



|  | Autumn Term  |  | Spring Term  |  | Summer Term  |  |
|--|--|--|--|--|--|--|
| Trips<br>Visitors                            | Iron Age trip  |  | Blists Hill Victorian Town   |  | Ancient Egyptians- Workshop in school  |  |
| English<br>Writing                           | <p><b>Non-Fiction</b><br/><b>Non-chronological reports</b>- link to History<br/>Hot Write- Life in a Celtic village<br/>T4W text- Goblinology<br/>The Ultimate Guide to Goblins</p> <p><b>Fiction</b><br/><b>Portal Tale</b><br/>T4W text-The Impossibly Possible Bookshop (Stone Age Boy- Innovation) (Settings Toolkit)</p> <p><b>Poetry</b><br/>Nonsense poetry</p>   | <p><b>Non-Fiction</b><br/><b>Instructions</b>-How to Catch Santa (short final revision of genre unit)</p> <p><b>Fiction</b><br/><b>Wishing Tale</b>-T4W text- Midas and the Golden Touch (Dialogue Toolkit)</p> <p><b>Poetry</b><br/>The magic of Poetry<br/>Focus - Rhyming</p> | <p><b>Non-Fiction</b><br/><b>Persuasion</b>- cold write<br/>Geography-visit a Rural/Tourist area/Hot write- link to climate/habitat<br/>T4W text- Amazing Zinland</p> <p><b>Fiction</b><br/><b>Tale of Fear</b>-T4W text<br/>Zelda Claw (Suspense Toolkit)</p> <p><b>Poetry</b><br/>Jack Frost in the Garden</p> | <p><b>Non-Fiction</b><br/><b>Recount</b>- Safari park cold write animals etc - hot write trip to Blists Hill<br/>Recount t4W text- Alien's Invade Redbury Village</p> <p><b>Fiction</b><br/><b>Finding Tale</b>-Sandy Cove Adventure (Openings and Endings Toolkit)</p> <p><b>Poetry</b><br/>Michael Rosen<br/>Performance Poetry<br/>Chocolate cake</p> | <p><b>Non-fiction</b><br/><b>Explanation</b>-Cold write- design a Crazy Contraption-Hot write link to Digestion System<br/>T4W text- The Teacher Pleaser</p> <p><b>Fiction</b><br/><b>Warning Tale</b>-The Caravan (Characterisation Toolkit)</p> <p><b>Poetry</b><br/>Monstrous notions</p> | <p><b>Non-Fiction</b><br/><b>Discussion</b>-<br/>Cold write- Should children own pets? T4W text- Was the wolf really to Blame? Innovation/Hot write- Various discussion subjects linked to real life.</p> <p><b>Fiction</b><br/><b>Quest/Journey Tale</b>-<br/>Time Slip Scarab (Description Toolkit)</p> <p><b>Poetry</b><br/>Classic Poetry-<br/>The Listeners</p> |
| Vocabulary,<br>Punctuation<br>and<br>Grammar | <p style="text-align: center;"><b>Word</b></p> <p style="text-align: center;"><b>Y3</b> Formation of nouns using a range of prefixes [for example super-, anti-, auto-](suffixes <b>Y2</b>)<br/>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]<br/>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p style="text-align: center;"><b>Y4</b> The grammatical difference between plural and possessive –s<br/>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> |  |  |  |  |  |
|  | <p style="text-align: center;"><b>Sentence</b></p> <p><b>Y3</b> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] (coordinating <b>Y2</b>)</p> <p><b>Y4</b> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)<br/>Fronted adverbials [for example, Later that day, I heard the bad news.]</p>   |  |  |  |  |  |
|  | <p style="text-align: center;"><b>Text</b></p> <p><b>Y3</b> Headings and sub-headings to aid presentation<br/>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>   |  |  |  |  |  |

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|                 | <p><b>Y4</b> Use of paragraphs to organise ideas around a theme<br/> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition<br/> <b>(Y2</b> use of present tense and past tense/ Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting])</p>   |                                 |  |  |   |       |
|                 | <p><b>Punctuation</b><br/> <b>Y4</b> Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]<br/> Apostrophes to mark singular (<b>Y2</b> )/plural possession [for example, the girl's name, the girls' names]<br/> Use of commas after fronted adverbials<br/> <b>(Y2</b> Commas in lists)</p> |                                 |  |  |   |       |
