</p>
	2-4 Diary recount	<p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>Discussing and recording ideas.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</li> <li>Organising paragraphs around a theme.</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>Proof-read for spelling and punctuation errors.</li> </ul> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>Using fronted adverbials. Including comma</li> </ul> <p>Indicate grammatical and other features by:</p> <p>Indicating possession by using the possessive apostrophe with</p>	<p>To know what technical vocabulary is and identify it.</p> <p>To know what a determiner is.</p> <p>To know the features and structure of a diary recount.</p> <p>To know what an adjective is and how it is included in an expanded noun phrase.</p> <p>To know what a fronted adverbial is.</p> <p>To know how to begin to plan their writing.</p> <p>To know how to plan in paragraphs.</p> <p>To know what a dictionary is and how to use it.</p> <p>To know what a thesaurus is and how to use it.</p> <p>To begin to identify different conjunctions and how they can be used.</p> <p>To know how to use the possessive apostrophe for plural nouns.</p>	<p>To use vocabulary linked to the topic they are writing about.</p> <p>To begin to use determiners.</p> <p>To use adjectives to describe.</p> <p>To begin to use expanded noun phrases.</p> <p>To use fronted adverbials including commas.</p> <p>Discuss writing similar to that which they are planning.</p> <p>To begin to use different conjunctions for cause (because, so, before, after).</p> <p>To begin to use the possessive apostrophe for plural nouns.</p> <p>To begin to plan their writing efficiently with appropriate detail.</p> <p>To organise paragraphs around a theme.</p> <p>Begin to assess the effectiveness of their own and other's writing and suggest improvements.</p> <p>Use a dictionary and thesaurus effectively.</p> <p>Begin to propose changes to grammar and vocabulary which would improve their work.</p> <p>Begin to proofread for spelling and punctuation errors.</p>

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		plural nouns.		
	5-6 wishing tale- Gorilla	<p>To discuss words and phrases that capture the reader's interest and imagination.</p> <p>To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To identifying how language, structure, and presentation contribute to meaning.</p> <p>To be able to use conjunctions, adverbs and prepositions to express time and cause.</p> <p>To plan their writing by discussing and recording ideas.</p> <p>To draft and write.</p>	<p>To begin to identify different conjunctions and how they can be used.</p> <p>To know how to use the possessive apostrophe for plural nouns.</p> <p>To know what past and present tense are and how and when to use them.</p> <p>To know how to punctuate direct speech.</p> <p>To know what an adjective is and how it is included in an expanded noun phrase.</p> <p>To know to use commas after fronted adverbials.</p> <p>To know how to begin to plan their writing.</p> <p>To know how to plan in paragraphs.</p> <p>To know how to proof-read.</p> <p>To know what a dictionary is and how to use it.</p> <p>To know what a thesaurus is and how to use it.</p>	<p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Use present perfect in contract to past tense.</p> <p>Use commas after fronted adverbials.</p> <p>Use and punctuate direct speech.</p> <p>Use adjectives, adverbs and expanded noun phrases to add description to their writing.</p> <p>Use commas after fronted adverbials.</p> <p>Use and punctuate direct speech.</p> <p>Use adjectives, adverbs and expanded noun phrases to add description to their writing.</p> <p>To begin to plan their writing efficiently with appropriate detail.</p> <p>To organise paragraphs around a theme.</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Propose changes to grammar and vocabulary which would improve their work.</p> <p>Proofread for spelling and punctuation errors.</p> <p>Use a dictionary and thesaurus effectively.</p>
SPaG / Phonics	1		To know how to spell words from the Year 3 and 4 spelling lists.	To spell words from the Year3 and 4 lists correctly.
	2	Use further prefixes and suffixes and understand how to add them.	To know how to add the suffixes 'sion' and 'tion'.	To spell words with the suffixes 'sion' and 'tion'.
	3	Use further prefixes and suffixes and understand how to add them.	To know how to add the suffix 'ssion'.	To spell words with the suffix 'ssion'.
	4	Use further prefixes and suffixes and understand how to add them.	To know how to add the suffix 'ation'.	To spell words with the suffix 'ation'.
	5	Use further prefixes and suffixes and understand how to add them.	To know how to add the suffix 'cian'.	To spell words with the suffix 'cian'.
	6		To know how to spell words from the Year 3 and 4 spelling lists.	To spell words from the Year3 and 4 lists correctly.
Guided Reading	Weekly	To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and	<ul style="list-style-type: none"> <li>2a give / explain the meaning of words in context</li> <li>2b retrieve and record information / identify key</li> </ul>	

