Collaboration Curiosity Empathy Honesty



Resilience Independence Innovation Respect

Kilmorie Curriculum Intent:

Our broad curriculum focuses on the whole child, supporting them to be successful citizens. It is designed to grow emotional intelligence and resilience, enabling reflective and critical thinking.

Year 4

Curriculum Coverage 2023-2024

Big Question: How does life in Ancient Egypt? How can important people and places help us learn about Ancient Egypt? Ware the Vikings invaders or settiers? Why is R important to keep our rivers and coasts clean? Why is Andalusia Place Value Children will represent and partition numbers to 10,000 and find 1, 10, 100, 1000 more or less than a given number. They will doft and subtract 1s, 10,000 and round and order numbers to 10,000 and round and subtract 10,000 and norder multiplication and gets as areas. Addition and Subtraction Area Multiplication and division Children will earn around represent and partition numbers to 10,000 and round dimensional shape or sufface. They will count squares to 10,000 and round and subtract 1s, 10,000. They will add and subtract ty existing without and with exchanging. They will practise strategies. Addition and Subtraction Area Multiplication facts, children will earn around represent and order number of squares and division. Multiplication facts, children will earn and order and subtract ty existing withou and with prostise of find res, nake squares and division Mater Multiplication and division. Ware the Vikings that area is the around represent to find area, make shapes with a given number of squares and dorder mumber swithou and with procking the res and and using checking strategies. Addition and subtract 1s, tob to see of 6 and 9. They will then look at all remaining times tables facts. Ware the Vikings thates and bot measures and and widing number ss and missing the proteime involving and division Why is Andalusia Multiplication and division Ware the Vikings thates and the trans to the sporters involving theremeters and shapes and missing the proteimeters and shapes and mi	Subject area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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States of Matter Children will compare and group materials together, according to whether they are solids, liquids or gases. They will observe that some materials change state when they are heated or cooled. Investigation will demonstrate the part played by evaporation and condensation in the water cycle.	Animals including humans Children will learn to describe the simple functions of the digestive system in humans. Learning about teeth will include identifying different teeth will include identifying different teeth in humans and naming their functions, knowing how to keep teeth healthy and identifying and comparing teeth of carnivores, herbivores and omnivores. They will construct and interpret a variety of food chains identifying producers, predators and prey.	Sound Children will identify how sounds are made, associating some of them with something vibrating and those vibrations traveling to the ear. They will find patterns between pitch of a sound and features of the object that produced it and find patterns between the volume of a sound and the strength of the vibrations that produced it. They will recognise that sound gets fainter as the distance from the sound source increases.	Electricity After identifying common appliances that run on electricity, children will construct simple series electrical circuits, identifying and naming its basic parts. They will identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery. They will make and investigate switches and recognise some common conductors and insulators.	Water cycle Children will recap of states of matter linked to the geography learning about the water cycle, including evaporation, condensation, precipitation. Investigation will demonstrate the part played by evaporation and condensation in the water cycle.	Living Things Children will be introduced to the idea of classification, seeing that living things can be grouped in different ways and using classification keys. While identifying and naming a variety of living things, they will recognise that environments can change, and this can sometimes pose dangers to living things.
Computer Systems	Programming A –	Audio production	puting Data logging	Photo editing	Programming B –
and Networks – The Internet Children will explore how networks physically connect with each other and how networked	Repetition in shapes Children will identify that accuracy in programming is important and	Children will identify that sound can be recorded and explain how these can be edited. They will recognise the different parts of	Children will explain that data over time can be used to answer questions and use digital devices to collect data automatically.	Children will explain that the digital composition and colour of digital images can be changed. They will explain how cloning	Repetition in games Children will develop the use of count- controlled loops in different programming

