



	Autumn term: What did the Romans ever do for us?	Spring term: What is great about Britain?	Summer term: What lives in Marshall's Arms?
English	<p><b><u>Talk for Writing Themes:</u></b></p> <ul style="list-style-type: none"> <li>• Creating settings</li> <li>• Paragraph types</li> <li>• Recounts.</li> <li>• Non-chronological reports</li> <li>• Poetry</li> </ul> <p><b><u>Grammar work:</u></b></p> <ul style="list-style-type: none"> <li>• Paragraphs.</li> <li>• Complex sentences</li> <li>• Fronted adverbials.</li> <li>• Conjunctions</li> <li>• Main and sub-ordinate clauses.</li> <li>• Direct and reported speech.</li> </ul> <p><b><u>Spelling:</u></b></p> <ul style="list-style-type: none"> <li>• Y3/4 word list</li> <li>• Homophones</li> <li>• Apostrophes</li> <li>• Prefix: un, dis, mis</li> <li>• Dictation</li> </ul>	<p><b><u>Talk for Writing Themes:</u></b></p> <ul style="list-style-type: none"> <li>• Creating plots (adventure story)</li> <li>• Characterisation and dialogue</li> <li>• Non-chronological report</li> <li>• Discussion texts</li> <li>• Poetry</li> </ul> <p><b><u>Grammar work:</u></b></p> <ul style="list-style-type: none"> <li>• Paragraphs.</li> <li>• Complex sentences</li> <li>• Fronted adverbials.</li> <li>• Conjunctions</li> <li>• Main and sub-ordinate clauses.</li> <li>• Verb inflections</li> <li>• Expanded noun phrases.</li> <li>• Pronouns and nouns</li> </ul> <p><b><u>Spelling:</u></b></p> <ul style="list-style-type: none"> <li>• Y3/4 word list</li> <li>• Suffixes: sion, tion, ous, sure, ture, cher, ly</li> <li>• Using a dictionary</li> </ul>	<p><b><u>Talk for Writing Themes:</u></b></p> <ul style="list-style-type: none"> <li>• Changing paragraphs</li> <li>• Hooking your reader</li> <li>• Explanation texts</li> <li>• Persuasive writing</li> <li>• Poetry</li> </ul> <p><b><u>Grammar work:</u></b></p> <ul style="list-style-type: none"> <li>• Paragraphs.</li> <li>• Complex sentences</li> <li>• Conjunctions</li> <li>• Main and sub-ordinate clauses.</li> <li>• Verb inflections</li> <li>• Expanded noun phrases.</li> <li>• Pronouns and nouns</li> </ul> <p><b><u>Spelling:</u></b></p> <ul style="list-style-type: none"> <li>• Y3/4 word list</li> <li>• K- spelt ch</li> <li>• S spelt ch</li> <li>• G spelt gue</li> <li>• K spelt que</li> <li>• S spelt sc and I spelt y</li> </ul>

