

	Autumn	Spring	Summer
Theme			
Hook	Mystery Box of Artefacts	Dragon Doodle	Egyptian Buffet
Enrichment	Canal and River Trust Workshop	One Day Creative Viking Workshop	World Museum Liverpool- Egyptian Workshop
Showcase	Picture Showcase and Video Montage	Y4 Viking Assembly	Y4 Egyptian Museum for Y3
	Autumn	Spring	Summer
Reading	 Anglo-Saxon Boy- Tony Bradman	 How to Train your Dragon By Cressida Cowell	 The Boy at the Back of the Class By Onjali Rauf
	The Lighthouse- Literacy Shed Unit	Saga of Biorn- The Animation Workshop	Poetry-The Wind - Christina Rossetti
	Poetry- Haikus	Poetry- Onomatopoeia	
	Reading Objectives taught throughout the year		



	<p>Word Reading</p> <ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes to decode and understand new vocabulary Read and recognise further exception words • Develop positive attitudes to reading through exposure to a wide range of fiction, non-fiction, plays and poetry Read texts organised in different ways and for different purposes • Use dictionaries to check word meaning • Become familiar with a range of traditional tales, myths and legends and retell some orally • Identify themes and conventions across different texts Prepare and perform poems/plays using appropriate intonation and expression • Discuss language choices and their effect on the reader • Recognise different forms of poetry • Check understanding of what is read; ask questions and explain word meanings in context • Make and justify inferences and predictions • Summarise main ideas across paragraphs • Identify how language, structure and presentation contribute to meaning • Retrieve and record information from non-fiction • Take part in discussions about a range of books, listening and responding to others 		<p>Comprehension</p> <ul style="list-style-type: none"> • Check that a text makes sense and explain word meanings in context • Ask questions to clarify understanding • Draw inferences and justify them with evidence • Predict what may happen using details stated and implied • Identify and summarise main ideas across paragraphs • Identify how language, structure and layout contribute to meaning • Retrieve and record information from non-fiction texts • Discuss and evaluate texts, taking turns and listening to others
Writing	<p><u>The Lighthouse</u></p> <p>Expanded noun phrases and prepositional phrases</p> <p>Fronted adverbials</p> <p>Sentence openers</p> <p>Possessive apostrophes</p> <p>Diary Entry</p>	<p><u>Saga of Biorn</u></p> <p>Character description</p> <p>Setting description</p> <p>Action writing</p> <p>Narrative inspired by Biorn</p>	<p><u>Boy at the Back of the Class</u></p> <p>Fact file</p> <p>Create a new character</p> <p>Write in the style of an author</p> <p>Discussion/Balanced argument- Should the UK help refugees?</p> <p>Write a persuasive letter to PM</p>



	<p><u>The Anglo-Saxon Boy-</u> Character profile Setting description Character description Dialogue Battle recount Historical narrative</p> <p><u>Poetry</u> Haikus</p> <p><u>Cross Curricular</u> Geography- what causes an oxbow lake? Science- Experiment write up (teeth experiment) History- Day in the life of an Anglo-Saxon Design and Technology- Recipe write up</p>	<p><u>How to Train Your Dragon</u> Diary Entry Instructions Descriptive Writing/adjectives Adventure Narrative Non-chronological report</p> <p><u>Poetry</u> Onomatopoeia</p> <p><u>Cross Curricular</u> Geography- Explanation of the Water cycle</p>	<p><u>Poetry</u> Write a poem about the weather Perform a poem</p> <p><u>Cross Curricular</u> Science- Biography of a scientist History- Recount of Liverpool museum trip Geography- Deforestation fact file</p>
Grammar and Punctuation	<p><u>The Lighthouse</u></p> <ul style="list-style-type: none"> - Expanded noun phrases (with modifying adjectives and prepositional phrases) - Use of fronted adverbials, including commas after fronted adverbials - Variety of sentence openers for effect - Using apostrophes to mark singular and plural possession - Maintaining first person and past tense in diary writing; using time adverbials <p><u>The Anglo Saxon Boy</u></p> <ul style="list-style-type: none"> - Expanded noun phrases and prepositional phrases for character and setting description - Use of paragraphs to organise ideas around a theme 	<p><u>Saga of Biorn</u></p> <ul style="list-style-type: none"> - Expanded noun phrases and accurate adjective choices - Use of prepositional phrases to describe setting - Use of fronted adverbials - Varied sentence structure for effect (action writing) - Use of inverted commas in speech - Paragraphing and narrative structure <p><u>How to Train Your Dragon</u></p> <ul style="list-style-type: none"> - First person and past tense in diary writing 	<p><u>Boy at the Back of the Class</u></p> <ul style="list-style-type: none"> - Organisational devices (subheadings) in fact files - Expanded noun phrases; fronted adverbials in character description - Adopting authorial tone and voice - Use of conjunctions for contrast in balanced argument (e.g., however, although) - Modal verbs and persuasive language in formal letters - Paragraphing for cohesion <p><u>Poetry</u></p> <ul style="list-style-type: none"> - Figurative language (similes/metaphors) - Expanded noun phrases for description - Spoken language features in performance