	devices make up the internet. They will see how websites can be shared via the World Wide Web (WWW) and describe how this is created and accessed, including looking at the consequences of unreliable content.	create a programme in a text-based language. They will modify a count- controlled loop to produce a given outcome; decompose a task and create a programme to produce a given outcome.	creating a podcast and add audio to enhance their podcast.	They will use data loggers to collect data and use computers to analyse data. They will also use data to answer questions.	can be used in photo editing and that images can be combined. Finally, they will create, edit and improve images.	environments and explain that there are infinite options. They will develop a design and modify it.
-		Food: Healthy		Electrical systems:	Textiles: 2D shape	
		and varied diet		Simple circuits and	to 3D product	
		Children will use		switches	Bag linked to topic:	
		the 'Eatwell Plate'		Linked to their	case for a mobile	
		to investigate food		science learning,	phone	
		products, as well		children will	Children will	
		as carrying out		investigate battery	investigate a range	
		sensory		powered products.	of textile products	
		investigations.		They will look at	linked to their	
		They will use a		examples of	intended outcome: a	
		range of utensils		switches and	fabric mobile phone	
		and techniques to		discuss input	case. They will	
		prepare		devices. They will	practise sewing two	
		ingredients. They		respond to the	pieces of fabric	
		will design their		purpose of a noise-	together, using a	
		main healthy		making toy and	range of stiches.	
		sandwich or wrap		develop their own	They will choose	
		product, planning		game such as a	from a range of	
		the stages needed		"steady hand game",	fabrics and practise	
		and preparing the		considering the	finishing techniques.	
		product, evaluating		main stages in	After sketching and	
		as they go and		making before	planning the stages	
		considering		assembling, testing	of making, children	
		improvements.		and evaluating.	will assemble their	
					product.	
			His	story		

		An alant Farmtion	Angle Cover	Vilsiana		
	Ancient Egyptian	Ancient Egyptian	Anglo-Saxons	Vikings		
	Civilisation	Civilisation	Children will use	The children will		
	Starting by defining	The children	historical enquiry to	explore the Vikings,		
	when and where the	continue to explore	explore the Anglo-	honing their skills in		
	Ancient Egyptian	Ancient Egypt,	Saxons to answer	understanding how		
	Civilisation took	developing their	questions, such as	the past is		
	place, children will	historical inquiry	"Why did the Anglo-	represented and		
	then learn about the	skills. They look	Saxons invaded?"	interpreting		
	lives of Ancient	deep into the past,	and "How can we	historical events.		
	Egyptians. This will	seeking answers to	trace their	They investigate the		
	include comparing	questions and to	settlements?". They	Viking era, focusing		
	different members of	uncover the	will examine	on recent		
	society, Ancient	commonalities	historical evidence	excavations that		
	Egyptian beliefs and	between Ancient	and explore the	have reshaped our		
	how these affected	Egypt and other	transformation	understanding, with		
	daily lives, and the	civilizations of that	brought about by the	a particular		
	importance of	era, drawing	arrival of Christianity	emphasis on Jorvik.		
	building pyramids.	comparisons to	in Britain while	Through the		
	Alongside will run	gain a deeper	exploring how we	examination of		
	work around	understanding.	can verify these	archaeological		
Humanities	historical sources	Through the	changes through	discoveries and		
	and how these	exploration of	historical sources.	historical narratives,		
	teach us about the	various sources of		they piece together		
	past.	evidence, they will		the complex story of		
		investigate the		the Vikings'		
		reasons behind the		presence in Britain.		
		survival of these				
		sources and gain				
		insights into the				
		impact of these				
		discoveries on our				
		understanding of				
		Ancient Egypt.				
			Geo	graphy	·	
	River Nile: Water	River Nile: Water		Types of	Rivers and coasts	Contrasting area of
	Irrigation and land	Irrigation and		settlements in	Children will follow	Europe: Andalusia
	use (farming)	land use		modern Britain	the journey water	After using maps to
		(farming)		Children will deepen	takes along a river	focus on the
				their understanding	to the sea, from	continent of Europe,
				of human geography	source to mouth.	identifying countries,
				through the study of	They will learn about	capital cities, seas

