

Literacy	Maths	Topic (History/Geography)	Science
<ul style="list-style-type: none"> <li>• Reading (independent, paired, group and shared. Demonstrating expression intonation and regular pace as well as literal and inferential questions as comprehension of text through guided reading)</li> <li>• Writing (persuasive writing , poetry, myths and legends, and plays and dialogue)</li> <li>• Spelling (Year 4 Read Write Inc scheme followed as part of the Year 1 - 6 spelling curriculum )</li> <li>• Grammar (fronted adverbials, conjunctions, synonyms, antonyms, apostrophes, adverbs, relative clauses and brackets)</li> <li>• Handwriting (use joined handwriting for all writing demonstrating a clear, neat hand)</li> </ul>	<ul style="list-style-type: none"> <li>• Use and recognise 4 digit place value to solve addition and subtraction including using multiples of 10 and 100 and 1000 to add and subtract mentally.</li> <li>• Use formal methods for addition, subtraction, multiplication and division to solve calculations including problems involving money with decimals to two decimal places.</li> <li>• Use mental multiplication and division strategies.</li> <li>• Find equivalent fractions and find fractions of amounts.</li> <li>• Recognise and compare acute, right and obtuse angles.</li> <li>• Draw lines of a given length recognising parallel and perpendicular lines and lines of symmetry.</li> <li>• Draw shapes with given properties.</li> <li>• Tell the time on a 24 hour clock and convert pm times to 24 hours.</li> <li>• Learn/revise all times tables</li> <li>• Learn/revise place value of decimal numbers</li> </ul>	<p>Ancient Greece</p> <ul style="list-style-type: none"> <li>• Geographically locate Greece on a European and world map. Discuss the features of the landscape.</li> <li>• Identify how the modern day has been influenced by inventions and ideas from Ancient Greece.</li> <li>• Explore similarities and differences of Ancient Greek everyday life.</li> <li>• Identify a selection of key characters and stories from Greek mythology.</li> <li>• Investigate conflicts including Sparta and The Trojan War.</li> <li>• Explore the early Olympics , competition and sport.</li> <li>• Greek influences in Art, theatre,</li> <li>• Democracy and Philosophy.</li> </ul>	<p><b>Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>• Name and Identify the organs within the human body.</li> <li>• Name and Identify the bones within the human body.</li> <li>• Understand the job of the heart and the basic parts of circulation.</li> <li>• Investigate how we can increase our heart rate.</li> <li>• Skeleton investigation – do tall people have the biggest bones?</li> <li>• Describe the simple functions of the basic parts of the digestive system.</li> </ul>
<p><b>Ideas for home:</b></p> <ul style="list-style-type: none"> <li>• Reading with an adult every night for at least 10 minutes</li> <li>• Continue reading and supporting children’s book choices. Asking questions to about the plot, character and settings and begin to make links to other stories and the world around them.</li> <li>• Be a ‘good reading ‘role model’ for your child – let them see you reading for pleasure and with good expression. Discuss stories you enjoy and interesting things you have been currently reading.</li> <li>• Look for a variety of opportunities to read different texts e.g newspapers, magazines and instructions.</li> <li>• Encourage writing opportunities during holidays such as postcards to the class or teacher, thank you cards, invitations or keeping a diary.</li> </ul>	<p><b>Ideas for home:</b></p> <ul style="list-style-type: none"> <li>• Identify maths in real life contexts eg telling the time, using calendars or timetables.</li> <li>• Encourage the children to calculate change and difference when shopping.</li> <li>• Use tape measures.</li> <li>• Identify shapes, 3D structures, patterns and symmetry when out and about.</li> <li>• Board games and strategy games such as Backgammon, Rummi-kub, Monopoly and Battleships.</li> <li>• Follow the scoring in sports e.g snooker, darts or tennis.</li> </ul>	<p><b>Ideas for home:</b></p> <ul style="list-style-type: none"> <li>• Discuss geographical features of different places you may visit.</li> <li>• Discuss the different countries food come from when shopping.</li> <li>• Try a variety of delicacies from Greece.</li> <li>• Share/watch/listen to stories from Greek mythology.</li> <li>• Look at holiday brochures from the travel agent or the internet.</li> </ul>	<p><b>Ideas for home:</b></p> <ul style="list-style-type: none"> <li>• Visit the Natural History Museum or Horniman Museum.</li> <li>• Visit the science Museum</li> <li>• Measure your height over the term to see if your bones have grown</li> <li>• Discuss exercise regimes or sport interests and how your body moves during activity.</li> </ul>

