



The Ancient Maya				
Value		Kind		
No Outsiders		Red: A crayon's story		
Educational Visits and Enrichment Experiences		Maya Day		
Subject	Week	National Curriculum Objective	Knowledge	Skills
English	1-3 Mystery/Portal Story	<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: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas.</p> <p>Draft and write by: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). Organising paragraphs around a theme. In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p> <p>Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by: Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials.</p> <p>Indicate grammatical and other features by: Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech.</p>	<p>To know what an adjective is and how it is included in an expanded noun phrase. To know what a fronted adverbial is. To know how to describe settings and characters. To begin to know what inverted commas are and how to use them. To know how to begin to plan their writing. To know how to plan in paragraphs. To know what a dictionary is and how to use it. To know what a thesaurus is and how to use it. To begin to identify different conjunctions and how they can be used. To know how to use the possessive apostrophe for plural nouns.</p>	<p>To use adjectives to describe.  To begin to use expanded noun phrases.  To use fronted adverbials.  To begin to use speech punctuation correctly.  Discuss writing similar to that which they are planning.  To begin to use different conjunctions for cause (because, so, before, after).  To begin to use the possessive apostrophe for plural nouns. To begin to plan their writing efficiently with appropriate detail. To organise paragraphs around a theme. Begin to assess the effectiveness of their own and other's writing and suggest improvements. Use a thesaurus effectively. Begin to propose changes to grammar and vocabulary which would improve their work. Begin to proofread for spelling and punctuation errors.</p>

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	4, 5 Non-Fiction Instructions	<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 know a varied and rich vocabulary.</p> <p>To know how to use paragraphs to sequence more extended narrative structures.</p> <p>To know how to use expanded noun phrases.</p> <p>To know how to use fronted adverbials to vary sentence structure.</p> <p>To know how to use commas after fronted adverbials.</p> <p>To know the standard English forms for verb inflections.</p> <p>To understand how to use plural and possessive s correctly</p> <p>To use inverted commas and other speech punctuation</p>	<p>To use a varied and rich vocabulary</p> <p>To use paragraphs to sequence more extended narrative structures</p> <p>To use expanded noun phrases</p> <p>To use fronted adverbials to vary sentence structure.</p> <p>To use commas after fronted adverbials</p> <p>To use standard English forms for verb inflections.</p> <p>To use plural and possessive s correctly</p> <p>To use inverted commas and other speech punctuation.</p>
SPaG / Phonics	1	Spell words that are often misspelt.	Know different strategies to help spell words previously taught	To use different strategies to spell words.
	2	Spell words that are often misspelt.	Know different strategies to help spell words previously taught	To use different strategies to spell words.
	3	Spell words that are often misspelt.	Know different strategies to help spell words from the year 3/ 4 spelling list.	To use different strategies to spell words from the year 3/ 4 spelling list.
	4	Words with the /f/ sound spelt ch (mostly French in origin)	To know how to spell /sh/ sound  spelled 'ch'	To correctly spell words like 'niche' where the 'sh' sound is spelt like 'ch'.
	5	Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin)	To know how to spell words with –gue endings.	To correctly spell words with –gue endings.
Guided Reading	Weekly	<p>To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and 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>	<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 details from fiction and</li> <li>• 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</li> <li>• 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</li> <li>• contributes to meaning as a whole</li> <li>• 2g identify / explain how meaning is enhanced through choice of words</li> <li>• 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>	

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		<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>	<p>WCR/ Follow up: Other CD</p> <p>**See additional planning.</p>	
Maths	1-5	<p>Decimals</p> <p>To find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p> <p>To round decimals with one decimal place to the nearest whole number.</p> <p>To compare numbers with the same number of decimal places up to two decimal places.</p> <p>To solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>To know how to divide a 1 or 2-digit number by 10 and 100.</p> <p>To know how to make a whole from any given number of tenths and hundredths.</p> <p>Know how to compare numbers with the same number of decimal places up to two decimal places.</p> <p>Know how to order numbers with the same number of decimal places up to two decimal places.</p> <p>Know how to round decimals with one decimal place to the nearest whole number.</p> <p>Recognise decimal equivalents to <math>\frac{1}{4}</math> <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math>.</p>	<p>To divide a 1 or 2-digit number by 10 and 100.</p> <p>Make a whole from any number of tenths or and hundredths.</p> <p>Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Order numbers with the same number of decimal places up to two decimal places.</p> <p>Round decimals with one decimal place to the nearest whole number.</p> <p>Write decimal equivalents to <math>\frac{1}{4}</math> <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math>.</p> <p>Solve problems involving decimals.</p>