				various settlements - from hamlets to cities, learning about their characteristics. They'll investigate how geographical features influence settlement locations and growth. Their map skills will be further developed as they identify and classify settlements.	the formation and features of rivers and coasts, and how they are connected. Work will link to learning about the water cycle in science.	and major rivers, children will focus on Andalusia in Spain. As a coastal area, this will build on the previous geography topic, as children investigate the impact of its climate and coastal location on Andalusia's inhabitants. They will identify why people might travel to Andalusia and how they could get there. They will draw comparisons between Andalusia and Greater London and how children live in these two areas
			R	.E.		
	Christianity:	Christianity:	Judaism:	Judaism 2:	Buddhism:	Buddhism:
C	Christian Places of	Christian	Shabbat: A day of	Festivals in Jewish	Following the	The Buddhist
	Worship	Celebrations	rest	life	Buddha's	community
C	Children will learn	Children will find	Children will learn	Children will learn	Teaching	worldwide Children
	about special places	out about how the	about the	about:	Children will learn	will learn about the
	or Christians and	Church has its own	importance of	 Succot (Sukkoth), 	that for Buddhists,	Sangha and the five
	different types of	calendar with	Shabbat (the	the festival of	the Buddha is the	precepts of
	Christian places of	special names for	Sabbath Day) for	Tabernacles	perfect example of	Buddhism. They will
	vorship. They will	certain times of the	Jews as a day of	celebrated at home	what people can	learn that some
	ind out about	year such as times	rest and joy for	and in the	become. They will	Buddhists live as
	easons why	associated with	remembering God	Synagogue.	find out about the	monks and nuns
	Christians pray and	Jesus' life	creating and resting.	- Passover (Pesach)	Noble Eightfold	while others
	he Lord's Prayer,	(Christmas and	They will learn about	which recalls Moses	Path, symbols, and	meditate and
9/	a wall as the	Eastar): times of	what hannana an			nrootion Duiddhiam
	as well as the mportant role of	Easter); times of reflection (Advent	what happens on Shabbat, how Jews	and the Exodus from Egypt.	hear a story that illustrates Buddhist	practice Buddhism in their ordinary

Kilmorie Art Week Art project linked to the theme of 'Journeys' and two paintings: The Parting Cheer by Henry Nelson O'Neil; Ship of Fools by Kehinde Wiley Exploring Still Life Children will make a sensory drawing making marks on making marks on the page without having a predefined outcome. They will explore the work of an artist who creates artwork inspired by pattern. They will work in their sketChoboks to explore how they can make drawings inspired by Titles." They will sense at their sketChoboks to explore how they can make drawings inspired by Titles." They will generate lots of different types of patterns and make a tessellated design, thinking about colour and shape, exploring positive and negative shapes. Art Sculpture, Sculpture, Children will experiment divertication Children will experimental their sketChoboks to explore how they can make drawings inspired by Tutles." They will generate lots of different types of patterns and make a tessellated design, thinking about colour and shape, exploring positive and negative shapes. Art		The Bible in Christian services.	the Lord's Supper and Pentecost.	for prayer with the community on Shabbat and Havdalah and the end of Shabbat.	- Hanukkah which recalls the story of the miracle of the oil.	Monkey King. They will learn that all Buddhists try to learn and practice the Dharma, which is the teaching and practice that leads to awakening.	out about places of Buddhist pilgrimage and their significance, as well as Vaisakha Puja or Vesak/Wesak, the festival remembering the life, enlightenment and teaching of the Buddha.
Art project linked to the theme of 'Journeys' and two paintings: The Parting Cheer by Henry Nelson O'Neli; Ship of Fools by Kehinde WileyChildren will make a sensory drawing a predefined outcome. They will explore the work of an artist who creates artwork inspired by make a sensory drawing a predefined outcome. They will explore the work of an artist who creates artwork inspired by make a sensory drawing sensory drawing by Kehinde WileyStructure, inventiveness and Determination Children will experiment with experiment with different materials and be encouraged to take creative risks in their work. They will use a variety of drawing materials to make drawings inspired by pattern. They will construct with a variety of odrawing materials to make drawings inspired by "rules." They will construct with a variety of materials to make a sculpture.The ArtsExplore how they can make drawings inspired by "rules." They will construct with a variety of materials to make a a nd make a a make a not make a sculpture.Structure, they will construct with a variety of materials to make a sculpture.					Art		
Music	The Arts	Art project linked to the theme of 'Journeys' and two paintings: The Parting Cheer by Henry Nelson O'Neil; Ship of Fools		Children will make a sensory drawing using a pencil, making marks on the page without having a predefined outcome. They will explore the work of an artist who creates artwork inspired by pattern. They will work in their sketchbooks to explore how they can make drawings inspired by "rules." They will generate lots of different types of patterns and make a tessellated design, thinking about colour and shape, exploring positive and negative shapes.			Structure, Inventiveness and Determination Children will experiment with different materials and be encouraged to take creative risks in their work. They will use a variety of drawing materials to make experimental drawings based upon observation. They will construct with a variety of materials to make a

