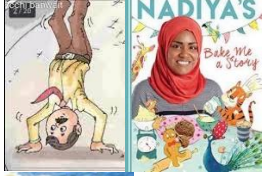
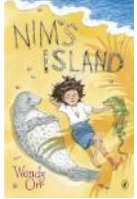
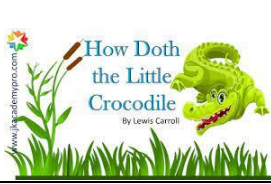
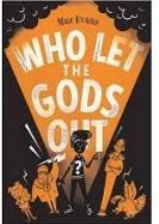
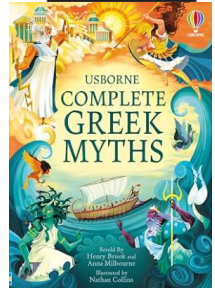
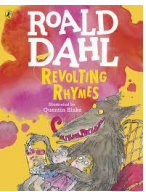
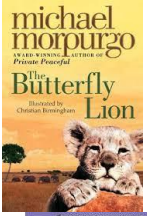
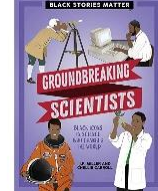
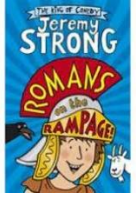




H.C.P.S. Year 4 Curriculum 2026-2027

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topics	Amazing America Bake Me a Story	Amazing America We're All Ears Christmas	Groovy Greeks Exciting Electricity	Exciting Electricity (continued) Raging Rivers	Raging Rivers (continued) Living Things and Habitats	Revolting Romans Life Skills and Safety Unit
Texts	  		 	 Children's Choice	 	
Inspirational People	Nadiya Hussain Pocahontas	David Bowie	Archimedes	Nikola Tesla	Steve Backshall	Boudicca
English	<u>Extended Write</u> Instructions – Science cross-curricular writing linked to materials Letter – Science cross curricular writing Poetry – Remembrance Day <u>Big Write</u> Description – Science cross-curricular writing linked to materials Description – Science cross-curricular writing linked to sound <u>Writing Process</u> Persuasive Leaflet – Geography cross-curricular linked to the Americas		<u>Extended Write</u> Newspaper report – History cross-curricular writing linked to Ancient Greeks Recount – Linked to Magna trip <u>Big Write</u> Description – History cross-curricular writing linked to Ancient Greeks Description – Science cross-curricular writing linked to Electricity <u>Writing Process</u> Myth – History cross-curricular linked to Greeks Explanation Text – Science/Geography cross-curricular writing		<u>Extended Write</u> Adventure Story – Science cross-curricular writing linked to animals and their habitats Playscript – History cross curricular writing linked to Romans <u>Big Write</u> Description – Science cross-curricular writing linked to habitats Description –History cross-curricular writing linked to Romans <u>Writing Process</u> Non-chronological report – Science cross-curricular writing linked to animals and their habitats	

Spelling/ Phonics	Biography – Science cross-curricular writing linked to sound		Diary – History cross-curricular writing linked to Romans	
	Place Value To count in negative numbers. To count in multiples of 6, 7, 9, 25 and 1000 To find a 1000 more or less than a given number To order and compare numbers beyond 1000. To read Roman numerals to 100 (I to C) To recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones) To round any number to the nearest 10, 100 and 1000. Addition and Subtraction To add and subtract numbers with up to 4-digits, using formal written methods of columnar addition where appropriate To estimate and use inverse operations to check answers to a calculation		Addition and Subtraction To add and subtract numbers with up to 4-digits, using formal written methods of columnar addition where appropriate To estimate and use inverse operations to check answers to a calculation Multiplication and Division To recall and use multiplication and division facts for multiplication tables up to 12 x 12 To multiply 2-digit and 3-digit numbers by a 1-digit number using a formal written layout To recognise and use factor pairs and commutativity in mental calculations	
Maths	Area To find the area of rectilinear shapes by counting squares. Length and Perimeter To measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m Fractions To recognise and show, using diagrams, families of common equivalent fractions To count up and down in hundredths To solve problems involving increasingly harder fractions to calculate quantities To add and subtract fractions with the same denominator To find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the digits in the answer as ones and tenths/hundredths		Fractions To recognise and show, using diagrams, families of common equivalent fractions To count up and down in hundredths To solve problems involving increasingly harder fractions to calculate quantities To add and subtract fractions with the same denominator To find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the digits in the answer as ones and tenths/hundredths Decimals To round decimals with 1 decimal place to the nearest whole number To recognise and write decimal equivalents to 1/4, 1/2, 3/4	
	Money Estimate, compare and calculate different measures, including money in pounds and pence Time To read digital and analogue clocks and covert between. To read both 12- and 24-hour time. Shape To compare and classify geometric shapes including quadrilaterals and triangles based on their properties and sizes. To identify acute and obtuse angles. To identify lines of symmetry in 2d shapes presented in different orientations To complete a simple symmetric figure with respect to a specific line of symmetry Statistics		Position and Direction To describe positions on a 2d grid as co-ordinates in the first quadrant To describe movement between positions as translations of a given unit to the left/right and up/down Problem Solving To solve a variety of problems in different contexts. Consolidation Revision of relevant objectives.	