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Science Living things an	2,4,5	<b>Living Things and their Habitats</b> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	To know how to use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
			To know how to use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
			To describe a food chain in detail. To interpret and construct food chains.	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
RE	1	Humanism – free choice	Knowledge and belief of Humanism. Identify meaning of Humanism – happiness.	To ask who, what, where questions when exploring a worldview. To explore ways that human beings can be good to each other. To know that agnostic is to accept people cannot know whether God exists or not.
	2		Understand the terminology atheism and agnosticism and to know how these link to humanism. To consider the values of Humanism and to think of reasons to be good to one another; prompting happiness and avoiding doing harm.	To talk about things that are important to me and explain what I believe is to be right or wrong. To show the importance of empathy when making decisions about how we should act.
	3		To understand that Humanists have celebrations. To think about how these celebrations are similar and different to other beliefs. To identify with Humanists – that human beings can find their own way to be happy without religion.	To think critically and show curiosity to worldviews. I can explore the 'Golden Rule' and consider thoughtfully and respectfully how this way effects my own and others' lifestyles.
	4		To understand about the ethics of Humanism. To explore the concept of leading a good and happy life without the need for religion.	To show reason, empathy, compassion, and respect when deciding how to behave. To consider the history and culture for Humanists.
PE	1	<b>Rounders</b> To use running, jumping, throwing and catching in isolation and in combination.  To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.  Take part in outdoor and adventurous activity challenges both individually and within a team. To name some of the Mayan Gods and their significance  <b>Athletics –Throwing and Jumping</b> To develop pupils' understanding of throwing for a distance.	<b>Rounders</b> To understand the rules of rounders. To be able to work as a team.  <b>Athletics –Throwing and Jumping</b> To explore pacing and the correct technique for triple jump and javelin. To develop an understanding of the correct technique for running fast vs pacing, triple jump, javelin and why the correct technique is important.	<b>Rounders</b> I can show confidence in using ball skills in various ways, and can link these together. e.g. throwing, bouncing, catching. I can use skills with co - ordination, control and fluency I can use running, jumping, throwing and catching in isolation and combination. I can take part in competitive games with a strong understanding of tactics and composition I can apply basic skills for attacking and defending. I can create my own games using knowledge and skills. I can work well in a group to develop various games. I can compare and comment on skills to support creation of new games. I can make suggestions as to
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				<p>what resources can be used to differentiate a game.</p> <p><b>Athletics –Throwing and Jumping</b>          To develop running at speed.          To explore our stride pattern.          To explore running at pace.          To understand and apply tactics when running for distance          Javelin.          To stand correctly for a triple jump.</p>
Geography and History	1	A non – European society that provides contrasts with British history – one study chosen from: early Islamic civilization, Mayan civilization or Benin.	Mayan Workshop to understand different aspects of the Maya Civilisation.	Place events from period studied on time line
	2		To know when and where the Mayan civilization settled To understand BC and AD	Use terms related to the period and begin to date events
	3		To understand the social structure of the Mayan society To know what Mayan people wore	Use evidence to reconstruct life in time studied  Explain how events in the past have influenced current events
	4		To know some features of Mayan education To recall some of the Mayan number system To recall some of the Mayan alphabet	Offer a reasonable explanation for some events  Summarise the evidence available  Evaluate the usefulness of different sources
	5		To understand that the Mayans believed in Gods and the afterlife.	Use evidence to build up a picture of a past event  Choose relevant material to present a picture of one aspect of life in time past  Ask a variety of questions
Art and Design (1 full afternoon fortnightly)	1/2	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	To name more artists. To name some types of art the artists have created. To recall similarities and differences between artists I have learnt about.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
	3/4		<b>Painting</b> To know that a variety of colours can be created from the primary and secondary and match colours with accuracy. To know more specific colour language e.g. tint, tone, shade and hue. To name different effects and textures including blocking in colour, washes and thickened paint. To have an understanding of the need to use different sized brushes for different pieces of artwork or for different parts of the same piece of artwork.	Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. <b>Painting</b> Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different