ho uk lea an as mo	Ukulele hildren will learn ow to play the kulele. They will arn how to hold nd stroke and well s forming and oving to different hords.	Ukulele Children will carry on practicing playing the ukulele and moving to different chords easier and more confident. They will learn how to play a Christmas song on the ukulele.	World Music Children will listen to different styles of music from around the world. Children will learn about the features of the music as well as the different instruments that are being used. They will learn how to describe a piece of music using their musical vocabulary.	Musical Focus: Indian Music Children will learn about the music of India, including about the instruments of Indian Music. They will learn how to play a raga on a glockenspiel and learn how to read a tala and perform it on a percussion instrument.	Pulse & Rhythm Children will be learning about the music pulse and rhythm. They will be introduced to the rhythmic notation, and they will learn how to perform different rhythmic patterns.	Rhythmic Compositions Children will use their knowledge of rhythm and pulse and they will learn how to compose their own rhythmic patterns.
		Dan	ce (Autumn: Sarah; Sp		ecca)	
Ch tau sp tea pe us mo wil for pe wil the co by	Contemporary dance (Sarah's class) hildren will be ught by a becialist dance acher. They will erform dances sing a range of ovements, which ill be put together r a class erformance. They ill also develop eir innovation and bilaboration skills y working in oups.	Contemporary dance	PS	ΞHE		

Wellbeing	Keeping/Staying Safe - Cycle Safety Cycle Safety looks at distractions on the road and how our actions can cause others harm. Zones of Regulation Recap, Kilmorie Rules and Kilmorie Qualities	Computer Safety: Online Bullying Online Bullying looks at the actions we can take if we feel like we are being bullied online. Keeping/Staying Healthy - Healthy Living Healthy Living looks at how certain types of food can affect our performance in a sports event.	A World Without Judgement: Breaking Down Barriers Breaking down Barriers explores removing barriers and supporting those who have physical disabilities. First Aid This topic looks at breathing difficulties and how we can support a casualty struggling with asthma, anaphylaxis, and choking. A World Without Judgement - Breaking Down Barriers	Feelings and Emotions: Jealousy Looking at how the feeling of jealousy can arise when someone new is introduced to a friendship group.	Being Responsible: Coming Home on Time Coming Home on Time looks at rules and guidelines children may have to follow. The Working World: Chores at Home Chores at Home explores the responsibilities that children may have now and in the future.	Growing and Changing: Appropriate Touch (Relationships) Appropriate Touch explores the difficult subject of how relationships can be unhealthy or uncomfortable. RSHE Changes What is Puberty? Healthy Relationships
			P.F. (Outd	oor / Indoor)		
	Basketball	Outdoor	Multi skills	Kwik Cricket	Athletics	Tennis
	Children will learn to	Adventure	Children will build on	Children will work on	Children will learn a	Children will work on
	move, dribble and	Children will learn	their knowledge of	rolling the ball with	variety of different	moving with balance
	bounce a basketball	to use a key; plan	agility, balance and	one hand and	athletic activities	and control to catch
	with control. They	to lay out a course	co-ordination (A, B,	stopping the ball	based around sports	a ball. They will
	will pass the ball in a	and be able to use	C) and learn to	from a different	day. They will learn	develop how to hit a
	variety of ways and	a key to follow a	balance confidently	direction. They will	to pump/swing their	ball into a target
	perform stops and pivots. Alongside,	map. This will lead on to them being	using various equipment and body	use the barrier method to stop the	arms fast (hip to lip) when running, keep	from a variety of distances/angles
	they will learn the	able to add keys to	parts. Working on	ball and learn to	their heads still and	with no bounce.
	rules of a basketball	their maps.	an agility focus, they	bowl at a wicket	their bodies upright.	They will learn to
	game and develop	They will develop	will change direction	using	Children will aim to	hit/bounce a tennis
	sportsperson-ship.	their knowledge of following directions	at speed with good technique and being	underarm/overarm with accuracy and	react quickly and sometimes	ball on racket when moving including