					To interpret discrete data using appropriate graphical methods (bar charts) Present discrete data using appropriate bar charts To interpret continuous data using time graphs To present continuous data using time graphs To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	
Science	<u>Materials</u> To compare and group materials together, according to whether they are solid, liquid or gases To observe that some materials change state when they are heated or cooled, and measure or research the temperature of what happens in degrees Celsius To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <u>Working Scientifically</u> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations To take accurate measurements using standard units, using thermometers.	<u>Sound</u> Identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases. <u>Working Scientifically</u> Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Using straightforward scientific evidence to answer questions or to support their findings.		<u>Electricity</u> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. <u>Working Scientifically</u> gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	<u>Living Things and Habitats:</u> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. <u>Animals including humans:</u> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. <u>Working Scientifically</u> Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	<u>Working Scientifically</u> recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

	To take accurate measurements using standard units, using data loggers.				Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identifying differences, similarities or changes related to simple scientific ideas and processes.	
History			<u>Ancient Greece</u> Pupils are becoming more secure in their knowledge of chronology and place periods of History that they have learnt about accurately on a timeline. Pupils can generally use words and phrases to indicate time, talking about decades, centuries, millenniums etc. To understand complex chronological ideas eg BCE/BE and ACE/AD. Identify key features and events in the time studied and start to make similarities and differences different time periods. Begin to evaluate the usefulness of sources and this can affect interpretation of the past.			<u>Romans</u> Pupils are becoming more secure in their knowledge of chronology and place periods of History that they have learnt about accurately on a timeline. Pupils can generally use words and phrases to indicate time, talking about decades, centuries, millenniums etc. To understand complex chronological ideas eg BCE/BE and ACE/AD. Identify key features and events in the time studied and start to make similarities and differences different time periods. Begin to evaluate the usefulness of sources and this can affect interpretation of the past
Geography	<u>North America</u> Can use maps atlases and globes to locate countries, major cities and the geographical regions in North America For a Geographical region of North America (eg California) describe key features-physical characteristics (inc climate, vegetation types, rivers, mountains, coasts, rivers etc) human characteristics (		<u>Ancient Greece</u> To begin to be able to use maps, atlases, globes and to locate countries and describe features studied using geographical vocabulary. To begin to be able to use digital / computer mapping to locate countries and describe features studied using geographical vocabulary.	<u>Raging Rivers</u> To be able to describe and understand key aspects of physical geography focusing on rivers. To be able to describe and understand key aspects of physical geography focusing on the water cycle. To be able to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of		