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				effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process.
Design Technology Pavillions		<p><b>Design</b> 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, patterns and computer-aided design.</p> <p><b>Make</b> Select from and use a wider range of materials, and components, including construction materials, according to their functional properties and aesthetic qualities.</p> <p><b>Evaluate</b> Investigate and analyse a range of existing products.</p>	<p>To understand what a frame structure is.</p> <p>To know that a 'free-standing' structure is one that can stand on its own.</p> <p>To know that a pavilion is a decorative building or structure for leisure activities.</p> <p>To know that cladding can be applied to structures for different effects.</p> <p>To know that aesthetics are how a product looks.</p>	<p>Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect.</p> <p>Building frame structures designed to support weight.</p> <p>Creating a range of different shaped frame structures.</p> <p>Making a variety of free-standing frame structures of different shapes and sizes.</p> <p>Selecting appropriate materials to build a strong structure and for the cladding.</p> <p>Reinforcing corners to strengthen a structure.</p> <p>Creating a design in accordance with a plan.</p> <p>Learning to create different textural effects with materials.</p>
PSHE I Decision Working World	2	Working World – Chores at Home	To know where the money comes from to pay for all of the services that keep us healthy, safe and educated. To know what Tax and VAT is. Be able to identify ways in which we can help those who look after us.	Explain the difference between Tax and VAT.
	3			
	4	Growing and Changing- Relationships	Know that relationships change as we grow. To know that relationships can be healthy and unhealthy. To know strategies for asking for help if needed.	Be able to identify how relationships can be healthy and unhealthy. To use strategies for asking for help if needed.
	5			
Music Expression and Improvisation		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	To understand some formal, written notation which includes crotchets, minims and	To copy increasingly challenging rhythms using body percussion and untuned instruments.
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		<p>Improvise and compose music for a range of purposes .</p> <p>Use and understand staff and other musical notations.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory .</p> <p>Appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians.</p>	<p>paired quavers and their equivalent rests on a stave.</p> <p>To understand simple time signatures.</p> <p>To know what legato, staccato, piano and forte mean.</p>	<p>To perform with an understanding of simple time signatures</p> <p>To sing songs that have different simple time signatures</p> <p>To use an instrument to improvise on a limited range of notes.</p> <p>To improvise, demonstrating use of articulation (legato/staccato) and dynamics (piano/forte)</p> <p>To improvise within a major scale, using one to five notes.</p>
Computing Animation and Effective Searching	2	<p><b>Animation</b></p> <p>To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p><b>Animation</b></p> <p>To know coding vocabulary.</p> <p>To know what decomposition and abstraction are in computer science.</p>	<p><b>Animation</b></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>Design and write programs that accomplish specific goals.</p> <p>Debug programs</p> <p>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>Create algorithms that involve sequence, selection and repetition.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Using logical reasoning explain how some simple algorithms work.</p> <p>Detect and correct errors in algorithms and programs.</p>
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MFL	I	<p>To understand basic grammar appropriate to the language being studied, including key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>To consolidate language learned so far including asking if others have a pet and telling others what pets we have</p> <ul style="list-style-type: none"> <li>To learn how to ask and tell “how many” (Combien)?</li> <li>To say/write how many animals there are</li> </ul> <p>To notice how nouns can be written and spoken in the plural form</p>	<p>Pupils recognise and apply simple agreements (e.g. gender, plural, singular).</p>

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	2	Pupils engage in conversations; ask and answer questions	<ul style="list-style-type: none"> <li>To consolidate using “combien?”</li> </ul> To read and write conversations about the number of pets others have	Pupils recognise and apply simple agreements (e.g. gender, plural, singular).
	3	Pupils listen attentively to spoken language and show understanding by joining in and responding	<ul style="list-style-type: none"> <li>To hear the verb <b>aimer</b> and to distinguish between the verb <b>aimer</b> and <b>avoir</b></li> </ul> To hear how to ask and say if we like certain animals or not	Pupils communicate by answering a range of questions.
	4	Pupils engage in conversations; ask and answer questions; express opinions and respond to those of others	To use <b>aimer</b> to express preferences for animals (survey)	Pupils use question forms.
	5	To engage in conversations; ask and answer questions; express opinions and respond to those of others	To use “et” and “mais” ( <b>and</b> and <b>but</b> ) to express preferences about animals	Pupils understand and use statements.