

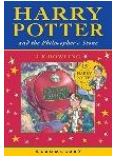
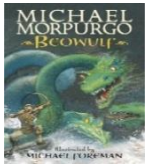

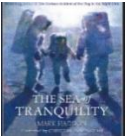



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Suggested Visits/Visitor opportunities</b>	Fulham Palace How did the Victorians live?	Wimbledon common	Jewish Museum	British Museum	British Museum  Fulham Palace War or peace?	River Thames
<b>Key Texts</b>	The Boy at the Back of the Class   Let there be peace Lemn Sissay	The Great Kapok Tree   <a href="http://www.bratton.wilts.sch.uk/wp-content/uploads/2016/02/The-Great-Kapok-Tree-story.pdf">http://www.bratton.wilts.sch.uk/wp-content/uploads/2016/02/The-Great-Kapok-Tree-story.pdf</a>	Harry Potter and the Philosopher's Stone 	Beowulf 	Dragonology 	The Sea of Tranquillity   Blast off to the Moon! 
<b>English</b>	<p><b>Writing to Entertain</b> <i>From a character's perspective</i></p> <ul style="list-style-type: none"> <li>Organise paragraphs</li> <li>When creating settings, characters and plot consider the audience and purpose</li> <li>Use standard English forms for verb inflections</li> <li>Use a wider range of conjunctions</li> <li>Begin to use noun phrases expanded by the addition of modifying adjectives and nouns</li> <li>Use fronted adverbials</li> <li>Begin to use commas after fronted adverbials</li> <li>Begin to use apostrophes to mark plural possession</li> <li>Use inverted commas and begin to use other punctuation to indicate direct speech</li> </ul> <p><b>Writing to Entertain</b> <b>Poetry</b></p>	<p><b>Writing to Entertain</b> <b>Narrative</b> <i>After leaving the rainforest</i></p> <ul style="list-style-type: none"> <li>Organise paragraphs</li> <li>When creating settings, characters and plot consider the audience and purpose</li> <li>Use a wider range of conjunctions</li> <li>Begin to use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>Begin to make the appropriate choice of noun or pronoun to aid cohesion and avoid repetition</li> <li>Use commas after fronted adverbials</li> <li>Use apostrophes to mark plural possession</li> <li>Use inverted commas and other punctuation to indicate direct speech</li> </ul> <p><b>Writing to Persuade</b> <b>Persuasive letter</b></p>	<p><b>Writing to inform</b> <b>Informal Letter from Character/ Diary Entry</b> <i>Vanishing glass</i></p> <ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions</li> <li>Use commas after fronted adverbials</li> <li>Use apostrophes to mark plural possession</li> </ul> <p><b>Formal Letter</b> <i>Complaint from Mr Dursley to Dumbledore – The Letters from No-one</i></p> <ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions</li> <li>Make the appropriate choice of noun or pronoun to aid cohesion and avoid repetition</li> <li>Use commas after fronted adverbials</li> </ul>	<p><b>Writing to Entertain</b> <b>Retelling of battle</b> <i>Narrative</i></p> <ul style="list-style-type: none"> <li>Organise paragraphs around a theme</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions</li> <li>Use commas after fronted adverbials</li> <li>Use inverted commas and other punctuation correctly and consistently to indicate direct speech</li> </ul> <p><b>Writing to inform</b> <b>Letter Writing</b> <i>Letter from father to son asking when returning</i></p> <ul style="list-style-type: none"> <li>Organise paragraphs around a theme</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions</li> </ul>	<p><b>Writing to inform</b> <b>Non-chronological report</b></p> <ul style="list-style-type: none"> <li>Use simple organisational devices in non-narrative writing</li> <li>Organise paragraphs around a theme</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions</li> </ul> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>Use commas after fronted adverbials correctly</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions</li> <li>Use apostrophes to mark plural possession</li> </ul>	<p><b>Writing to Inform</b> <b>Recount</b></p> <ul style="list-style-type: none"> <li>Organise paragraphs around a theme</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions</li> <li>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>Use standard English forms for verb inflections instead of local spoken forms</li> <li>Use commas after fronted adverbials correctly</li> </ul> <p><b>Biography</b> <i>e.g. character from John Lewis advert</i></p> <ul style="list-style-type: none"> <li>Organise paragraphs around a theme</li> <li>Extend the range of sentences with more than one clause by using</li> </ul>