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		<p>to understand the meaning of new words they meet.</p> <p>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>To develop positive attitudes to reading and understanding of what they read.</p> <p>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To read books that are structured in different ways and read for a range of purposes.</p> <p>To use dictionaries to check the meaning of words that they have read.</p> <p>To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>To discuss words and phrases that capture the reader's interest and imagination.</p> <p>To recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>To understand what they read, in books they can read independently.</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To ask questions to improve their understanding of a text.</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>To predict what might happen from details stated and implied.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> <p>To identify how language, structure, and presentation contribute to meaning.</p> <p>To retrieve and record information from non-fiction.</p> <p>To participate in discussions about both books that are read to them and those they can read for themselves, take turns and listen to what others say.</p>	<ul style="list-style-type: none"><li>• details from fiction and non-fiction</li><li>• 2c summarise main ideas from more than one paragraph</li><li>• 2d make inferences from the text / explain and justify inferences with evidence from the text</li><li>• 2e predict what might happen from details stated and implied</li><li>• 2f identify / explain how information / narrative content is related and contributes to meaning as a whole</li><li>• 2g identify / explain how meaning is enhanced through choice of words and phrases</li><li>• 2h make comparisons within the text</li></ul> <p>CD: A, B, C, D, E</p> <p>GR: Every other week will focus with other CD (Retrieval/ inference)</p> <p>WCR/ Follow up: Other CD</p> <p>**See additional planning.</p>	
Maths	I	<p>Estimate and use inverse operations to check answers to a calculation.</p> <p>Solve addition and subtraction two-step problems in contexts.</p>	<p>Know what an estimate is and how to use this to check calculations.</p>	<p>Estimate and use inverse operations to check answers to a calculation.</p>

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		deciding which operations and methods to use and why.	Know which operation to use to solve a calculation.  Know strategies for solving problems.	Solve addition and subtraction two step problems in contexts.
	2	Find the area of rectilinear shapes by counting squares.  Estimate, compare and calculate different measures, including money in pounds and pence.	To know what area is and how to find it in rectilinear shapes by counting squares.  To know how to compare the area of rectilinear shapes.	Find the area of rectilinear shapes by counting squares.  Compare the area of different rectilinear shapes.
	3 4 5	Recall multiplication and division facts for multiplication tables up to $12 \times 12$ .  Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.	To know how to multiply and divide by multiples of 10 and 100.  To know what happens when they multiply by 0 and 1.  To know what happens when we divide by 1.  Recall multiplication and division facts for multiplication tables up to $12 \times 12$ .  Identify multiples of 6, 7, 9.	Use multiplication and division facts for multiplication tables up to $12 \times 12$ .  Count in multiples of 6, 7, 9.  Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
	6	Consolidation	Consolidation	Consolidation
Science	1-6	Identify how sounds are made, associating some of them with something vibrating.  Recognise that vibrations from sounds travel through a medium to the ear.  Find patterns between the pitch of a sound and features of the object that produced it.  Find patterns between the volume of a sound and the strength of the vibrations that produced it.  Recognise that sounds get fainter as the distance from the sound source increases.  Asking relevant questions and using different types of scientific enquiries to answer them.  Setting up simple practical enquiries, comparative and fair tests.  Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.  Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.  Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	To understand the vocabulary associated with sound	Report on findings from enquiries, including <b>oral</b> and written explanations, displays or presentations of results and conclusions.  Use straightforward scientific evidence to answer questions or to support their findings.
			To identify how sounds are made, associating some of them with something vibrating. To recognise that vibrations from sounds travel through a medium to the ear.	To explain how sounds are made and how sounds travel to the ear.
			To know the patterns between the pitch of a sound and features of the object that produced it  To know the patterns between the volume of a sound and the strength of the vibrations that produced it.	Identify differences, similarities or changes related to simple scientific ideas and processes.  Use straightforward scientific evidence to answer questions or to support their findings.  Use results to draw simple conclusions, make predictions (p) for new values, suggest improvements and raise further questions.

