

Year group – 4 (Emerald Class)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>History</b>	<b>The Roman Republic</b>  Disciplinary focus: similarity and difference	<b>The Roman Empire</b>  Disciplinary focus: evidential thinking	<b>Roman Britain</b>  Disciplinary focus: evidential thinking	<b>Christianity in 3 empires (300-600CE)</b>  Disciplinary focus: similarity/difference	<b>Islamic Civilisations: Arabia and early Islam</b>  Disciplinary focus: change and continuity	<b>Islamic Civilisations: Cordoba – The city of light</b>  Disciplinary focus: similarity and difference
<b>Exit Point Long Write</b>	How much power did the senate have in the Roman Republic?	What can sources reveal about Roman ways of life?	What kinds of knowledge about Roman Britain have historians been able to build from the sources?	What made each early Christian state special?	What kind of change did Muhammad bring about in Arabia?	How did worlds come together in Cordoba?
<b>Geography</b>	<b>The Rhine and The Mediterranean</b>  Geographical skills: Extending use of maps and photographs  Disciplinary focus: diversity	<b>Population</b>  Geographical skills: Thematic maps and using census data  Disciplinary focus: diversity	<b>Coastal Processes and landforms</b>  Geographical skills: N/A  Disciplinary focus: interaction	<b>Tourism</b>  Geographical skills: Interpreting climate data  Disciplinary focus: interaction	<b>Earthquakes</b>  Geographical skills: Thematic maps  Disciplinary focus: interaction	<b>Deserts</b>  Geographical skills: Interpreting thematic maps and satellite photographs  Disciplinary focus: diversity
<b>Exit Point Long Write</b>	How are different parts of the Rhine and the Mediterranean used by people?	How and why does population distribution vary across Great Britain?	How does the location of west Wales affect its coast?	How do tourists interact with a place?	How do earthquakes affect people and environments?	Why are deserts located where they are?

<b>RE</b>	What did God promise to his people?	How does 'ibadah' worship show what's important to Muslims?  Mosque visit	What did Jesus say about God's kingdom & why is it 'good news'?	For Christians, is communion a celebration, or an act of remembrance?	How do non-religious people celebrate new life?	What is the 'Golden Rule' and why do so many people live by it?
<b>PSHE</b>	<b>Living in the wider world</b> Communities  <b>Relationships</b> Respecting self and others  <b>Relationships</b> Managing hurtful behaviour and bullying	<b>Health and Wellbeing</b> Healthy lifestyles	<b>Relationships</b> Families and close positive relationships  <b>Relationships</b> Safe relationships	<b>Living in the wider world</b> Economic wellbeing: Aspirations, work and career	<b>Health and Wellbeing</b> Keeping safe  <b>Health and Wellbeing</b> Drugs, alcohol and tobacco	<b>Health and Wellbeing</b> Ourselves, growing and changing  <b>Health and Wellbeing</b> Mental health
<b>English Genre, unit and writing focus (timescale)</b>	<b>Narrative - Story</b> Float JC  <b>Poetry</b> The River JC Geography – Rhine link  <b>Narrative – Adventure</b> Bike boy JC If we can get the book		<b>Biography</b> Nikola Tesla JC Science – Electricity link  <b>Narrative</b> The lost thing JC - Film  <b>Persuasive Writing</b> Holiday brochure JC Geography - Tourism link		<b>Narrative – Mystery</b> The Whale JC  <b>Explanation</b> Microbiome JC Science – Digestive System link  <b>Poetry</b> Still I Rise JC  <b>Possible additional unit:</b> Earthquakes	

					JC Geography – Earthquakes link	
<b>English Grammar and punctuation focus</b>	<p><b>No More Marking Grammar</b></p> <p>Nouns, verbs, adjectives and adverbs. (Year 3 revisit)</p> <p>Noun phrases and expanded noun phrases.</p> <p>Form 'a' and 'an'. (Year 3 revisit)</p> <p>Adverbs (Year 3 revisit)</p> <p>Fronted adverbials</p> <p>Commas after fronted adverbials.</p>	<p><b>No More Marking Grammar</b></p> <p>Prepositions (Year 3 revisit)</p> <p>Prepositional phrases</p> <p>Using appropriate nouns and pronouns (avoiding repetition)</p> <p>Inverted commas to punctuate direct speech.</p> <p>Commas after the reporting clause in speech.</p>	<p><b>No More Marking Grammar</b></p> <p>Apostrophes for singular possession.</p> <p>Possessive apostrophes in words with plural nouns.</p> <p>Verb inflections</p> <p>Conjunction (Year 3 revision)</p> <p>Revision</p>	<p><b>No More Marking Grammar</b></p> <p>Nouns, verbs, adjectives and adverbs. (Year 3 revisit)</p> <p>Noun phrases and expanded noun phrases.</p> <p>Form 'a' and 'an'. (Year 3 revisit)</p> <p>Adverbs (Year 3 revisit)</p> <p>Fronted adverbials</p> <p>Commas after fronted adverbials.</p>	<p><b>No More Marking Grammar</b></p> <p>Prepositions (Year 3 revisit)</p> <p>Prepositional phrases</p> <p>Using appropriate nouns and pronouns (avoiding repetition)</p> <p>Inverted commas to punctuate direct speech.</p> <p>Commas after the reporting clause in speech.</p>	<p><b>No More Marking Grammar</b></p> <p>Apostrophes for singular possession.</p> <p>Possessive apostrophes in words with plural nouns.</p> <p>Verb inflections</p> <p>Conjunction (Year 3 revision)</p> <p>Revision</p>
<b>Guided Reading</b>	<p><b>Poetry:</b></p> <p>Apes to Zebras A-Z to animal shape poems (1 week)</p> <p>The lost words</p>	<p><b>Narrative:</b></p> <p>Journey to the River Sea</p>	<p><b>Poetry:</b></p> <p>Courage in a poem (2 weeks) PSHE link</p> <p><b>Non-Fiction:</b></p>	<p><b>Narrative:</b></p> <p>The Land of Roar</p>	<p><b>Poetry:</b></p> <p>Welcome to my crazy life (Poetry book) (2 weeks)</p> <p><b>Non-Fiction:</b></p>	<p><b>Narrative: (Mystery)</b></p> <p>Murder on the Safari Star</p>