|                 | <p><b>Terminology for pupils</b><br/> <b>Y3</b> preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas<br/> <b>Y4</b> determiner pronoun, possessive pronoun adverbial, noun, noun phrase compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>   |                                 |  |  |   |       |
| English Reading | <p><u>English:</u><br/> Guided reading -Fred's Teaching Year Group<br/> Class reader- Stig of the Dump<br/> The Fireworkmaker's Daughter</p>   |                                 | <p><u>English:</u><br/> Guided reading -Fred's Teaching Year Group<br/> Son of the Circus- A Victorian Story<br/> Street Child</p> |  | <p><u>English:</u><br/> Guided reading -Fred's Teaching Year Group<br/> The Ancient Egypt Sleepover</p>   |       |
| Maths           | <p>Place Value<br/> Addition and Subtraction<br/> Length<br/> Shape<br/> Multiplication and Division<br/> Perimeter</p>  |                                 | <p>Place Value<br/> Addition and Subtraction<br/> Multiplication and Division<br/> Time<br/> Fractions<br/> Decimals</p>           |  | <p>Decimals<br/> Shape<br/> Problem Solving<br/> Time<br/> Area<br/> Statistics<br/> Money<br/> Position and Direction</p>  |       |
| Science         | States of matter   | Animals including humans, teeth | Living things and their habitat, food chains   | Electricity  | Animals inc humans digestive system.  | Sound |
| History         | <p><b>Stone Age to Iron age British History.</b><br/> Changes in Britain from the Stone Age to the Iron Age<br/> <b>(Settlement/Trade)</b> What does prehistory mean?<br/> How did hunter-gatherers survive in the Stone Age?<br/> What was Stone Age cave art?<br/> What kind of sources tell us about the Stone Age?<br/> What was Skara Brae?</p>   |                                 |  | <p><b>Victorian Shropshire</b><br/> Focus- How has life for children changed?<br/> (a study of an aspect or theme <b>(Education)</b> in British history that extends pupils' chronological knowledge beyond 1066)<br/> <b>(Leaders-Monarchy and Government/Trade/Settlement links)</b><br/> Who was Queen Victoria?<br/> Which famous inventions came from the Victorians?</p> | <p><b>Ancient Egypt</b><br/> (the achievements of the earliest civilizations)<br/> <b>(Trade/Settlement links/Leaders-Pharaohs)</b><br/> Who were the Ancient Egyptians?<br/> Why was Ancient Egypt the 'Gift of the Nile'?<br/> Who were the Ancient Egyptian pharaohs?<br/> Why did the Ancient Egyptians build the pyramids?</p> |       |

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|           | <p><i>Why are there so many mysteries about Stonehenge?</i></p> <p><i>How did bronze replace stone in the Bronze Age?</i></p> <p><i>What do grave goods tell us about the Bronze Age?</i></p> <p><i>What was life like in an Iron Age hill fort?</i></p> <p><i>What was Iron Age art like?</i></p> <p>October- Black History Month</p> |  |  | <p>What was the Industrial Revolution? (Blists Hill visit-main focus Y5)</p> <p>What was life like for working Victorian children?</p> <p>How did Lord Shaftesbury improve the lives of Victorian children?</p> <p>What were Victorian schools like? Blists Hill Workshop/Schooling in Hodnet</p> | <p>What did the Ancient Egyptians do for fun?</p> <p>What was mummification in Ancient Egypt?</p> <p>Who were the Ancient Egyptian gods?</p> <p>What did Ancient Egyptian hieroglyphics mean?</p> <p>What was discovered inside Tutankhamun's tomb?</p> <p>Who was Cleopatra and how is she remembered?</p> |  |
| Geography |  | <p><b>Food and Farming</b></p> <p><i>3 Key Enquiry Questions: Where does our food come from? Who grows our food? What choices do I have about food and farming?</i></p> <p><b>(Trade/Fairtrade)</b></p> <p><b>Fieldwork</b></p> <p>Oddizzi Virtual Fieldwork unit- Jurassic Coast- links to similarities and differences between two large rural counties (Shropshire and Devon) regarding Land use/Food Production/Tourism)</p> | <p><b>Climate Zones</b></p> <p><i>Why does a place's location in the world affect its climate? What is a climate zone? How is the climate in the UK different from that in the tropics? How does the climate vary around the world? What is the weather like on a typical day</i></p> <p><i>for places in different climate zones?</i></p> <p>(Trade/Settlement links)</p> |   |   | <p><b>Contrasting Locality- Rio and S-East Brazil</b></p> <p><i>Where is South America and what is it like? What time is it in different parts of South America? How does Brazil compare with my country? What's special about Rio de Janeiro? How is my life linked to south-east Brazil? Were the 2016 Olympic Games good for Brazil?</i></p> <p><b>(Trade/Settlement links)</b></p> |