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		<p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>		<p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>
			<p>To recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>To set up simple practical enquiries, comparative and fair tests. To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>
RE	1	Cheshire Scheme - Christianity	<p>Describe and suggest reasons why Christians call Jesus, Saviour.</p> <p>Explain the concept of salvation.</p>	<p>I can make links between the beliefs of different religious groups.</p> <p>I can describe and compare practises and experiences that are involved in belonging to different religious groups.</p> <p>I can explain religious beliefs using a range of religious vocabulary used by believers and suggest what they mean.</p>
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PE	1	<p><b>OAA</b></p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p><b>Dance</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Forest Schools</b></p>	<p><b>OAA</b></p> <p>Pupils will work within teams to find effective strategies and tactics in order to complete the different problem solving challenges successfully. Pupils will apply an ability to evaluate and improve strategies to solve the problems. Pupils will develop life skills such as trust and collaboration as they work effectively with their team mates to complete the challenges. Pupils will demonstrate leadership attributes as they take responsibility for their team members.</p> <p><b>Dance</b></p> <p>Pupils will perform accurately and convincingly in character with big bold actions. Pupils can perform with flow and include a change of level and dynamic.</p> <p>Pupils will consolidate their ability to evaluate their own and others' performances. Pupils will apply effective</p>	<p><b>OAA</b></p> <p>Complete the following challenges:</p> <ul style="list-style-type: none"> <li>• Benches and mats challenge</li> <li>• Round the clock card challenge</li> <li>• The pen challenge</li> <li>• The river rope challenge</li> <li>• Caving challenges</li> </ul> <p><b>Dance</b></p> <p>Developing character movements to represent different characters from a circus..</p> <p>Extending the performance incorporating props and apparatus linked to the variety of performers.</p>
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			decision making as they construct their sequences.	
Geography and History	1	<b>History</b>  The Roman Empire and its impact on Britain.	To know who Julius Caesar was and the impact he had.	Recall, select and organise historical information. Communicate their knowledge and understanding.
	2	<b>History</b>  The Roman Empire and its impact on Britain.	To recall some sporting events from this time.	Use terms related to the period and begin to date events. Use evidence to reconstruct life in time studied. Choose relevant material to present a picture of one aspect of life in time past.
	3	<b>History</b>  The Roman Empire and its impact on Britain.	To know what impact the Romans had locally – Chester, Cheshire (wich).	Explain how events in the past have influenced current events. Recall, select and organise historical information. Communicate their knowledge and understanding.
	4	<b>Geography</b>  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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.	Use junior atlases. Locate places on large scale maps, (e.g. Find UK or India on globe). Begin to identify significant places and environments.
	5	<b>Geography</b>  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.	Understand geographical similarities and differences through the study of human and physical geography of a region of a European country – Italy.	Begin to identify significant places and environments.
	6	<b>Geography</b>  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	Understand geographical similarities and differences through the study of human and physical geography of a region of a European country – Italy.  To know the physical features of the local area.	Begin to identify significant places and environments.
Art and Design  (1 full afternoon fortnightly)	2 4	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history	Collage – To know and explain how to use a variety of techniques. To name the tools and materials they have used.	Collage –  Use a range of media to create a textured collage.  Match the tool to the material.  .
	6	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Collage – To know what overlapping and layering are and how these can be used.	Collage – Choose collage as a means of extending work already achieved.

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		<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>- to create sketch books to record their observations and use them to review and revisit ideas</li> <li>- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul> <p>about great artists, architects and designers in history</p>	<p>To know how to use visual information as a starting point for their artwork.</p>	<p>Refine and alter ideas and explain choices using an art vocabulary</p>
Design Technology (instrument)	Day 1	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>	<p>To be able to generate ideas and write the purposes for my designs.</p> <p>To know that making labelled drawings from different views, sharing specific features and details are part of the planning process.</p> <p>To have an awareness of alternative methods.</p> <p>To know the appropriate tools and techniques to make my product.</p> <p>To know how to measure, mark out, cut and shape a range of materials, tools and a range of techniques.</p> <p>To know how to join and combine materials in temporary and permanent ways.</p>	<p>Generate ideas, considering the purposes for which they are designing.</p> <p>Make labelled drawings from different views showing specific features.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</p> <p>Select appropriate tools and techniques for making their product.</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p> <p>Join and combine materials and components accurately in temporary and permanent ways.</p>
	Day 2	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p>	<p>To know how to evaluate products and identify criteria that can be used for my own design.</p> <p>To know how to measure, mark out, cut and shape a range of materials, tools and a range of techniques.</p> <p>To know how to join and combine materials in temporary and permanent ways.</p> <p>To know how to evaluate my product against a design criteria.</p> <p>To know how to evaluate during and at the end of the process.</p> <p>To know how to plan and carry out appropriate tests to</p>	<p>Select appropriate tools and techniques for making their product.</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p> <p>Join and combine materials and components accurately in temporary and permanent ways.</p> <p>Evaluate products and identify criteria that can be used for their own designs.</p> <p>Evaluate their work both during and at the end of the assignment.</p> <p>Evaluate their products carrying out appropriate tests.</p>