<p>Maths</p>	<ul style="list-style-type: none"> <li>• Count in multiples of 6, 7, 9, 25 and 1000.</li> <li>• Find 1000 more or less than a given number.</li> <li>• Count backwards through zero to include negative numbers.</li> <li>• Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones)</li> <li>• Order and compare numbers beyond 1000.</li> <li>• Identify, represent and estimate numbers using different representations.</li> <li>• Round any number to the nearest 10, 100 or 1000.</li> <li>• Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</li> <li>• Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and show, using diagrams, families of common equivalent fractions.</li> <li>• Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>• Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</li> <li>• Add and subtract fractions with the same denominator</li> <li>• Convert between different units of measure eg hour to minute.</li> <li>• Read, write &amp; convert time between analogue and digital 12 and 24 hour clocks.</li> <li>• Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to years.</li> </ul>	<ul style="list-style-type: none"> <li>• Convert between different units of measure eg kilometre to metre.</li> <li>• Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m</li> <li>• Identify acute and obtuse angles and compare and order angles up to two right angles by size.</li> <li>• Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</li> <li>• Identify lines of symmetry in 2D shapes presented in different orientations.</li> <li>• Complete a simple symmetric figure with respect to a specific line of symmetry.</li> <li>• Describe positions on a 2D grid as coordinates in the first quadrant.</li> <li>• Describe movements between positions as translations of a given unit to the left/ right and up/ down.</li> <li>• Plot specified points and draw sides to complete a given polygon.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</li> <li>• Estimate and use inverse operations to check answers to a calculation.</li> <li>• Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.</li> <li>• Number – multiplication and division</li> <li>• Recall and use multiplication and division facts for multiplication tables up to 12 x 12.</li> <li>• Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and</li> <li>• 1; dividing by 1; multiplying together three numbers.</li> <li>• Recognise and use factor pairs and commutatively in mental calculations.</li> <li>• Multiply two digit and three digit numbers by a one digit number using formal written layout.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and write decimal equivalents of any number of tenths or hundredths.</li> <li>• Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li> <li>• Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>• Round decimals with one decimal place to the nearest</li> <li>• whole number.</li> <li>• Compare numbers with the same number of decimal places up to two decimal places.</li> <li>• Solve simple measure and money problems involving fractions and decimals to two decimal places.</li> <li>• Estimate, compare and, calculate different measures, including money in pounds and pence.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>• Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> <li>• Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>• Convert between different units of measure [for example, kilometre to metre]</li> <li>• Find the area of rectilinear shapes by counting squares.</li> </ul>
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	<ul style="list-style-type: none"> <li>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> <li>Measurement- Area Find the area of rectilinear shapes by counting squares.</li> </ul>		
Science	<p><b>States of matter:</b></p> <ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>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)</li> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul> <p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans</li> <li>Identify the different types of teeth in</li> </ul>	<p><b>Electricity:</b></p> <ul style="list-style-type: none"> <li>Identify common appliances that run on electricity</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>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</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p><b>Sound:</b></p> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating</li> </ul>	<p><b>Living things and their habitats:</b></p> <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>Use the local environment throughout to raise and answer questions that help to identify and study plants and animals in their habitat.</li> <li>Identify how the habitat changes throughout the year.</li> <li>Explore possible ways of grouping a wide selection of living things that include animals and flowering plants</li> </ul>

	<p>humans and their simple functions</p> <ul style="list-style-type: none"> <li>• Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.</li> <li>• Pupils might work scientifically by out what damages teeth and how to look after them.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that vibrations from sounds travel through a medium to the ear</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p>and non-flowering plants.</p> <ul style="list-style-type: none"> <li>• Explore examples of human impact (both positive and negative) on environments.</li> <li>• Work scientifically using and making simple guides or keys to explore and identify local plants and animals.</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Continue to become familiar with a range of devices, for example tablets, desktop computers, laptops,</li> <li>• Know that they can use search engine tools for different types of media</li> <li>• To draw information from a question to develop keywords to find relevant information</li> <li>• To understand the dynamics of a search engine and know that there are different search engines</li> <li>• To be able to skim read and sift information to check its relevance and modify their search strategies if necessary</li> <li>• Know how to keep safe online and use a range of media sites safely.</li> </ul>	<ul style="list-style-type: none"> <li>• To create, edit and refine more complex sequences of instructions for a variety of programmable devices</li> <li>• Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• To know how to use the internet safely and how to control settings, sharing etc on social media.</li> </ul>	<ul style="list-style-type: none"> <li>• Use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>

History	<p>What did the Romans ever do for us?</p> <ul style="list-style-type: none"> <li>• Romans in Britain</li> <li>• Trip to Chester – walk around the Roman Walls and remains of the amphitheatre. Look at Roman artefacts in the Grosvenor Museum.</li> </ul>	<p>What makes Britain great?</p> <ul style="list-style-type: none"> <li>• Inventions</li> <li>• Anglo-Saxons and Scots</li> <li>• Place names</li> <li>• Engineers</li> </ul>	<p>What lives in Marshall's Arms?</p> <ul style="list-style-type: none"> <li>• History of Marshall's Arm and Hartford Manor</li> </ul>
Geography	<p>What did the Romans ever do for us?</p> <ul style="list-style-type: none"> <li>• Atlas work.</li> <li>• Locate Italy, Rome and Britain on a map of Europe.</li> <li>• Identify the modern name for Roman towns.</li> </ul>	<p>What makes Britain great?</p> <ul style="list-style-type: none"> <li>• Map and Atlas work</li> <li>• UK geography - major cities, Counties, significant places.</li> <li>• Place names</li> </ul>	<p>What lives in Marshall's Arms?</p> <ul style="list-style-type: none"> <li>• Local mapwork</li> <li>• OS maps, aerial photographs</li> <li>• Map making</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>
Art	<p>What did the Romans ever do for us?</p> <ul style="list-style-type: none"> <li>• Mosaics</li> <li>• Sketches of artefacts.</li> <li>• Christmas cards and</li> <li>• Calendars</li> <li>• Celtic and Roman art</li> </ul>	<p>What makes Britain great? Study of British artists: eg</p> <ul style="list-style-type: none"> <li>• John Constable</li> <li>• Lowry</li> <li>• Turner</li> </ul>	<p>What lives in Marshall's Arms?</p> <ul style="list-style-type: none"> <li>• Create sketch books to record observations and use them to review and revisit ideas .</li> <li>• improve art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] .</li> </ul>