Art / DT	Drama	Music	Computing
<p><b>ART</b></p> <ul style="list-style-type: none"> <li>Studying flowers and looking at different shapes and forms</li> <li>Researching and discussing the work of Artists who have used flowers as subject matter, including Georgia O’Keeffe</li> <li>Working using colour pencils, watercolour paint and acrylic paint</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>Research Kente cloth patterns and symbolic colour system</li> <li>Create a story using these colours</li> <li>Design a woven basket to tell the story</li> </ul>	<p><b>Character &amp; Improvisation</b></p> <ul style="list-style-type: none"> <li>Explore, create and portray characters using body language, voice, facial expression and gesture</li> <li>Improvise in role, creating and sustaining roles both individually and when working with others</li> <li>Develop and practice improvisation skills through a series of practical creative activities that develop their physical coordination and memory, encourage vocal confidence and the ability to think on their feet.</li> <li>Engage in forming, presenting and responding to various contexts using these improvisational skills</li> <li>Critically reflect on Dramatic works individually or as an ensemble, employing key vocabulary in their responses.</li> </ul>	<ul style="list-style-type: none"> <li>Programme Music (music which tells a story) including composition</li> <li>Ballet/Dance Music</li> </ul>	<ul style="list-style-type: none"> <li><b>Coding</b> <ul style="list-style-type: none"> <li>Creating a game in Scratch</li> </ul> </li> <li><b>E-safety</b> <ul style="list-style-type: none"> <li>know how to use technology safely and respectfully</li> <li>understand the dangers of giving out personal information online</li> <li>identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul> </li> </ul>
Religious Studies	MFL (Spanish / French)	PE / Swimming	PSHCE / Philosophy
<p><b>Festivals</b></p> <p><b>Eid Al-Fitr (Islam)</b></p> <ul style="list-style-type: none"> <li>Explain Ramadan</li> <li>Understand the significance of fasting</li> <li>Reflect on the importance of Eid to Muslims</li> </ul> <p><b>Easter (Christianity)</b></p> <ul style="list-style-type: none"> <li>Explain the significance of Lent to Christians</li> <li>Recall the Easter story</li> <li>Apply theme of forgiveness to modern times</li> </ul> <p>- Non-religious perspectives</p>	<p><b>Spanish</b></p> <ul style="list-style-type: none"> <li>Recap of all questions learnt</li> <li>Family members</li> <li>Animals</li> <li>Colours agreement</li> </ul> <p><b>French</b></p> <ul style="list-style-type: none"> <li>Basic greetings (meeting people + introducing yourself + asking someone how he/she is)</li> <li>Saying your age + asking someone his/her age</li> <li>Numbers from 1 to 31</li> <li>Saying where you live and asking someone where he/she lives</li> <li>Saying “I live in + house / flat”</li> </ul>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>Rugby</li> <li>Hockey</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Stroke technique covering all strokes and improving stamina and confidence.</li> <li>Water Skills, including push and glides, floating and diving into the water.</li> <li>Technique Assessment</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>Gymnastics with and without equipment (travel, shape, balance, flight, stretches)</li> <li>BAGA awards</li> </ul> <p><b>Athletics</b></p>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>Reflect on strengths and achievements, goal-setting and motivation</li> <li>Deepen awareness of feelings, discuss when we may have conflicting emotions.</li> <li>Awareness of how body may change (puberty)</li> <li>What effects physical, mental and emotional health and how we can make informed choices</li> <li>Media and online images and how these may affect how people feel about themselves</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Listen and respond to others feelings and feel confident to raise their own concerns.</li> <li>Recognise similarities and differences between people (family, race, gender, culture, religious etc)</li> </ul> <p><b>Philosophy</b></p> <p>Boys are taught how to create their own philosophical questions from a given stimulus. They work in groups and as a class. Boys will learn to develop many skills including:</p> <ul style="list-style-type: none"> <li>Listening, Questioning, Debating, Communication, Cooperation, Creativeness, Respectfulness, Tolerance, Thoughtfulness</li> </ul>