









KS2 – Year Four

Year group	Enquiry Approach	Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4 Citrine and Amber	Enquiry Theme	It's All Greek To Me!	Good vibrations!	Rainforests	Invasions and invaders	Wired!	A River Runs Through It
	Enquiry Initial Engagement Question	What is the legacy of / what have we learnt from the Greeks?	How does sound travel?	How can we protect our rainforests?	Why was the Roman Empire important?	How do we get powered?	Why is water an essential utility?
	Prior knowledge	Y2 T5, T6 Y3 T2 T3 T6	Y3 T4 Standalone	Y3 T1 Y2 T5, T6 Y3 T2, T3,T6; Y4 T1	Y3 T4 Y3 T2, T3,T6; Y4 T1	Y3 T6	Y4 T3 Y2 T1 T2
	Future knowledge	Y6 T2 Y4 T3 T4	Y5 T1 Standalone	Y5 T4 KS3 Y5 T6	Y5 T6 Y5 T6	Y6 T4	Y5 T5; Y6 T1 Y5 T1 T2
	Visits/ Visitors	Visitor: Drama workshop		Visit: Living Rainforest (Newbury)			
Exceptional Futures- I am a...							
							Hiking Heroes 

Subject area	Autumn		Spring		Summer		Schemes / resources used
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	

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English-reading	<p>To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). Discuss vocabulary used to capture readers' interest and imagination. To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied. To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.</p>						Pie Corbett- Reading Spine  Big Cats
Reading-texts	Charlotte's Web by EB White	The Selfish Giant by Oscar Wilde	Children who Changed the World by Marcia Williams	Matilda by Roald Dahl	Timelines of Science by DK	The Demon Headmaster by Gillian Cross	
Genre and text	Genre: Narrative: Myths Text(s): Variety of Greek myths from Literacy Shed	Genre: Non chronological report Text(s): How to Train your Dragon by Cressida Cowell	Genre: Persuasion Text(s): <i>Real life experience – link to trip based on Rainforests (sustainability)</i>	Genre: Discussion Text(s): Viking Voyagers by Jack Tite	Genre: Discussion Text(s): Voices in the Park by Anthony Browne	Genre: Explanation Text(s): Operation Gadget Man by Malorie Blackman	Pie Corbett/Talk for Writing Jane Considine
	Genre Instructions Text(s): The Untameables- Clare Pollard	Genre: Explanation Text(s): <i>Explain how sound travels</i>	Genre: Narrative Text(s): Why the Whales Came by Michael Morpurgo	Genre: Reports- newspaper Text(s): Viking Boy by Tony Bradman	Genre: Non-chronological report Text(s): <i>Electricity</i>	Genre: Poetry Text(s): Use PC Poetry Spines	
	Recount Text(s): <i>Real life experiences</i>	Genre: Letter Text(s): The Firework Maker's Daughter by Philip Pullman	Genre: Recount- diary Text(s): Why the Whales Came by Michael Morpurgo	Genre: Plays Text(s): Viking Boy by Tony Bradman	Genre: Narrative Text(s): Perry's Angel Suitcase by Glenda Millard	Genre: Narrative- description Text(s): The Snow Walker's Son by Catherine Fisher	
Writing-Composition	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>						Jane Considine
Writing transcription-spelling	<p>To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). To spell words with a /shuhn/ sound spelt with 'sion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission). To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion). To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician). To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent). To spell all of the Y3 and Y4 statutory spelling words correctly. To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's). To use their spelling knowledge to use a dictionary more efficiently. To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>						Jane Considine
Vocabulary, grammar and punctuation	<p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession.</p>						Jane Considine
English-phonics	<i>Little Wandle Letters and Sounds – for those children working within this- below age-related</i>						Letters and Sounds- Little Wandle
English-handwriting	1 Introducing diagonal join from p and b to ascender: ph, pl, bl 2 Introducing diagonal join from p and b, no ascender: bu, bi, be, pu, pi, pe		11 Revising parallel ascenders 12 Revising parallel ascenders and break letters 13 Relative sizes of letters		21 Consistency of size 22 Proportion 23 Spacing between letters and words		PenPals

