

St Vincent's Catholic Primary School

Curriculum Newsletter: Autumn Term (first half term)

Yea	ar	4

Class Teacher: Mrs Long

Learn to perform safe self-rescue in different water-based situations.

2017 - 2018

English Text: The iron Man / Newspapers Writing & Grammar Outcomes: 1 can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases 1 can use noun phrases 1 can use inverted commas and other punctuation to indicate direct speech. 1 can use the grammatical terminology appropriate to the grammar, punctuation and spelling rules taught. 1 can use the grammatical terminology appropriate to the grammar, punctuation and spelling rules taught. 1 can use the grammatical terminology appropriate to the grammar, punctuation and spelling rules taught. 1 can use the grammatical terminology appropriate nons and pronous within and across sentences to support the nons and pronous within and across sentences to support the nons and pronous within and across sentences to support the nons and pronous within and across sentences to support the nons and pronous within and across sentences. 1 can use the diagonal and horizontal strokes that are needed to join letters. 1 can use the diagonal and horizontal strokes that are needed to join letters. 1 understand which letters should be left unjoined. Spelling learning: Review Y3 suffixes: Iv, -3Ny, -ation, -sion, -tion. Review Y3 suffixes: Iv, -3Ny, -ation, -sion, -tion. Review Y3 suffixes: Iv, -3Ny, -ation, -sion, -tion. To discrifty how sounds are made avariety of sources of sound. To notice that we hear with our cars.		
Writing & Grammar Outcomes: People: 1 can use noun phrases which are expanded by adding modifying adjectives, nouns and proposition phrases. Reveal: The family of God in scripture. 1 can write in paragraphs. In ank ean appropriate choice of pronoun and noun within across sentences. I can use the grammatical terminology appropriate to the grammar, punctuation and the family of God in scripture. 1 can use the grammatical terminology appropriate to the grammar, punctuation and the family of God in scripture. I can use the grammatical terminology appropriate to the grammar, punctuation and the family of God in scripture. 1 can use the grammatical terminology appropriate to the grammar, punctuation and the family of God in scripture. I can use the grammatical terminology appropriate to the grammar, punctuation and the family of God in scripture. 1 can use the grammatical terminology appropriate to the grammar, punctuation to indicate direct speech. I can use the diagonal and horizonting grammar and vocabulary to improve consistency. 1 can use appropriate nouns and pronouns within and across sentences to support. I can use appropriate nouns and pronouns within and across sentences to support. 1 can use appropriate hours and pronouns within and across sentences. I can use appropriate nouns and pronouns within and across sentences. 1 can use direct speech in my writing and punctuate it correctly. I can use appropriate nouns and pronouns writin and across sentences. 1 can use apropriate mouns and pronouns writin and across sentences.	English	Come and See (RE)
Writing & Grammar Outcomes: I can use nou phrases which are expanded by adding modifying adjectives, nous and proposition phrases. I can use in upprays which are expanded by adding modifying adjectives, nous and proposition phrases. I can use in upprays which are expanded by adding modifying adjectives, nous and the family of God in Scripture. I can use in expreted commas and other punctuation to indicate direct speech. I can use inverted commas and other punctuation to indicate direct speech. I can use inverted commas and other punctuation to indicate direct speech. I can use inverted commas and other punctuation to indicate direct speech. I can use any propriate nous grammar and vocabulary to improve consistency. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use the diagonal and horizontal strokes that are needed to join letters. I can use direct speech in my writing and punctuate it correctly. I can use the disi	Text: The Iron Man / Newspapers	Topics:
Writing & Grammar Outcomes: I can use nou phrases which are expanded by adding modifying adjectives, nous and proposition phrases. I can use in upprays which are expanded by adding modifying adjectives, nous and proposition phrases. I can use in upprays which are expanded by adding modifying adjectives, nous and the family of God in Scripture. I can use in expreted commas and other punctuation to indicate direct speech. I can use inverted commas and other punctuation to indicate direct speech. I can use inverted commas and other punctuation to indicate direct speech. I can use inverted commas and other punctuation to indicate direct speech. I can use any propriate nous grammar and vocabulary to improve consistency. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use the diagonal and horizontal strokes that are needed to join letters. I can use direct speech in my writing and punctuate it correctly. I can use the disi		People:
 I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. I can use inverted commas and other punctuation to indicate direct speech. I can use inverted commas and other punctuation to indicate direct speech. I can use the grammatical terminology appropriate to the grammar, punctuation and plefing rules transport. I can use the grammatical terminology appropriate to the grammar, punctuation and green expline rules tragght. I can orally reheates a sentence or sequence of sentences. I can orally reheates a sentence of sentences. I can orally reheates a sentence of sentences. I can use appropriate nouns and pronouns within and across sentences to support chosion and avoid repetition. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use dinet structures is and develop awareness of our own culture.<td>Writing & Grammar Outcomes:</td><td>Explore: Our family trees.</td>	Writing & Grammar Outcomes:	Explore: Our family trees.
preposition phrases In any the inpargraphs. I can write in pargraphs. I make an appropriate holice of pronoun and noun within across sentences. I can use inverted commas and other punctuation to indicate direct speech. I can use inverted commas and proportiate to the grammar, punctuation and spelling rules taught. I can ornigh restricture, setting and post structure, setting and post structure, setting and proportiate to the grammar and vocabulary to improve consistency I can write an arrative with a clear structure, setting and proportiate nouns and pronouns within and across sentences to support ic choices and pronouns within and across sentences to support ic choices and proportiate nouns and pronouns within and across sentences to support ic choices and pronouns within and across sentences to support ic choices speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. Sepond: Remembering, celebrating and responding to being chosen. Review Y3 profises up, dis, miss, antt, sub, in, ill, im, ir-, re-, super-, auto-, inter-, Missing letters and missing apostrophes. Spelling learning: Science Topic: 'What's That Sound'' Learning outcomes: 'Introducing Spanish-speaking countries. To idently bwo sounds are make, associating some of them with something with right of the withrating to the with and across the across the coportiate uses and develop awareness of our own culture. Science Topic: 'What's That Sound'' To observe and name a variety of sources of sound. To notice that we hear withto ur		
 i can write in paragraphs. I make an appropriate choice of pronoun and noun within across sentences. I can use inverted commas and other punctuation to indicate direct speech. I can use the grammatical terminology appropriate to the grammar, punctuation and pelling rules taught. I can our direct sught. I can our and rehearse a sentence or sequence of sentences. I can urative with a clear structure, setting and plot. I can use appropriate nouns and pronouns within and across sentences to support of sentences. I can use appropriate nouns and pronouns within and across sentences to support of sentences. I can use appropriate nouns and pronouns within and across sentences to support of sentences. I can use appropriate nouns and pronouns within and across sentences to support of sentences. I can use appropriate nouns and pronouns within and across sentences to support of sentences. I can use appropriate nouns and pronouns within and across sentences to support of sentences. I can use appropriate nouns and pronouns within and across sentences. I can use the diagonal and horizontal strokes that are needed to join letters. I understand which letters should be left unjoined. Spelling learning: Review Y3 prefixes: -U, .e., sing, .nti, .g.b., in, ill., im., ir., re., super., autor, inter., Missing letters and missing apostrophes. Secrect To identify how sounds are made, associating some of them with something withroining. To find patterns between the volume of a sound and th strength of the wibrations that profuse and wide spection. To identify how sounds are made, associating some of them with something withroining. To find patterns between the volume of a sound and the strength of the wibrations that greating outcomes: 'Singing' Have has t		
 I make an appropriate holice of pronoun and nou within across sentences. I can use inverted commas and other punctuation to indicate direct speech. I can use the grammatical terminology appropriate to the grammar, punctuation and speling rules taught. I can compose sentences using a range of sentence structures. I can ourse an arrative with a clear structure, setting and plot. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use the diagonal and horizontal structes that are needed to join letters. I understand which letters should be left unjoined. Spelling learning: Review Y3 prefixes: un-, dis-, miss-, anti-, sub-, in-, III-, im-, ir-, re-, super-, auto-, inter-, Missing apostrophes. Seience To observe and name a variety of sources of sound. To notice that we hear with our cars. To observe and name a variety of sources of sound. To notice that we hear with our cars. To identify how sounds are made, associating some of the writh something vibrations that Ucardet cool?' Learning outcomes: Contate Cool?' Learning outcomes: differences between sounds and hearwards, and alternative feet. Personal: To ask for help when appropriate. To ty several times if at first you dort's scene, and yegetation belts. Beitor and mane several to belfs of the variety of biomes and yegetation belts. Loard send the diverse and mane avariet of sound and the		