	inc settlements, land use, economic activity/trade links) Can understand geographical similarities and differences by comparing and contrasting the study of human and physical geography of a region in the UK and a region in North America (eg compare Yorkshire to California). What is the same, what is different? How do you know? <u>Bake Me a Story</u> To be able to describe and understand key aspects of physical geography focusing on the water cycle.			methods, including sketch maps and plans.		
Art	<u>Drawing</u> Use different harnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly- no need to use a rubber to correct mistakes Use shading to show light and shadow Use hatching and cross hatching to show tone and texture.	<u>Christmas crafts</u> Sewing (textiles) Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric. Replicate some of the techniques used by notable artists, artisans and designers Take inspiration from the greats (Classic and modern) Create original pieces that are influenced by studies of others.	<u>Drawing</u> Annotate sketches to explain and elaborate ideas. Use hatching and cross hatching to show tone and texture. Art- Greek sculptures Use clay and other mouldable materials. Create and combine shapes to create recognisable forms e.g. shapes made from nets or solid materials. To include texture that conveys feelings, expression or movement. Add materials to provide interesting detail. Architecture Study – Greek architecture Replicate some of the techniques used by notable artists, artisans and designers Take inspiration from the greats (Classic and modern)	<u>Illustrator Study</u> – Quentin Blake Replicate some of the techniques used by notable artists, artisans and designers Take inspiration from the greats (Classic and modern) Create original pieces that are influenced by studies of others.	Use different harnesses of pencils to show line, tone and texture. (Drawing) Use shading to show light and shadow (Drawing) Use hatching and cross hatching to show tone and texture. (Drawing) Artist Study – Steven Brown (cows) Replicate some of the techniques used by notable artists, artisans and designers Take inspiration from the greats (Classic and modern) Create original pieces that are influenced by studies of others. Experiment with creating mood with colour. Mix colours effectively. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and line.	

			Create original pieces that are influenced by studies of others.		Use watercolour paint to produce washes for backgrounds then add detail.	
DT		<u>Pitta Pizzas</u> To apply the principles of a health, balanced diet through preparing and cooking arrange of savoury dishes. To understand how food is grown, reared, caught and processed Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Create designs using computer aided software.		<u>Designing – Steady Hand Game</u> Design with purpose by identifying opportunities to design against a success criteria Make products by working effectively (such as carefully selecting materials) <u>Evaluate:</u> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world <u>Technical language:</u> Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		<u>Designing:</u> Design with purpose by identifying opportunities to design against a success criteria Make products by working effectively (such as carefully selecting materials) <u>Evaluate:</u> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world
Jigsaw and PSHE	<u>Being Me in My World</u> I know my attitudes and actions make a difference to the class team. I know how to use my Jigsaw Journal.	<u>Celebrating Difference</u> I understand that, sometimes, we make assumptions based on what people look like. I try to accept people for who they are.	<u>Dreams and Goals</u> I can tell you about some of my hopes and dreams. I know how it feels to have hopes and dreams. I understand that sometimes hopes and dreams do not	<u>Healthy Me</u> I recognise how different friendship groups are formed, how I fit into them and the friends I value the most.	<u>Relationships</u> I can recognise situations which can cause jealousy in relationships. I can identify feelings associated with jealousy and suggest strategies to	<u>Changing Me</u> I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made