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			evaluate my product.	
PSHE	1	I Decision	<p>To know what a healthy lifestyle choice is.</p> <p>To know if they make healthy lifestyle choices.</p> <p>Know and understand that too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older.</p>	To make healthy choices.
	2	I Decision	<p>To know what a healthy lifestyle choice is.</p> <p>To know if they make healthy lifestyle choices.</p> <p>Know and understand that too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older.</p>	To make healthy choices.
	3	I Decision	To know the risks associated with an inactive lifestyle (including obesity).	To make healthy choices.
	4	I Decision	<p>What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>The principles of planning and preparing a range of healthy meals.</p>	To make healthy choices.
	5	I Decision	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	To make healthy choices.
	6	I Decision	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	To make healthy choices.
Music	1	Sing with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.	<p>To understand some formal, written notation which includes crotchets, minims and paired quavers and their equivalent rests on a stave.</p> <p>To know the pulse and beat of a piece of music.</p> <p>To know the difference between a fast, steady and slow tempo using appropriate vocabulary.</p>	<p>To copy increasingly challenging rhythms using body percussion</p> <p>To perform with an understanding of simple time, time signatures.</p> <p>To move in time with a beat recognising the accentuated first beat of the bar.</p> <p>To begin to recognise by ear and notation: minims,</p>
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			<p>To pitch the voice correctly when singing songs.</p> <p>To sing a range of unison songs. that have different simple time, time signatures.</p>	<p>crotchets, quavers and their rests.</p> <p>To find the pulse and demonstrate the beat, identifying the first beat of the bar in simple time.</p> <p>To identify the difference between a fast, steady and slow tempo using appropriate vocabulary.</p>
Computing Coding	1	<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>	To know coding vocabulary.	Design and write programs that accomplish specific goals.
	2		To know what decomposition and abstraction are in computer science.	
	3		To know how to create a variable.	Create algorithms that involve sequence, selection and repetition.
	4		To know coding vocabulary.	Create algorithms that involve sequence, selection and repetition.
	5		To know how to create a variable.	Create algorithms that involve sequence, selection and repetition.
	6			Design and write programs that accomplish specific goals.
	7			Create algorithms that involve sequence, selection and repetition.
MFL	1	listen attentively to spoken language and show understanding by joining in and responding	<ul style="list-style-type: none"> <li>To learn some vocabulary for animals/pets</li> </ul>	Pupils sort words according to sounds.
	2	broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	<ul style="list-style-type: none"> <li>To consolidate knowledge of animal vocabulary</li> <li>To notice that nouns can be masculine or feminine</li> <li>To make a picture dictionary of animals</li> </ul>	Pupils recognise and apply simple agreements (e.g. gender, plural, singular).
	3	engage in conversations; ask and answer questions	<ul style="list-style-type: none"> <li>To know how to ask if someone has a pet and know how to respond to this using the verb avoir</li> </ul>	Pupils use question forms.



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	4	describe people, places, things and actions orally and in writing.	<ul style="list-style-type: none"> <li>To consolidate asking and telling others what pets we have and to be able to say if we don't have a pet</li> </ul>	Pupils write some familiar words and phrases (noun & gender and adjectives) using a writing frame.
	5		To consolidate knowledge learned so far	
	6	Pupils explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	<ul style="list-style-type: none"> <li>To hear, read, sing, and write one or more winter songs</li> </ul>	R: Pupils read a wider range of words, phrases and some simple sentences aloud (to a partner/small group).
	7	Pupils appreciate stories, songs, poems and rhymes in the language	<p>To hear, read and sing a Christmas/winter song</p> <p>Christmas activities</p>	Pupils read and understand familiar words and short written phrases.