	using 8 compass	able to co-ordinate	control. The children	accelerate over	hitting the ball in
Gymnastics (if not	points and	their body efficiently	will learn the	short distances,	forehand/ backhand
dance)	understand of co-	to perform a	technique to throw	reacting quickly	position with drop
Children will develop	ordinates so they	combination of	and catch under	while accelerating	feed. Children will
control and	can describe a	movements. This	pressure in games,	over short	be encouraged to
precision when	point on a map,	will develop the	where they need to	distances.	think of tactics and
performing a variety	giving each other	children's ability	communicate as a		skills learnt whilst
	co-ordinates to	complete a variety	team. Children will	Swimming	playing in game
of gymnastic rolls,	follow.	of fitness tests	be encouraged to		situations.
balances and jumps	The children will	confidently and	think of tactics when	Children will be	
including Teddy	use different ways	achieve personal	striking and fielding	taught to be able to	Dodgeball
Bear rolls, matching	of communication	bests.	and put all skills	enter the pool safely	Children will throw
and mirror balances	with their peers to		learnt to have mini	by jumping in or	the ball in different
and bunny hops.	help them achieve		and whole class	sliding in on their	ways with increasing
They will cooperate	a goal.	Contemporary	games.	front. They will exit	control. They will
with their peers to	Yoga / Pilates (if	dance		the pool by the	develop their
perform sequences	not dance)		Contemporary	poolside steps or by	coordination when
in unison and will	Children will	Children will be	dance	climbing out. They	catching the ball in a
evaluate the	perform more	taught contemporary		will be increasingly	variety of ways and
success of their own	complex yoga	dance by a		confident to swim	at various distances
	poses, developing	specialist dance		across the pool	by moving towards
and each other's	core strength and	teacher. They will		without stopping.	the ball. They
work.	good flexibility.	cooperate to make a		They will begin to	develop the
	They will begin to	dance warm up and		show breathing	accuracy of their
	focus on breathing	take on a leadership		technique with and	throwing distance
	in more than one	role. They will		without a float. Swim	and speed. Children
	pose. They will	respond		using correct stroke	will begin to develop
	perform individual	imaginatively to a		and technique (front	footwork to dodge
	poses to build up	stimulus, creating		crawl). Children will	and avoid being hit
	towards a	their own		attempt to be able to	by the ball and
	sequence of	combination of		swim 25 metres	blocking the ball in a
	poses. Children	movements. They		without stopping.	variety of ways.
	will develop the	will dance in unison			They will be
	ability to perform	with a partner or			encouraged to talk
	the challenge pose	group, performing a			about tactics when
	and swaying tree,	range of movement			attacking and
	with some control	patterns. They will			defending.
	and fluency. They	perform in canon,			
	will collaborate to	showing a range of			
	create routine and	movement pattern.			
		Children will perform			