DT	Investigate Roman style ballistas	Understand and use electrical systems in their products.	Investigate how to strengthen, stiffen and reinforce more complex structures.
RE	<p><b>Sikhism</b>- what Sikhs believe.</p> <ul style="list-style-type: none"> <li>• Guru Nanak.</li> <li>• Sacred books/ places</li> <li>• 5Ks and community, values, service in Sikhism.</li> </ul> <p>• Christmas- giving to others.</p>	<ul style="list-style-type: none"> <li>• Tolerance of different faiths and beliefs.</li> <li>• Caring for creation.</li> <li>• Christian faith expressed through art and artefacts.</li> </ul>	<p><b>Islam</b> -</p> <ul style="list-style-type: none"> <li>• Worship/ celebrations and festivals.</li> <li>• The Quran</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>• New beginnings</li> <li>• Getting on and Falling out</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Good to be me</li> <li>• Going for Goals</li> </ul> <p>British values:</p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• Mutual respect</li> </ul>	<ul style="list-style-type: none"> <li>• Changes</li> <li>• Relationships</li> </ul>
PE	<p><b>Gymnastics</b> - Balance and Change of Direction <b>Dance</b> – Link to Roman Topic <b>Invasion Games</b> – Tag Rugby , football</p>	<p><b>Gymnastics</b> -Rolling <b>Invasion Games</b> – Unit 4:2 Wirral Scheme <b>Tennis</b> - Sainsbury’s School Games Cards / Matalan Cards (NZ Scheme) Aegon Schools Tennis LCP Unit 13</p>	<p><b>Dance</b>- link to topic: environment. <b>Striking and Fielding</b> Unit 4:2 Wirral Scheme Sainsbury’s School Games Cards / Matalan Cards (NZ Scheme) <b>Striking and Fielding</b> Unit 4:2 Wirral Scheme Sainsbury’s School Games Cards / Matalan Cards (NZ Scheme) <b>Golden Mile / Athletics</b> <b>LCP Unit 18</b></p> <ul style="list-style-type: none"> <li>• <b>Sports Day</b></li> <li>• <b>Petty Pool Residential – Outdoor &amp; Adventurous Activities</b></li> </ul>
Music	<ul style="list-style-type: none"> <li>• Harvest Songs</li> <li>• Christmas Carols</li> </ul>	<ul style="list-style-type: none"> <li>• Musical production: vocal project</li> </ul>	<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, playing musical instruments</li> <li>• Improvise and compose music for a range of purposes.</li> </ul>

MFL	<p><b>Animals:</b></p> <ul style="list-style-type: none"> <li>• Animal names</li> <li>• Ask about pets</li> <li>• Describe using adjectives</li> <li>• Prepositions</li> <li>• Animal homes</li> </ul> <p><b>Food:</b></p> <ul style="list-style-type: none"> <li>• Common foods</li> <li>• Likes/ dislikes</li> <li>• What are eating, cutlery</li> <li>• Cooking instructions.</li> <li>•</li> </ul>	<p><b>School:</b></p> <ul style="list-style-type: none"> <li>• How travel to school</li> <li>• Places in school</li> <li>• Contents of pencil case</li> <li>• Time</li> <li>• Subjects</li> </ul> <p><b>Playtime:</b></p> <ul style="list-style-type: none"> <li>• Basic commands</li> <li>• What is in the playground</li> <li>• Use j'aime with another verb</li> <li>• Say what and where like to play.</li> </ul>	<p><b>My home</b></p> <ul style="list-style-type: none"> <li>• Where you live</li> <li>• Name rooms and furniture.</li> <li>• What is in the kitchen</li> <li>• Daily routines.</li> </ul>
Visits	Chester, Grosvenor Museum		Marshalls Arms Petty Pool Outdoor centre

For more information on the statutory requirements in all subjects, including English and Maths please follow the link:

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>