Year 4 Long Term Plan

	<p><i>Lemn Sisay – Let there be peace</i></p> <ul style="list-style-type: none"> <li>Begin to make the appropriate choice of noun or pronoun to aid cohesion and avoid repetition</li> </ul>	<p><i>about rainforests</i></p> <ul style="list-style-type: none"> <li>Organise paragraphs</li> <li>Use a wider range of conjunctions</li> <li>Use commas after fronted adverbials</li> <li>Use apostrophes to mark plural possession</li> </ul>	<ul style="list-style-type: none"> <li>Use apostrophes to mark plural possession</li> <li>Use standard English forms for verb inflections instead of local spoken forms</li> </ul>	<ul style="list-style-type: none"> <li>Make the appropriate choice of noun or pronoun to aid cohesion and avoid repetition</li> <li>Use commas after fronted adverbials correctly</li> </ul>		<p>a wider range of conjunctions</p> <ul style="list-style-type: none"> <li>Use apostrophes to mark plural possession</li> <li>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> </ul>
	<ul style="list-style-type: none"> <li>Plan writing by discussing similar writing in order to understand and learn from its structure, vocabulary and grammar/Plan writing by discussing and recording ideas</li> <li>Compose and rehearse sentences orally (including dialogue), building varied and rich vocabulary and an increasing range of sentence structures</li> <li>Evaluate and edit by assessing the effectiveness of own and others' writing and suggest improvements</li> <li>Evaluate and edit writing by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</li> <li>Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials</li> <li>Confidently read writing aloud to a group or class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>Use and understand the following terms accurately and appropriately when discussing writing: <b>determiner; pronoun, possessive pronoun; and adverbial</b></li> </ul>					
	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined</li> <li>Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>					
<b>Maths</b>	<p><b>Number</b> Place Value</p> <p><b>Number</b> Addition and Subtraction</p>	<p><b>Number</b> Addition and Subtraction</p> <p><b>Measurement</b> Area</p> <p><b>Number</b> Multiplication and Division</p>	<p><b>Number</b> Multiplication and Division</p> <p><b>Measurement</b> Length and Perimeter</p>	<p><b>Number</b> Fractions</p> <p><b>Number</b> Decimals</p>	<p><b>Number</b> Decimals</p> <p><b>Measurement</b> Money</p> <p><b>Measurement</b> Time</p>	<p><b>Geometry</b> Properties of Shape</p> <p><b>Statistics</b></p> <p><b>Geometry</b> Position and Direction</p>
<b>Science</b>	Animals, including humans	Living things and their habitats Conservation	Electricity	Sound	Living things and their habitats	States of matter
<b>History</b>	How have children's lives changed?			British history 3: How hard was it to invade and settle in Britain?	How did the achievements of the Ancient Maya impact their society and beyond?	

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<b>Geography</b>		Why are rainforests important to us?	Where does our food come from?			What are rivers and how are they formed?
<b>Computing</b>	Online Safety Computing systems and networks 1: Collaborative Learning	Programming Scratch	Creating Media Website Design	HTML	Programming Computational Thinking	Data handling Investigating weather
<b>Art and Design</b>		<b>Craft and design</b> Fabric of nature		<b>Painting and mixed media</b> Light and dark		<b>Drawing</b> Power prints
	<b>Stand-alone lesson(s): Sculpture and 3D: Mega materials</b>					
<b>Design and Technology</b> (Including Cooking and Nutrition)	<b>Mechanical systems</b> Making a slingshot car		<b>Electrical systems</b> Torches		<b>Structures</b> Pavilions	
	<b>Stand-alone lesson(s): Cooking and Nutrition: Food: Adapting a recipe</b>					
<b>RE</b>	<b>Judaism</b> Beliefs and Practices	<b>Christianity</b> Christmas	<b>Judaism</b> Passover	<b>Christianity</b> Easter	<b>Judaism</b> Beliefs and Practices	<b>Christianity</b> Prayer and worship
Modern Foreign Languages: <b>Spanish</b>	Seasons	Vegetables	Presenting Myself	My Family	In the classroom	
<b>PE</b>	Ball Skills	Netball	Gymnastics	Dance	Athletics	Tennis
	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
<b>Music</b>	<b>Ancient China</b> Pitch and reading and writing notation	<b>Samba</b> Rhythm and pulse	<b>Jazz</b> Musical features of jazz music	<b>Words, Words, Words</b> The language of music	<b>Minimalism</b> Listen and appraise works by key composers	<b>Rivers</b> Pitch and creative composition
<b>PSHE and RSE</b>	Introduction lesson	Family and relationships	Health and wellbeing		Citizenship	Citizenship
	Family and relationship	Health and wellbeing	Safety and the changing body	Safety and the changing body		Economic wellbeing Transition lesson