	teach this to others.	using a variety of levels and pathways in a dance routine. These skills will be put together for a class performance at the end of term.			
French Children will learn how to discuss basic colours, parts of the body and zoo animals.	French Children will learn the vocabulary for family members and use this in a role play. They will revise pets vocabulary and use the verb 'avoir'.	Les Animaux à la Maison Vocabulary: pets including masculine and feminine articles (un/une). Numbers and colours. Grammar: focus on the verb avoir (all j'ai, HLP il a/elle a/tu as). Building chunks into simple full sentences (j'ai un chat bleu/j'ai cinq lapins). Noticing masculine and feminine nouns Phonics: noticing French vowel sounds (oi = wah in oiseau, in = aa in lapin)	Les Animaux au Zoo Vocabulary: animal vocabulary. Explain to children what a cognate is Grammar: build on understanding of avoir with 'il y a' and continue sentence building (au zoo il y a un tigre) Phonics: focus on rolled r sound, additional vowel sound (oh in zoo)	Les Vacances 1 Vocabulary: clothes, modes of transport, accommodation types Grammar: new regular verbs in present tense (je porte, je prends, je reste), plurals (why is pantalon not plural?), sentence building Phonics: -ain in train, -ont in pantalon, silent h in hotel	Les Vacances 2 Vocabulary: Weather, countries Grammar: focus on faire for weather, introduce some negatives (il ne pleut pas), continue sentence building Phonics: -eau in il fait beau, -aud in chaud, -gne in Allemagne
Writing to optortain	Writing to Inform		0	Toxt	Text:
Text: Ancient Egypt – Tales of Gods and Pharaohs by Marcia	Text: Varjak Paw by S.F. Said	Mila Gets Her Super Ears by Ashley Machovec	The Dragon's Hoard by Lari Don Writing to	The Rhythm of the Rain by Grahame Baker-Smith Writing to	Sensational! Collection of poems chosen by Roger McGough Deep in the Green
	Children will learn how to discuss basic colours, parts of the body and zoo animals. Writing to entertain Text: Ancient Egypt – Tales of Gods and	French Children will learn how to discuss basic colours, parts of the body and zoo animals.French Children will learn the vocabulary for family members and use this in a role play. They will revise pets vocabulary and use the verb 'avoir'.Writing to entertain Text: Ancient Egypt – Tales of Gods and Pharaohs by MarciaWriting to Inform Text: Varjak Paw by S.F. Said After exploring	others.levels and pathways in a dance routine. These skills will be put together for a class performance at the end of term.French Children will learn how to discuss basic colours, parts of the body and zoo animals.French Children will learn the vocabulary for family members and use this in a role play. They will revise pets vocabulary and use the verb 'avoir'.Les Animaux à la MaisonGrammar: focus on the vocabulary and use the verb 'avoir'.Vocabulary: pets including masculine and colours.Grammar: focus on the verb avoir (all j'ai, HLP il a/elle a/tu as). Building chunks into simple full sentences (j'ai un chat bleu/j'ai cinq lapins). Noticing masculine and fermine nounsWriting to entertain Ancient Egypt – Tales of Gods and Pharaohs by MarciaWriting to Inform Text: Nationa After exploring	others.levels and pathways in a dance routine. These skills will be put together for a class performance at the end of term.French Children will learn how to discuss basic colours, parts of the animals.French Children will learn the vocabulary for family members and use this in a role play. They will revise pets 'avoir'.Les Animaux à la MaisonLes Animaux au ZooVocabulary: pets including masculine animals.Children will learn the vocabulary for family members and use this in a role play. They will revise pets 'avoir'.Vocabulary: pets including masculine and feminine articles (un/une). Numbers and colours.Vocabulary: animal vocabulary. Explain to children what a cognate isSime the verb 'avoir'.Grammar: focus on the verb avoir (all j'ai, HLP il a/elle a/tu as). Building chunks into simple full sentences (j'ai un chat bleu/j'ai cinq lapins). Noticing masculine and feminine nounsGrammar: build on understanding of avoir with 'il y a' and continue sentence building (au zoo il y a un tigre)totalPhonics: noticing French vowel sounds (oi = wah in oiseau, in = aa in lapin)Phonics: focus on roled r sound, additional vowel sounds (oi = wah in oiseau, in = aa in lapin)totalWriting to Inform Text: Varjak Paw by S.F.Text: Mila Gets Her Super MachovecText: The Dragon's Hoard by Lari DonMaisonAfter exploringWriting toWriting to	others.levels and pathways in a dance routine. These skills will be put together for a class performance at the end of term.levels and pathways in a dance routine. These skills will be put together for a class performance at the end of term.levels and pathways in a dance routine. These skills will be put together for a class performance at the end of term.levels and pathways in a dance routine.levels and pathways in a dance routine.French Children will learn how to discuss basic colours, parts of the body and zoo animals.French Children will learn the vocabulary for and use this in a role play. They will and use the verb 'avoir'.Les Animaux à la MaisonLes Animaux al ZooLes Vacances 1 Vocabulary: animal ocabulary. Explain to children what a cognate isanimals.French role play. They will use the verb 'avoir'.Grammar: focus on the verb avoir (all j'ai, HLP ii a/elle a/tu a). Building chunks into simple full sentences (j'ai un chat bleu/j'ai cinq lapins). Noticing French rowel sounds (oi = wah in oiseau, in = aa in lapin).Les Animaux al to simple full sulting is partalon not pural?), sentence building (au zoo il y a un tigre)Phonics: -ain in traits (why is partalon not pural?), sentence building a un tigre)trueWriting to Inform Text: Ancient Egypt - Yarjak Paw by S.F.Text: Mila Gets Her Super MachovecText: The Dragon's Hoard by Lari DonText: The Rhythm of the Rais by Schley MachovecYaties of Gods and Pharachs by MarciaAtter exploringWirting toWriting to