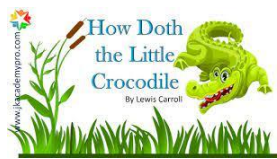
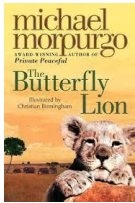
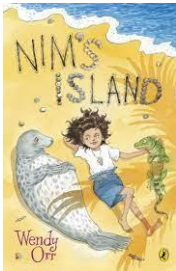
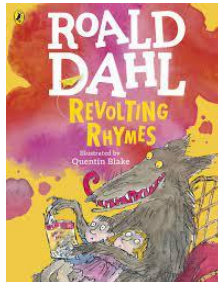
	I know how good it feels to be included in a group and understand how it feels to be excluded. I try to make people feel welcome and valued. I understand who is in my school community, the roles they play and how I fit in. I can take on a role in a group and contribute to the overall outcome. I understand how democracy works through the School Council. I can recognise my contribution to making a Learning Charter for the whole school. I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. I understand how rewards and consequences motivate people's behaviour. I understand how groups come together to make decisions. I can take on a role in a group and contribute to the overall outcome. I understand how democracy and having a voice benefits the school community. I understand why our school community benefits from a Learning Charter and can help others to follow it.	I understand what influences me to make assumptions based on how people look. I can question why I think what I do about other people. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure. I know how it might feel to be a witness to and a target of bullying. I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. I can problem-solve a bullying situation with others. I can identify what is special about me and value the ways in which I am unique. I like and respect the unique features of my physical appearance. I can tell you a time when my first impression of someone changed when I got to know them. I can explain why it is good to accept people for who they are.	come true and that this can hurt. I know how disappointment feels and can identify when I have felt that way. I know that reflecting on positive and happy experiences can help me to counteract disappointment. I know how to cope with disappointment and how to help others cope with theirs. I know how to make a new plan and set new goals even if I have been disappointed. I know what it means to be resilient and to have a positive attitude. I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group. I can enjoy being part of a group challenge. I can identify the contributions made by myself and others to the group's achievement. I know how to share in the success of a group and how to store this success experience in my internal treasure chest.	I can identify the feelings I have about my friends and my different friendship groups. I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations. I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with. I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others. I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others. I can recognise when people are putting me under pressure and can explain ways to resist this when I want.	problem-solve when this happens. I can identify someone I love and can express why they are special to me. I know how most people feel when they lose someone or something they love. I can tell you about someone I know that I no longer see. I understand that we can remember people even if we no longer see them. I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. I know how to stand up for myself and how to negotiate and compromise. I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend. I know how to show love and appreciation to the people and animals who are special to me. I can love and be loved.	from the joining of their egg and sperm. I appreciate that I am a truly unique human being. I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult. I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I have strategies to help me cope with the physical and emotional changes I will experience during puberty. I know how the circle of change works and can apply it to changes I want to make in my life. I am confident enough to try to make changes when I think they will benefit me. I can identify changes that have been and may continue to be outside of my control that I learnt to accept. I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively. I can identify what I am looking forward to when I move to a new class.
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				I can identify feelings of anxiety and fear associated with peer pressure. I know myself well enough to have a clear picture of what I believe is right and wrong. I can tap into my inner strength and know how to be assertive.		I can reflect on the changes I would like to make next year and can describe how to go about this.
Computing	<u>Algorithms and programming</u> To write and debug programs in a visual programming language. e.g Espresso, Scratch To explain and show how algorithms can use sequence, selection and repetition in programs. To work with variables within programs. <u>Communication and E-safety</u> To use search technologies to locate and evaluate information. To use technology safely, respectfully and responsibly. To recognise acceptable/unacceptable behaviour. To know a range of ways to report concerns about content and contact.		<u>Data and Information</u> To use the layout of a keyboard to type more fluently. To explain and use common troubleshooting techniques. To select, use and combine a variety of software (including internet services). (Digital Content) To be able to collect, evaluate and present data and information. (Data) <u>Communication and E-safety</u> To use search technologies to locate and evaluate information. To use technology safely, respectfully and responsibly. To recognise acceptable/unacceptable behaviour. To know a range of ways to report concerns about content and contact.		<u>Data and Information</u> To use the layout of a keyboard to type more fluently. To explain and use common troubleshooting techniques. To select, use and combine a variety of software (including internet services). (Digital Content) To be able to collect, evaluate and present data and information. (Data) <u>Algorithms and programming</u> To write and debug programs in a visual programming language. e.g Espresso, Scratch To explain and show how algorithms can use sequence, selection and repetition in programs. To work with variables within programs. <u>Communication and E-safety</u> To use search technologies to locate and evaluate information. To use technology safely, respectfully and responsibly. To recognise acceptable/unacceptable behaviour. To know a range of ways to report concerns about content and contact.	
RE	<u>Communities</u> To give examples of beliefs and values from different faiths. To describe the impact of religious beliefs, values and rules on the life of a believer. <u>Christmas</u> To identify the stories celebrated at festivals from different faiths. To explain the meaning behind the celebration of festivals and rituals from different faiths. To identify symbols and artefacts which are important for at least two different faiths. To explain how artefacts and symbols express the beliefs of faith members. To recognise different forms of religious and spiritual expression		<u>People Who Inspire Us</u> To explain why significant people of faith acted according to their commitments. To explain how people are inspired by actions of significant people of faith. To explain the values that motivate people of faith to respond to a cause. To give reasons why people may choose to make sacrifices to improve the lives of others. <u>Easter</u> To identify the stories celebrated at festivals from different faiths. To explain the meaning behind the celebration of festivals and rituals from different faiths. To identify symbols and artefacts which are important for at least two different faiths.		<u>Our World</u> To identify what makes some questions ultimate. To offer answers to an ultimate question from different faith perspectives. To compare different beliefs about how the universe began making reference to sacred texts. To compare religious teachings to see how faith members should care for the Earth. To show understanding of stewardship and suggest actions everyone can take. To explain how people of different faiths describe what god is like. To identify what different sacred writings say about the attributes of god.	

