

English

Key texts: Lost and Stolen, Belonging, Helping Hercules

<input type="checkbox"/> 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	<input type="checkbox"/> Proof-read for spelling and punctuation errors
<input type="checkbox"/> Plan their writing by: discussing and recording ideas	<input type="checkbox"/> Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
<input type="checkbox"/> 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)	Vocabulary, grammar and punctuation <input type="checkbox"/> 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
<input type="checkbox"/> Draft and write by: organising paragraphs around a theme	<input type="checkbox"/> Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense
<input type="checkbox"/> Draft and write by: in narratives, creating settings, characters and plot	<input type="checkbox"/> Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
<input type="checkbox"/> Draft and write by: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	<input type="checkbox"/> Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause
<input type="checkbox"/> Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements	<input type="checkbox"/> Develop their understanding of the concepts set out in English Appendix 2 by: using fronted adverbials
<input type="checkbox"/> Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency.	

Geography-Geographical Enquiry-Locating on a globe/atlas (Greece/UK)

Year 3 expected	Year 4 emerging	a) I use correct geographical words to describe a place and the events that happen there. b) I can identify key features of a locality by using a map. c) I can begin to use 4 figure grid references. d) I can accurately plot NSEW on a map. e) I can use some basic OS map symbols. f) I can make accurate measurement of distances within 100Km.
Year 4 expected	Year 5 emerging	a) I can carry out a survey to discover features of cities and villages. b) I can find the same place on a globe and in an atlas. c) I can label the same features on an aerial photograph as on a map. d) I can plan a journey to a place in England. e) I can accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.).
Year 4 exceeding		a) I can give accurate measurements between 2 given places within the UK.

History-Chronological-Ancient Greece timeline.

Year 3 expected	Year 4 emerging	a) I can describe events and periods using the words: BC, AD and decade. b) I can describe events from the past using dates when things happened. c) I can describe events and periods using the words: ancient and century. d) I can use a timeline within a specific time in history to set out the order things may have happened. e) I can use my mathematical knowledge to work out how long ago events would have happened.
Year 4 expected	Year 5 emerging	a) I can plot recent history on a timeline using centuries. b) I can place periods of history on a timeline showing periods of time. c) I can use my mathematical skills to round up time differences into centuries and decades.
Year 4 exceeding		a) I can use my mathematical skills to help me work out the time differences between certain major events in history. b) I can begin to build up a picture of what main events happened in Britain/ the world during different centuries.

Science-Living things and their Habitats-Living in Environments.

Year 2 expected	Y4 emerging	a) I can match certain living things to the habitats they are found in. b) I can explain the differences between living and non-living things. c) I can describe some of the life processes common to plants and animals, including humans. d) I can decide whether something is living, dead or non-living. e) I can describe how a habitat provides for the basic needs of things living there. f) I can describe a range of different habitats. g) I can describe how plants and animals are suited to their habitat.
Year 4 expected	Year 5 emerging	a) I can recognise that living things can be grouped in a variety of ways. b) I can explore and use a classification key to group, identify and name a variety of living things. (plants, vertebrates, invertebrates) c) I can compare the classification of common plants and animals to living things found in other places. (under the sea, prehistoric) d) I recognise that environments can change and this can sometimes pose a danger to living things.
4 exceeding		a) I can give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment. b) I can explore the work of pioneers in classification. (e.g. Carl Linnaeus) c) I can name and group a variety of living things based on feeding patterns. (producer, consumer, predator, prey, herbivore, carnivore, omnivore)

DT-Cooking and Nutrition-Greek Food

Year 3 expected	Year 4 emerging	a) I can choose the right ingredients for a product. b) I can use equipment safely. c) I can make sure that my product looks attractive. d) I can describe how my combined ingredients come together. e) I can set out to grow plants such as cress and herbs from seed with the intention of using me for my food product.
Year 4 expected	Year 5 emerging	a) I know what to do to be hygienic and safe. b) I have thought what I can do to present my product in an interesting way.

What makes a good civilisation?
Year 4 Autumn 1

Music-Greek musicAppraising.

Year 3 expected	Year 4 emerging	a) I can improve my work; explaining how it has improved. b) I can use musical words (the elements of music) to describe a piece of music and compositions. c) I can use musical words to describe what they like and dislike. d) I can recognise the work of at least one famous composer.
Year 4 expected	Year 5 emerging	a) I can explain the place of silence and say what effect it has. b) I can start to identify the character of a piece of music. c) I can describe and identify the different purposes of music. d) I can begin to identify with the style of work of Beethoven, Mozart and Elgar.
Year 4 exceeding		a) I can identify how a change in timbre can change the effect of a piece of music.

Art-Drawing-Creating texture.

Year 3 expected	Year 4 emerging	a) I can show facial expressions in my drawings. b) I can use my sketches to produce a final piece of work. c) I can write an explanation of my sketch in notes. d) I can use different grades of pencil shade, to show different tones and texture.
Year 4 expected	Year 5 emerging	a) I can begin to show facial expressions and body language in my sketches. b) I can identify and draw simple objects, and use marks and lines to produce texture. c) I can organise line, tone, shape and colour to represent figures and forms in movement. d) I can show reflections.

Mathematics

Number and Place Value

<input type="checkbox"/> Order and compare numbers beyond 1000	<input type="checkbox"/> Find 1000 more or less than a given number
<input type="checkbox"/> Identify, represent and estimate numbers using different representations	<input type="checkbox"/> Count backwards through zero to include negative numbers
<input type="checkbox"/> Round any number to the nearest 10, 100 or 1000	<input type="checkbox"/> Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)

Addition and Subtraction

<input type="checkbox"/> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate

Multiplication and Division

<input type="checkbox"/> Multiply two-digit and three-digit numbers by a one-digit number using formal written layout

Computing-E-Safety, Skills: Safe internet rules and Emails.

KS1 expected	Lower KS2 emerging	a) I can follow the school's safer internet rules. b) I can use the search engines agreed by the school. c) I can act if they find something inappropriate online or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc). d) I can use the internet for learning and communicating with others, making choices when navigating through sites. e) I can send and receive email as a class. f) I can recognise advertising on websites and learn to ignore it. g) I can use a password to access the secure network.
Lower KS2 expected	Upper KS2 emerging	a) I follow the school's safer internet rules. b) I recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new. c) I can begin to identify when emails should not be opened and when an attachment may not be safe. d) I can explain how to use email safely. e) I can use different search engines.

P.E- Swimming

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

PSHE:

Year 4	Autumn 1
	Class charter
	How laws are made
	Ways to save energy
	Ways to save water
	Climate change

MFL Listening and responding

Year 2 expected	Year 3 & 4 emerging	a) I understand a range of familiar statements. b) I understand a range of familiar questions.
Year 3 & 4 expected	Year 5 & 6 emerging	a) I understand short passages made up of familiar language. b) I understand instructions, messages and dialogues within short passages. c) I can identify and note the main points and give a personal response on a passage.
Year 6	Year 7	a) I understand longer passages made up of familiar language.

R.E- Special People

What do Christians believe about God?

Developing knowledge of Christian belief in God.

Meaning of life, life after death and how this affects how Christians feel and act.

What makes a good
civilisation?

Year 4 Autumn 1

Guided Reading-Greek Myths/Travel brochure for Greece.

Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes

Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read

Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

Develop positive attitudes to reading and understanding of what they read by: identifying themes and conventions in a wide range of books

Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination

Develop positive attitudes to reading and understanding of what they read by: recognising some different forms of poetry (for example, free verse, narrative poetry)

Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text

Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied

Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these