






Subject	Autumn	Spring	Summer			
<p><b>Fiction = 18 weeks and 4 days.</b> <b>Non-Fiction = 12 weeks.</b></p>	<p>through the forest focus on: her greed, ambition, jealousy and resentment of her sister Nyasha.</p> <p><b>Genre:</b> Poetry <b>Audience:</b> Children (ages 8–12) <b>Purpose:</b> Show how negative traits lead to downfall <b>Author’s Voice:</b> 1<sup>st</sup> person - Manyara. <b>Subject Link:</b> Geography &amp; Art</p> <p><b>Writing 2: Fiction. 4 weeks</b> Write a sequel – Manyara’s 2<sup>nd</sup> chance.</p> <p><b>Genre:</b> Fiction <b>Audience:</b> Other children aged 9–11 <b>Purpose:</b> To entertain through storytelling, while also exploring a moral message. <b>Author’s Voice:</b> Third-person narrator voice offering insight</p>	<p><b>Genre:</b> Fiction based on current affairs. <b>Audience:</b> British Public <b>Purpose:</b> To express deep feelings of fear, confusion, hope and loss. <b>Author’s Voice:</b> Migrant. Emotive and personal <b>Subject Link:</b> Geography and PSHE</p> <p><b>Writing 2: Poetry. 3 weeks</b> Narrative poem – each verse written from the point of view of each character in the text about the arrival of Ahmet.</p> <p><b>Genre:</b> Poem <b>Audience:</b> Teachers, school staff &amp; classmates. <b>Purpose:</b> To encourage kindness, acceptance, and empathy towards</p>	<p>stable boy, cook, a bard, a new soldier etc. (pupils’ choice).</p> <p><b>Genre:</b> Fiction <b>Audience:</b> King Hrothgar <b>Purpose:</b> To retell a classic myth from a fresh perspective. <b>Author’s Voice:</b> Formal and informal, old Viking English weaved. <b>Subject Link:</b> History &amp; Art</p> <p><b>Writing 2: Non-Fiction. 3 Weeks.</b> Viking myth-buster non-fiction magazine article.</p> <p><b>Genre:</b> Non-Fiction <b>Audience:</b> Year 4 pupils. <b>Purpose:</b> To inform and entertain, while helping readers separate myth from fact. <b>Author’s Voice:</b> Horrible Histories -</p>	<p><b>Genre:</b> Fantasy Fiction with historical echoes of Early Islamic Civilisation <b>Audience:</b> Fans of Aladdin and other children aged 9–11 <b>Purpose:</b> To entertain, describe and build mystery and adventure. <b>Author’s Voice:</b> Playful and funny. <b>Subject Link:</b> History</p>	<p><b>Purpose:</b> To inform and share scientific observations. <b>Author’s Voice:</b> Scott Tingle, formal scientific tone. <b>Subject Link:</b> Science</p> <p><b>Writing 2: Non-fiction. 3 weeks</b> A persuasive biography on Walter Tull, which informs the Bank of England who he was and persuades them why he should be on UK bank notes.</p> <p><b>Genre:</b> Non-Fiction <b>Audience:</b> The Bank of England officials <b>Purpose:</b> To persuade readers that Walter Tull deserves to be honoured by being featured on a bank note. <b>Author’s Voice:</b> Respectful, serious, formal and persuasive. <b>Subject Link:</b> History</p>	<p>Persuasive Letter to supermarket managers.</p> <p><b>Genre:</b> non-fiction <b>Audience:</b> Local supermarket manager <b>Purpose:</b> To persuade the reader to ban or reduce support for bottom trawling and promote fair trade fish <b>Author’s Voice:</b> David Attenborough or climate activist. Passionate, formal, convincing and respectful <b>Subject Link:</b> Geography</p> <p><b>Writing 2: Fiction. 3 weeks.</b> Moana discovers a mysterious message washed up on the beach. It’s from the sea, asking for help - and she decides to act.</p>