| Art       | <p>Line skills 1 -Graded drawing.</p> <p>Focus lessons- <b>Printing</b> polystyrene blocks Cave art</p>  | <p>Line skills 2 Drawing Landscape Perspective</p> <p>Colour skills- Using watercolours</p>  | <p>Focus lessons Sculpture- <b>Clay</b>- Dragon eyes</p>   | <p>Artist study- Victorian Marianne North female?!</p>  | <p>Line skills 3 self portraits</p> <p>Colour skills- revisit colour mixing to mix skin tones</p>   | <p>Colour skills Complementary colours/Harmonic colours</p> <p>Artist study- Van Gogh/Andy Warhol</p> <p>Focus lessons <b>Sculpture</b>- Paper Sculpture-Masks</p>   |

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| DT        | Mechanism (Y3 new Curriculum- light coverage) Levers and Linkages used to create moving parts for water Cycle poster   | Food- Healthy and varied diet<br>Fairtrade fortnight 14.9.24-20.9.24<br>British Food Fortnight 20.9-                  | Mechanisms- Pneumatics<br>Animals-Link to Science | Electrical systems- Simple circuits and switches   | Electrical systems -Simple programmes and control- using micro controllers- light touch (revisit Y5) | Structures- Pyramids inc Y4 -Shell structures using Using Microsoft word or CAD |
| Computing | The internet- Can I believe what I read?<br>Photo Editing- Can I believe what I see? /Changing images<br>Uses Paint on laptops   | Audio editing- Podcast- Hodnet Primary school event- Garage Band on ipad  | Repetition in shapes- Turtle Academy              | Branching databases- j2data Pictogram, Branch, and Database tools<br><br>Online safety- safer Internet Day 11.2.25 | Repetition in games- Scratch   | Computing linked to DT- Structures- Microsoft word/Techsoft Primary             |
| RE        | What kind of World did Jesus want?   | What do Hindu's believe God is like?  | What does it mean to be a Hindu in Britain        | Why do Christians call the day Jesus died Good Friday?   | Impact of Pentecost for Christians   | How and why do people mark the Significant events of life?                      |
| Music     | Musical Structures (Charanga – using glocks)   | Exploring Feelings when you Play (Charanga – using glocks)  | Recorder (teacher-led)                            | Recorder (teacher-led)   | Expression and Improvisation (Charanga – using glocks)   | The Show Must Go On (Charanga -using glocks)                                    |
| PE        | Teacher lesson: Fundamentals 4 weeks Swimming 6 weeks Beginner Dance 6 weeks Yoga 3 weeks Tennis Athletics 6 weeks Tennis 6 weeks<br>Sports Coach lesson: Fitness 4 weeks Netball 6 weeks Gymnastics 6 weeks Tri Golf 5 weeks Alternative Sports Archery Football 6 weeks<br>QAA |   |   |  |  |   |
| French    | My school, your school   | My local area/your local area. Christmas  | Epiphany<br><br>A family tree<br><br>Faces        | Celebrating carnival<br><br>Body parts. Easter<br><b>Can order be changed on any of these?</b>                     | Feeling well/unwell<br><br>Jungle animals  | Summertime, weather seasons, ice-creams   |
| PSHE      | Calling for help<br>Basic life support<br>Asthma<br>Recycling Week 14.10.24-20.10.24- link to food DT  | Online bullying inc Anti Bullying Week 11.11.25-15.11.25<br>Road Safety Week 17.11.24-23.11.24<br>LKS2 Training (tbc) | Jealousy<br><br>Chores at home                    | Breaking down barriers<br><br>Children's Mental Health Week 3.2.25-9.2.25  | Alcohol and smoking<br>Coming home on time   |   |
| RSE       |  |   |   |  |  | Growing and changing relationships puberty                                      |