

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>• Reading with an adult every night for at least 10 minutes</li> <li>• Writing (explanation texts and adventure stories)</li> <li>• Spelling (Year 4 Read Write Inc scheme followed as part of the Year 1-6 spelling curriculum)</li> <li>• Grammar (sentence structures, connectives, openers and extended punctuation)</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 compare negative numbers in the context of temperature</li> <li>• Recognise what each digit represents in a 5-digit number</li> <li>• Multiply and divide numbers by 10 and 100 including decimals (tenths and hundredths)</li> <li>• Say the number one tenth and one hundredth more or less than a given number; round decimal numbers to the nearest whole number</li> <li>• Learn 11 and 12x tables</li> <li>• Recognise and write Roman numerals to 100</li> <li>• Name and classify 2D shapes identifying regular and irregular polygons; sort 2D shapes according to properties including types of quadrilaterals and triangles; Revise 3D shapes, consider 2D-shaped sides on 3D shapes, and sort shapes</li> <li>• Revise equivalent fractions; recognise decimal and fraction equivalents.</li> <li>• Solve word problems choosing an appropriate method</li> <li>• Solve correspondence problems, using a systematic approach and calculate using mental addition, subtraction, multiplication and division strategies.</li> </ul>	<p><b>Extreme Earth (Natural Disasters, Living, Climates, Plants&amp;Animals,Transport, Ideas&amp;Inventions)</b></p> <ul style="list-style-type: none"> <li>• To have an understanding of a wide range of issues facing the future of the Earth.</li> <li>• To be able to define each 'extreme'.</li> <li>• To be able to describe some of the problems/issues within each 'extreme'.</li> <li>• To be able to offer suggestions of solutions/ideas for some of these problems/issues.</li> <li>• To compare and contrast different 'extremes'.</li> <li>• To use secondary sources of information, including aerial photographs, for example, stories, information texts, the internet, satellite images, photographs, videos and artefacts.</li> <li>• What are the issues facing the planet today – deforestation, logging, the effect on the global environment, global warming, farming, pandemics etc.</li> <li>• To use non-fiction writing to communicate information.</li> </ul>	<p><b>States of Matter</b></p> <ul style="list-style-type: none"> <li>• To be able to explain the difference between a solid, liquid and gas and name their properties</li> <li>• To be able to explain what "change of state" means.</li> <li>• To be able to explain that some materials change state when they are heated or cooled</li> <li>• To be able to understand and be able to explain what the water cycle is and the processes involved in it.</li> </ul>
<p><b>Ideas for home:</b></p> <ul style="list-style-type: none"> <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 out 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>• Research different eco-friendly products and inventions.</li> <li>• Research rainforest animals including their diet, habitat and other interesting features.</li> <li>• Visit 'Atmosphere' at the Science Museum.</li> <li>• Visit The Natural History Museum.</li> <li>• What does 'Reduce, Reuse, Recycle' mean?</li> <li>• Design or create your own idea/product to help the Earth in the future.</li> </ul>	<p><b>Ideas for home:</b></p> <ul style="list-style-type: none"> <li>• Visit the Science Museum</li> <li>• To look at and read temperatures from home and the local area using a thermometer</li> <li>• Research and talk about the water cycle at home. Look at items which float in the bath. What predictions can your boy make? Can he reason his ideas?</li> </ul>

Art / DT	Drama	Music	Computing
<p><b>Art</b></p> <ul style="list-style-type: none"> <li>· Studying Architecture and school buildings by drawing from observation</li> <li>· Researching and studying Pop Artists including Roy Lichtenstein to see how they have used buildings as subject matter.</li> <li>· Working using photography, digital editing, stencils and mixed media.</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>· Introduction to workshop machinery</li> <li>· Safe use of sander, bench drill and fret saw</li> <li>· Create wooden product inspired by indigenous artefact</li> </ul>	<p><b>Greek Theatre &amp; Puppetry</b></p> <ul style="list-style-type: none"> <li>· Investigate the key features of Greek Theatre; staging, mask, ritual, tragedy/comedy through various workshopping activities and constructive play</li> <li>· Interpret Greek Myths using verbal and visual expression to create dramatic meaning. Explore creating and shaping scenarios and sequences using physical theatre, space, tableaux, mime and mood</li> <li>· Gain an understanding of puppetry styles, and the possibilities of how they can be used in performance</li> <li>· Demonstrate simple puppetry techniques and the ability to manipulate objects and puppets, as well as constructing their own simple puppet</li> </ul>	<p><b>Primary Chords</b></p> <ul style="list-style-type: none"> <li>· An introduction to the tonic, subdominant and dominant chords</li> <li>· 2 Simple 2 Music programme</li> </ul>	<p><b>Digital Skills/ Digital literacy</b></p> <ul style="list-style-type: none"> <li>· To have an understanding of how animation works</li> <li>· To create a stop frame animation using Lego</li> </ul>
Religious Studies	MFL (Spanish / French)	PE / Swimming	PSHCE / Philosophy
<p><b>Journeys</b></p> <ul style="list-style-type: none"> <li>- Define 'pilgrimage'</li> <li>- Understand why religious people go on pilgrimage</li> <li>- Explore Hindu pilgrimage to Varanasi or Muslim pilgrimage to Mecca (Haji)</li> <li>- Reflect on personal journeys</li> </ul>	<ul style="list-style-type: none"> <li>· Physical description (height, hair and eyes)</li> <li>· Asking + answering "what do you /does he/does she look like?"</li> <li>· Verb "être" (to be)</li> <li>· Revision family members + describing family members</li> <li>· Adjectives of character</li> <li>· Revision of weather + clothes (taught in Year 3)</li> </ul>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>· Cricket</li> <li>· Athletics</li> <li>· Sports Day</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>· Racing skills including dive starts, turns and finish</li> <li>· Survival skills</li> <li>· Tribe gala</li> <li>· Introduction to water polo</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>· Badminton and short tennis skills</li> </ul>	<p><b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>· To learn what is meant by the term 'habit'</li> <li>· To learn which, why and how, commonly available substances and drugs can damage their immediate and future health</li> <li>· To develop strategies for keeping physically and emotionally safe including road safety and safety in the environment</li> </ul> <p><b>Living In The Wider World.</b></p> <ul style="list-style-type: none"> <li>· To learn about the role money plays in their own and others' lives and to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax'</li> <li>· To learn about responsibilities, rights and duties at home, at school, in the community and towards the environment</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>