<p>To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>3 Introducing diagonal join from p and b to an anticlockwise letter: pa, po, pu, ba, bo, bu 4 Revising parallel ascenders and descenders: bb, pp 5 Break letters: x, z 6 Spacing in common exception words 7 Consistent size of letters 8 Relative size of capitals 9 Speed and fluency 10 End-of-term check</p>		<p>14 Proportion of letters 15 Spacing between letters 16 Spacing between words 17 Writing at speed 18 Improving fluency 19 Speed and fluency 20 End-of-term check</p>		<p>24 Size, proportion and spacing 25 Fluency: writing longer words 26 Speed and fluency 27 Revising break letters 28 Print alphabet: presentation 29 Assessment 30 Capital letters: presentation</p>		
<p><b>Maths</b></p>	<p>Number: Place Value Addition and Subtraction</p>	<p>Measurement: Length and Perimeter Number: Multiplication and Division</p>	<p>Number: Multiplication and Division Measurement: Area</p>	<p>Number: Fractions Decimals</p>	<p>Number: Decimals Measurement: Time Money</p>	<p>Statistics Geometry: Properties of Shapes Position and Direction</p>	<p>White Rose NCETM</p>
<p><b>Science</b></p>	<p>Living Things and Their Habitats – groupings/ classification</p> <p>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.</p>	<p>Sound</p> <p>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.</p>	<p>Living Things and Their Habitats – environmental</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things. Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Animals Including Humans</p> <p>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.</p>	<p>Electricity</p> <p>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.</p>	<p>States of Matter</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>REAch2</p>
<p><b>History</b></p>	<p>Groovy Greeks</p> <p>Ancient Greece a study of Greek life and achievements and their influence on the western world</p>		<p>Rampaging Romans and Vicious Vikings</p> <p>Roman Empire and its impact on Britain This could include: Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, e.g. Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p>	<p>Timeline building and key knowledge recap</p>		<p>REAch2</p>	
<p><b>Geography</b></p>		<p>Moving Mountains</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of</p>			<p>Amazing Amazon</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the</p>	<p>Spectacular Spain</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers,</p>	<p>REAch2</p>

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		natural resources including energy, food, minerals and water Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America the UK and a region within North or South America. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	mountains, volcanoes and earthquakes, and the water cycle Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	
Art and design	Interior Designers (Printing) William Morris/ Cath Kidston		Fashion Designers (Textiles) Vivienne Westwood		Impressionism (Painting) Monet		REAch2
Design and Technology	On a Roll (Cooking and Nutrition) Nadiya Hussain		Quizzical Quilting (Textiles) Michele Walker		Create a Buzz (Mechanical/Electrical) Joseph Henry		REAch2
Music	Rock and Roll	Samba and carnival sounds and instruments (Theme: South America)	Haiku, music and performance (Theme: Hanami festival)	Adapting and transposing motifs (Theme: Romans)	Body and tuned percussion (Theme: Rainforests)	Changes in pitch, tempo and dynamics (Theme: Rivers)	Kapow
	Learning about the origin and features of rock and roll music. Learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.	Getting a feel for the music and culture of South America, an introduction to samba and the sights and sounds of the carnival.	This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance.	Drawing upon understanding of repeating patterns in music, an introduction to the concept of motifs.	Explore the rainforest through music and be introduced to new musical terms. Use a mixture of body percussion and tuned percussion instruments. Create rhythms of the rainforest, layer by layer.	Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to geography learning, represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	
Computing	The internet (4.1)	Audio production (4.2)	Repetition in shapes (4.3)	Data logging (4.4)	Photo Editing (4.5)	Repetition in games (4.6)	NCCE
PE	Hockey	Handball	Football	Tag Rugby	Athletics	Swimming-Intermediate / Netball	The PE Hub
	Dance Unit 1	Gymnastics Unit 1	Dance Unit 2	Gymnastics Unit 2	Rounders	Cricket	
RE	Buddhism: Buddha's Teachings Is it possible for everyone to be happy?	Christianity: Christmas What is the most Significant part of the Christmas story?	Buddhism: The 8-fold Path Can the Buddha's teachings make the world a better place?	Christianity: Easter Is forgiveness always possible for Christians?	Buddhism: The 8-fold Path What is the best way for a Buddhist to lead a good life?	Christianity: Prayer and Worship Do people always need to go to church to show that they are Christians?	Pan-Berkshire SACRE Discovery RE

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<p><b>PSHE and Citizenship</b></p>	<p><b>Being Me</b> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour</p>	<p><b>Celebrating Differences</b> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p>	<p><b>Dreams and Goals</b> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	<p><b>Healthy Me</b> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p><b>Relationships</b> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p>	<p><b>Changing Me</b> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p>	<p><b>Jigsaw</b></p>
<p>MfL</p>	<p>Fruits (E)</p>	<p>I Am Able ... (Fr) I Know How... (It/Sp) (E)</p>	<p>Vegetables (E)</p>	<p>Presenting Myself (I)</p>	<p>In the Classroom (I)</p>	<p>At the Tea Room (Fr) At the Café (Sp) At the Restaurant (It) (I)</p>	<p>Language Angels</p>