			To explain how artefacts and symbols express the beliefs of faith members. To recognise different forms of religious and spiritual expression			
Music	<u>Charanga Mamma Mia (Pop)</u> Listen & Appraise: Mamma Mia (Pop) Musical Activities using glocks Warm-up games play and copy back using up to 2 notes – G + A. Singing in unison Play instrumental parts with the song by ear and/or from notation using up to 3 notes – G, A + B. Improvise using up to 3 notes – G, A + B. Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale) Reflection Perform & Share		<u>Charanga Lean on Me (Soul)</u> Listen & Appraise: Lean On Me (Soul/Gospel) Musical Activities using glocks Warm-up games play and copy back using up to 2 notes – F + G. Singing in unison. Play instrumental parts with the song by ear and/or from notation using up to 4 notes – C, E, F + G. Improvise using up to 3 notes – F, G + A. Compose a simple melody using simple rhythms choosing from the notes F, G + A or D, E, F, G + A. Perform & Share Reflection		<u>Keyboard Skills Using Charanga Recorder Course</u> Keyboard Playing Skills: Use a different finger for each note. To play keyboard correctly– use right hand with fingers relaxed over all the keys. If sharing, ensure can reach notes comfortably. Use side of thumb to play lowest note, to ensure other fingers are in correct position. Make sure when moving notes, last finger is taken off so each note is separate. Learn how to hold notes down for longer duration and take off for shorter. Learn how to play staccato and legato notes and how to play stronger notes where needed to achieve phrasing. Use all these techniques to make a controlled sound with the keyboard. Be able to control the sound to make high and low and long and short notes. <i>Progress with these skills over Year 3 and Year 4.</i> Musical Skills: Listen with understanding and direction. Start to read simple notation– crotchets, minims and their rests, set out in bars with treble clef and time signature at the beginning. Follow instruction and notation to play a piece of music using D, E and F. Play their keyboards in ensemble in unison and in two parts. Build on previous musical learning about the interrelated dimensions of music Year 4 Pieces using Charanga Recorder Course Deecee’s Blues, D-E-Finitely, Portsmouth (DEF), March of the Golden Guards, Gluttonbury Festival (composing)	
PE	<u>Dance (Unit 1)</u> To use freeze frame in our dances. To perform a slide and roll confidently. To use a variety of formations when performing. To perform in cannon routines and cannon lines.	<u>Apparatus</u> <u>Lacrosse</u> To follow a pass to create more space for teammates. To run with the ball under pressure. To use a range of passes to maintain possession.	<u>Gymnastics (Unit 1)</u> To perform a 6-element sequence that uses changes in speed and direction. To use the STEP principle to create and perform a partner sequence. To take weight on our hands, showing control.	<u>Apparatus</u> <u>OAA</u> To work collaboratively to complete a problem solving task. To work collaboratively to create shapes whilst blindfolded.	<u>Handball</u> To protect the ball from our opponent after catching it. Basic overarm shooting technique. To build an attack in a team using a 3 man weave. To perform turns on the move to get back and defend.	<u>Dance (Unit 2)</u> To communicate the theme of a snake through our dance actions. To use dynamics and formations in our dance to help tell a story. To use space, travel and floor patterns to enhance the dance.