different cultures (including oral storytelling)sentence, children will learn about using coordinating conjunctions to write compound story Seekers Project The children will take part in an oracy finding and sharing traditional stories. Links will be made with era at well as activities to explore character and story structureas wellassentence, children will ena about using coordinating conjunctions to write compound sentences. These will look at organising traditional stories. Links will be made writing skills.sentence, children will ena about using coordinating conjunctions to write and deliver a newspaper article, collect stories from their families. They will then use drama activities to explore character and story structure as well as recapping essential writing skills.sentence, children will provide additional a non- chronological report and a newspaper Report based on Varjak Pawby Ross MongomeryOutcome: Setting descriptionOutcome: Advent for reusable shopping bagMageeWriting outcomes: to indicate direct speechsentences, children will beby Ross writing skills.MageeWriting to entertain: PoetryWriting outcomes: character descriptionsentences, children writing skills.sentences, children writing skills.writing skills.by Ross writing skills.Outcomes: writing skills.Setting descriptionOutcomes: Myth linked to VikingsOutcomes: Advent for reusable shopping bagOutcomes: Advent for reusable shopping bagOutcomes: Advent for reusable shopping bagOutcomes: Advent for reusable shop	Stories from	sentence a	Max and the Millions			poems by Wes
storytelling)using coordinating conjunctions to will compound sentences. These will look at project that involves finding and sharing traditional stories. Links will be made with home as they collect stories from their families. They will then use drama activities to explore character and story structure as well as recapping essential writing outcomes: Character descriptionusing coordinating conjunctions to writing to Inform Uutcome: Explanation leaflet to explain deafness (science link)Myth linked to VikingsWriting to entertain: PoetryWriting to entertain: PoetryOutcome: their families. They will then use drama activities to explore character and story structure as well as recapping essential writing skills.Using coordinating conjunctions to will be shall be made world.Myth linked to VikingsWriting to entertain: PoetryWriting to to indicate direct speechOutcome: vite and deliver a presentation about somid and how to help deaf people navigate a hearing world.Myth linked to VikingsWriting to entertain: PoetryWriting outcomes: Character descriptionOutcomes: Newspaper Report based on Varjak PawOutcomes entertainNewspaper Report based on VarjakNewspaper Report based on VarjakWriting to Inform to indicate direct speechWriting to entertain: PoetryWriting outcomes: Character descriptionNewspaper Report based on VarjakNewspaper Repor	different cultures	sentence, children	by Ross	Outcome:	Outcomes:	Magee
Narrative Story Seekers Projectconjunctions to write compound sentences. These will look at a non- chronological report and a their families. They will then use drama activities to explore character and story structure as well as recapping essential writing outcomes: Character descriptionWriting to Inform Writing to InformMyth linked to Vikingsparents not to use single-use plasticWriting to entertain: PoetryUntcome: Explanation leaflet to explain deafness (science link)Oracy outcome: Write and deliver a provide additional informationOracy outcome: Write and deliver a vorad ad leafness (science link)Myth linked to VikingsParents not to use single-use plasticWriting to entertain: PoetryUse different figurative language "Emotive language" "Emotive language" "The more, the more sentences - e.g. The more we do to reduce pollution, the cleaner our rivers will be.Writing to Inform Myth linked to VikingsWriting to use single-use plasticWriting to use single-use plasticWrite and deliver a recorptionon- chronological report and a nor-chronological recorptionOracy outcome: world.Oracy outcome: world.Myth linked to VikingsDutcomes: the single-use plasticOutcomes: use the plasticOracy outcome: world.The more wedo to reduce pollution, the cleaner our rivers will be.The more wedo to reduce pollution, the cleaner our rivers will be.The more wedo to reduce pollution, the cleaner our rivers will be.Writing to use the plasticWriting to use the plasticWriting to	(including oral	will learn about	Montgomery	Setting description	A persuasive letter	
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Please note this may be subject to change as the year progresses, possibly with the needs of the children or in response to global issues.