Subject	Autumn			Spring		Summer
---------	--------	--	--	--------	--	--------

	<p>into Manyara’s thoughts and feelings, helping the reader understand her journey. <b>Subject Link:</b> Geography, PSHE &amp; Art</p>	<p>refugees and newcomers. <b>Author’s Voice:</b> Child refugee, adult refugee, classmates. <b>Subject Link:</b> Geography and PSHE.</p>	<p>factual, lively, a little cheeky. <b>Subject Link:</b> History</p>			<p><b>Genre:</b> Environmental Fiction. <b>Audience:</b> Other children aged 9–11 <b>Purpose:</b> To entertain while raising awareness about the impact of bottom trawling and how fair trade and climate-friendly choices can help. <b>Author’s Voice:</b> Moana. Imaginative, descriptive, empathetic, with an environmental message <b>Subject Link:</b> Geography</p>
<b>Maths</b>	<p>Place Value Decimal Fractions Money including addition and subtraction</p>	<p>Roman Numerals Time Converting units of measure Negative Numbers Short Multiplication Short Division</p>	<p>Perimeter Area &amp; Scaling Shape Calculating decimal fractions</p>	<p>Calculating decimals (adding, subtracting, multiplying, rounding to the nearest 1dp or whole) Factors Multiples Prime Numbers</p>	<p>Fractions including percentages</p>	<p>Converting units Angles Properties of shape Position &amp; direction Statistics</p>
<b>Science</b>	<p>Forces</p>	<p>Types of change: solids, liquids &amp; gases.</p>	<p>Properties of materials: conduction &amp; insulation</p>	<p>Properties of materials: separating mixtures</p>	<p>Space: Earth &amp; beyond.</p>	<p>Living things &amp; their habitats</p>



Subject	Autumn			Spring		Summer
<b>Computing</b>	<b>Computing systems &amp; networks</b> sharing information	<b>Creating media</b> video editing	<b>Programming A</b> Selection in physical computing	<b>Data &amp; information</b> flat file databases	<b>Creating media</b> vector drawing	<b>Programming B</b> selection in quizzes
<b>History/Geography</b>	<b>Geography:</b> England & Zimbabwe	<b>Geography:</b> Why does population change?	<b>History:</b> Were Viking raiders traders or settlers?	<b>History:</b> Early Islamic Civilisation	<b>History:</b> Unheard histories: British people of colour. Who should go on the British bank note?	<b>Geography:</b> Fair trade & climate change
<b>Music</b>	<b>Production songs:</b> Mufaro's Beautiful Daughters performance to parents in last week of Autumn 1	<b>Charanga model music curriculum Unit 1:</b> Melody & harmony in music	<b>Charanga model music curriculum Unit 2:</b> Sing & play in different styles	<b>Charanga model music curriculum Unit 3:</b> Composing & chords	<b>Charanga model music curriculum Unit 4:</b> Enjoying musical styles	<b>Charanga model music curriculum Unit 6:</b> Battle of the bands
<b>Art/DT</b>	<b>Valence Planning</b> Art/DT Traditional African masks African Art.	<b>Kapow</b> Drawing, depth, emotion and movement (6 lessons) Exploring mark making for showing depth, emotion and movement	<b>Valence Planning</b> DT Norse/Celtic Art 3D models jinxed framed Viking ships  Sketching Water colour	<b>Valence Planning</b> DT Make mosaic tile relating to early Islamic civilization	<b>Valence Planning</b> Chalks/pastels shading/blending of the planets + background details. 	<b>Valence Planning</b> DT: Create packaging and fairtrade bar?
<b>PSHE</b>	<b>Jigsaw:</b> Being Me in My World	<b>Jigsaw:</b> Celebrating Difference	<b>Jigsaw:</b> Dreams and Goals	<b>Jigsaw:</b> Healthy Me	<b>Jigsaw:</b> Relationships	<b>Jigsaw:</b> Changing Me
<b>RE</b>	What inner forces affect how we think and behave?	How is Christmas celebrated around the world?	How do Christians try to follow Jesus's example?	Why are Muhammad and the Qur'an important to Muslims?	What do religions believe about God?	Should all creatures be treated equally? (Animal Lawsuit) or Thankfulness unit
<b>French</b>	<b>Rigolo 1</b> - Recap previous knowledge	<b>Rigolo 2</b> Unit 1	<b>Rigolo 2</b> Unit 2	<b>Rigolo 2</b> Unit 3	<b>Rigolo 2</b> Unit 4	<b>Rigolo 2</b> Unit 5 & 6



**Subject**

**Autumn**

**Spring**

**Summer**

<b>PE</b>	<b>Swimming</b> Stg: Tues. Bon: Thurs 1.15 Class 1 2.00 Class 2	<b>Swimming</b> Stg: Tues. Bon: Thurs 1.15 Class 1 2.00 Class 2	<b><u>Lesson 1</u></b> Basketball <b><u>Lesson 2</u></b> Athletics	<b><u>Lesson 1</u></b> Gymnastics <b><u>Lesson 2</u></b> Tag Rugby	<b><u>Lesson 1</u></b> Football <b><u>Lesson 2</u></b> Cricket	<b><u>Lesson 1</u></b> Dance <b><u>Lesson 2</u></b> Sports Leaders
-----------	--	--	---	---	---	---