	(1 week) <b>Non-Fiction:</b> Amazing Rivers		The pebble in my pocket		Geographics: Earthquakes	
<i>Maths</i>	<b>Place Value</b> (4 weeks)  <b>Addition and Subtraction</b> (2 weeks)	<b>Addition and Subtraction</b> (1 week)  <b>Area</b> (1 week)  <b>Multiplication and Division A</b> (3 weeks)  <b>Consolidation</b> (1 week)	<b>Multiplication and division B</b> (3 weeks)  <b>Length and Perimeter</b> (2 weeks)  <b>Fractions</b> (1 week)	<b>Fractions</b> (3 weeks)  <b>Decimals A</b> (3 weeks)	<b>Decimals B</b> (2 weeks)  <b>Money</b> (2 weeks)  <b>Time</b> (2 weeks)	<b>Consolidation</b> (1 week)  <b>Shape</b> (2 weeks)  <b>Statistics</b> (1 week)  <b>Position and Direction</b> (2 weeks)
<i>Science</i>	<b>Group and classify living things</b> (3 weeks)  <b>Data collection A</b> (1 week)  <b>States of matter</b> (2 weeks)	<b>States of matter</b> (5 weeks)  <b>Consolidation</b> (1 week)	<b>Sound</b> (5 weeks)  <b>Data collection B</b> (1 week)	<b>Electricity</b> (4 weeks)  <b>Energy</b> (1 week)  <b>Consolidation</b> (1 week)	<b>Data collection C</b> (2 weeks)  <b>Habitats</b> (2 weeks)  <b>Deforestation</b> (1 week)  <b>The digestive system</b> (1 week)	<b>The digestive system</b> (4 weeks)  <b>Food chains</b> (2 weeks)

<b>Computing</b>	Online safety/safeguarding day 1 Managing online information  Word processing	Online safety/safeguarding day 2 Privacy and security Copyright and ownership  Multimedia - Video Creation	Online safety/safeguarding day 3 Safer Internet Day  Programming - MicroBit Get Off My Stuff!	Online safety/safeguarding day 4 Online relationships Online reputation  Presentations – Digital Posters Adobe Express	Online safety/safeguarding day 5 Health, wellbeing and lifestyle Self-image and Identity  Data Handling – Online Questionnaire	Online safety/safeguarding day 6 To be planned by class teacher – address issues, which have come into the class or revisit topics chn need.  AR and VR – Invent a Toy Tinkercad
<b>Reading/writing opportunities across the curriculum</b>	Opening Worlds (Geography and History) - shared reading each lesson and long write each half term.	Opening Worlds (Geography and History) - shared reading each lesson and long write each half term.	Opening Worlds (Geography and History) - shared reading each lesson and long write each half term.	Opening Worlds (Geography and History) - shared reading each lesson and long write each half term.	Opening Worlds (Geography and History) - shared reading each lesson and long write each half term.	Opening Worlds (Geography and History) - shared reading each lesson and long write each half term.
<b>Maths opportunities across the curriculum</b>	Collecting data in science	Measuring in DT.	Collecting data in science	Measuring in DT.	Collecting data in science	Measuring in DT.
<b>PE Units in red - sports coach</b>	<b>Games 1</b> Swimming	<b>Gymnastics 1</b> Dance 1	<b>Gymnastics 2</b> Orienteering	<b>Games 3</b> Gymnastics 3	<b>Gymnastics 4</b> Athletics 1	<b>Games 4</b> Athletics 2/ Games 2
<b>Music Charanga</b>	Mamma Mia Charanga original scheme		Brass Trumpet Perform in class assembly (Mr Walker)		Stop! Charanga original scheme	

<b><i>Art/DT</i></b>	<b>Art Drawing</b>	<b>DT Sew – Lavendar bags</b>	<b>Art Sculpture</b>	<b>DT Make</b>	<b>Art Painting</b>	<b>DT Cook</b>
<b><i>Outdoor Learning</i></b>	River visit - Geography	Healthy lifestyles – PSHE  Area- Maths	Measuring - Maths	Beach visit - Geography	Habitats – Science  Painting the class tree - Art	Position and direction - Maths