	<ul style="list-style-type: none"> - Use of inverted commas and other punctuation to indicate direct speech Appropriate choice of pronoun or noun to aid cohesion - Chronological and causal conjunctions in recounts - Use of fronted adverbials in narrative writing <p style="text-align: center;"><u>Poetry</u></p> <ul style="list-style-type: none"> - Selecting vocabulary for effect and precision - Understanding word classes and sentence structure (syllable focus) <p style="text-align: center;"><u>Cross Curricular</u></p> <ul style="list-style-type: none"> - Use of causal language and conjunctions in explanations (Geography, Science) Imperative verbs and organisational devices in instructions (DT Recipe) - Use of time adverbials in recounts (History – day in the life) 	<ul style="list-style-type: none"> - Imperative verbs and adverbials in instructions - Expanded noun phrases and descriptive vocabulary - Variety of sentence openers in adventure narrative - Organisational devices such as headings/subheadings in nonchronological report - Technical vocabulary; factual tone <p style="text-align: center;"><u>Poetry</u></p> <ul style="list-style-type: none"> - Using vocabulary for sound effect - Awareness of word choice and reader response <p style="text-align: center;"><u>Cross Curricular</u></p> <ul style="list-style-type: none"> - Causal conjunctions and present tense in explanation (Water cycle) - Technical vocabulary and cohesive device 	<p style="text-align: center;"><u>Cross Curricular</u></p> <ul style="list-style-type: none"> - Past tense and factual tone in biographies - Time adverbials and past tense in recounts - Technical vocabulary and subheadings in explanation/fact file (deforestation)
Spelling	<p>Adding the suffix /ssion/ (2 weeks) CEW- remembering /e/ (1 week)</p> <p>Adding the suffix /ation/ (2 weeks)</p> <p>CEW- uncommon silent letters 1 (1 week)</p> <p>Words spelt with the ending /sure/ (2 weeks)</p> <p>Words spelt with the ending /ture/ (2 weeks)</p> <p>CEW- uncommon silent letters 2 (1 week)</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>CEW words- /u/ sound using o and /you/ using u (1 week)</p> <p>Adding the suffix /ous/ (2 weeks)</p> <p>Prefixes 1- mis, dis, un, in (2 weeks)</p> <p>CEW words- /ough/ and /shun/ (1 week)</p> <p>Prefixes 2- il, im, ir (2 weeks)</p> <p>Prefixes 3- anti, auto, inter, re, sub, (2 weeks)</p> <p>Write from memory simple sentences, dictated by the teacher, that include</p>	<p>CEW words- /ally/ (1 week)</p> <p>Homophones 1 (2 weeks)</p> <p>Homophones 2 (2 weeks)</p> <p>Rare CEW words (1 week)</p> <p>Possessive Apostrophes 1 (2 weeks)</p> <p>Possessive Apostrophes 2 (2 weeks)</p> <p>Write from memory simple sentences, dictated by the teacher, that include</p>



	Use further prefixes and suffixes and understand how to add them (English Appendix 1)		words and punctuation taught so far. Use further prefixes and suffixes and understand how to add them (English Appendix 1)		words and punctuation taught so far. Use further prefixes and suffixes and understand how to add them (English Appendix 1)	
Maths	Place Value (4 weeks) Addition and Subtraction (3 weeks) Measurement of Area (1 week) Multiplication and division A (3 weeks) Consolidation (1 week)		Multiplication and division B (3 weeks) Length and perimeter (3 weeks) Fractions (4 weeks) Decimals A (3 weeks)		Decimals B (2 weeks) Money (2 weeks) Time (2 weeks) Consolidation (1 week) Shape (2 weeks) Statistics (1 week) Position and Direction (2 weeks)	
RE	Unit 4.1- David and the Psalms	Unit 4.2- Christmas	Unit 4.3- Jesus	Unit 4.4 Easter	Unit 4.5 The Church	Unit 4.6- Prayer
Christian Value	Friendship	Love	Generosity	Courage	Perseverance	Truthfulness
Science	Electricity	The Digestive System	Sound	Habitat	States of Matter	
Computing			Further Coding with Scratch	On-Line Safety	Investigating Weather	
History	Britain's settlement by Anglo-Saxons and Scots		Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.		Egyptians	
Geography	Rivers/ Latitude and Longitude		Water Cycle		Map Skills	
Art	Drawing- Giorgio Morandi	Painting- Georgia O'Keeffe	Painting and Textiles- Gilbert Ahiagble	Sculpture and Collage- Alberto Giacometti	Painting- Helen Frankenthaler	Creative Response to Drawing and Textiles
DT	Electrical Systems- How useful are switches?		Food and Nutrition- What's really in your food?		Mechanisms- How many ways are there to open a door?	



PE	Dodgeball Gymnastics	Dance Football	Mindfulness Fitness	Swimming	Swimming	
Music	Wider Ops- African Drums		Wider Ops- Xylophones		Wider Ops- Samba Drums	
PSHE	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
MFL	I am Learning Spanish	I Know How	Fruits	Vegetables	Presenting Myself	My Family