	To sequence our dance actions to show good flow. To create a 5 action dance routine showing good 'stage' entry. <u>Tennis</u> To return to the middle of the court after playing a shot. To accurately use the forehand in game situations to score points. To play a backhand shot with some control. To combine ready position and court movement to consistently return the serve. To work with a partner to score points in a game. To use forehand and backhand shots to score points in a competitive situation. Swimming	To shoot from close range with power and accuracy. To receive the ball and turn with it into space. To use pacing when running to move continuously in a game.	To develop a sequence using compositional ideas e.g. changing speed. To cooperate as a group to refine a short sequence. To compare and judge performances. <u>Football</u> To run onto the ball to receive it. To explore front and goal-side marking techniques. To perform a standing tackle to dispossess an attacker. To dribble showing good control to progress forward. To pass and receive the ball over longer distances. To perform passing and moving with a teammate.	To name and recognise the cardinal points of the compass. To complete an orienteering task calmly under time pressure. To work with a partner to use a map to follow a course. To recognise and recall common map symbols from a key.	To perform a 7-metre throw with power and accuracy. To use a throw off to restart a game. <u>Athletics</u> To challenge ourselves in running, jumping and throwing tasks. To accelerate over short distances. To run and jump using a one-footed take-off. To use a sling action to throw a discus. To run on a curve and exchange a baton in our team. To apply the skills we have developed in a competitive way.	Introducing devices. To work in a small group to create contact movements. To use peer evaluation to improve each other's work. <u>Rounders</u> To hit the ball in different directions. To run between the posts and avoid getting stumped out. To intercept the ball using one hand. To underarm bowl abiding by the rules of bowling. To play the role of backstop and use in a small game. The rounders scoring system and using it in a game.
French	Revision of animals and classroom instructions A French poem How to use a French bilingual dictionary Parts of the body	Colours Adjectival agreements Food Opinions about food Goldilocks story Christmas: the snowman	<i>Je voudrais</i> with food Phonemes and Revise numbers 1-15 Months Numbers 16-31 French maths: division and multiplication April fool's day (<i>poisson d'avril</i>)	Dates and birthdays Personal descriptions (hair and eye colour) Phonemes and	Family vocabulary Possessive adjectives (<i>mon, ma, mes</i>) Phoneme Further dictionary skills Clothing vocabulary Revise adjectival agreements	Memorise a short text (Talk4writing) Revise food, opinions, months, numbers and personal descriptions Assessments French food project
Gophers	Learn to Swim Play Card Games Complete a Jigsaw Puzzle Create a Secret Handshake with a Friend Cloud Gaze	Learn to Sew Make Butter Dance in the Rain	Cook and Taste Food from Other Cultures Play in the Snow	Visit a Museum Cloud Gaze	Make a Domino Rally or a House of Cards Complete a Jigsaw Puzzle	Donate an Unwanted Toy or Item Play card games
Visits and Visitors	Swimming	United Reform Church Visitor Pedestrian Training	Greek Food visitor Magna	Hornsea Mere	Hornsea Beach Bugtopia	Safety visitors

Reading Spine Texts

	<u>Archaic Text</u>	<u>Non-Linear Time Sequences</u>	<u>Complexity of the Narrator</u>	<u>Complexity of the Plot/Symbol</u>	<u>Resistant Texts</u>	<u>Diversity Texts</u>
	The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today.	A story is narrated in a given style with a given cadence and that cadence endures and remains consistent, but in the best books, books where every aspect of the narration is nuanced to create an exact image, time moves in fits and start. It doubles back.	Books are sometimes narrated by an unreliable narrator- who doesn't understand and misperceives some of what happened, a madman out of touch with reality, multiple narrators, non-human narrators, multiple intertwined and apparently unrelated plot lines.	Texts which happen on an allegorical or symbolic level. Not reflected in Lexiles; critical forms of text complexity that students must experience	Texts written to deliberately resist easy meaning-making by readers. Perhaps half of the poems ever written fall into this category. You have to assemble meaning around nuances, hints, uncertainties and clues.	Texts which promote inclusion of people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.
Year 4	How doth the little crocodile by Lewis Carroll 	The Butterfly Lion by Michael Morpurgo 	Nim's Island by Wendy Orr 	Revolting Rhymes by Roald Dahl 	Topsy Turvy World by William Brighty Rands 	The Woodcutter and the Snow Prince by Ian Eagleton The Late Crew by Rab Ferguson 