 L can use inverted commas and other punctuation to indicate direct speech. L can use inverted commas and other punctuation to indicate direct speech. L can use grammatical terminology appropriate to the grammar, punctuation and spelling rules taught. L can ording reharse a sentence or sequence of sentences. L can write a narrative with a clear structure, setting and plot. L can use appropriate nouns and pronouns within and across sentences to support cohesion and workid repetition. L can use direct speech in my writing by and punctuate it correctly. L can use direct speech in my writing to and point to the iters. Lunderstand what culture is and develop avareness of our own culture. Load structures. Spelling learning: Review Y3 prffixes: Un, Jsin, withs, anth. sub-, in, ill-, im-, ir-, re-, super-, auto-, inter-, Missing alters and missing apostrophes. Secince To observe and name a variety of sources of sound. To notice that we hear with our easi. To observe and name a variety of sources of sound. To notice that we hear with our easi. Colematic how sounds are made, associating some of them with something violating. To identify how sounds are made, associating some of the with something violations and develop their aural avareness. Compose a signing 'Laerning outcomes: 'Signing' Have has the opportunity to express themselves vocally. Be able to sing with wisous bill profile cool?' Learning outcomes: 'Dersonal Skills' Prosticat To combine side steps with reverse pivots and to skip with high elsows and high knees. To hopscetch forwards and backwards, and alternative feet. Dows and high knees. To hopscetch forwards and backwards, and alternative feet. Desoread the structive feet in writh source in the view of binomes and vegetation belts.		
 I can use the grammatical terminology appropriate to the grammar, punctuation and speling rules taught. I can compose sentences using a range of sentence structures. I can ornity neharse a sentence or sequence of sentences. I can ornity neharse a sentence or sequence of sentences. I can uing tan arrative with a clear structure, setting and plot. I can use the grammatical terminology. Called: Explore The response to being chosen Reveal: Confirmation: a call to witness. Speling learning: Review Y3 affikes: ly, -ally, -ation, -sion, -tion. Review Y3 affikes: ly, -ally, -ation, -gion, -tion.		
 speling rules taught. I can compose sentence or sequence of sentences. I can write a narrative with a clear structure, setting and plot. I can write a narrative with a clear structure, setting and plot. I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. I can use the diagonal and horizontal strokes that are needed to join letters. I understand which letters should be left unjoined. Spelling learning: Review Y3 suffixes: -ly, -ally, -ation, -sion, - tion. Review Y3 prefixes: un, disr, miss, anti-, sub, in-, ill-, im-, ir-, re-, super-, auto-, inter, Missing letters and missing apostrophes. Science Topic: 'What's That Sound?' Learning outcomes: 'Densonal differences between sound and the strength of the wintarions that produce it. To identify similarities and differences between sound and the strength of the wintarions that produce it. To identify similarities and differences between sound and the strength of the wintarions that produce it. To identify similarities and differences between sound and the strength of the wintarions that produce it. To identify similarities and differences between sounds made in different ways. Second they compare and provide compare map name examples and have stress in the verse pivots and to skip with high elows and high knees. To hospocth forwards and backwards, and altermative feet. Personal: To ask for help when appropriate. To try several times if a first you don't succeed. Learn to challenge and compare my performance with personal best. 		
 L'an compose sentences using a range of sentence structures. L'an orally rehearse a sentence or sequence of sentences. Lan write a narrative with a clear structure, setting and plot. Lan usite a narrative with a clear structure, setting and plot. Lan usite diagonal and horizontal strokes that are needed to join letters. L'an use the diagonal and horizontal strokes that are needed to join letters. L'anderstand which letters should be left unjoined. Spelling learning: Review Y3 aptifixes: ly, -ally, -ation, -sion, - tion. Review Y3 aptifixes: ly, -ally, -ation, -sion, - tion. Review Y3 aptifixes: ly, -ally, -ation, -sion, - tion. Review Y3 aptifixes: ly, -ally, -ation, -sion, - tion. Review Y3 aptifixes: ly, -ally, -ation, -sion, - tion. Review Y3 aptifixes: ly, -ally, -ation, -sion, - tion. Review Y3 aptifixes: ly, -ally, -ation, -sion, - tion. Review Y3 aptifixes: ly, -ally, -ation, -sion, - tion. Review Y3 aptifixes: ly, -ally, -ation, -sion, - tion. Review Y3 aptifixes: ly, -ally, -ation, -sion, - tion. Review Y3 aptifixes: ly, -ally, -ation, -sion, - tion. Review Y3 aptifixes: ly, -ally, -ation, -sion, - tion. Review Y3 aptifixes: ly, -ally, -ation, -sion, - tion. Review Y3 aptifixes: ly, -ally, -ation, -sion, - tion. Review Y3 aptifixes: ly, -ally, -ation, -sion, - tion. Review Y3 aptifixes: ly, -ally, -ation, -sion, - tion. Review Y3 aptifixes: ly, -ally, -ation, -sion, - tion. Review Y3 aptifixes: ly, -ally, -ation, -sion, - tion. Review Y3 aptifixes: ly, -ally, -ation, -sion, - tion. Review Y3 aptifixes: ly, -ally, -ation, -sion, - tion. Review Y3 aptifixes: ly, -ally, -ation, -sion - tion. Review Y3 aptifixes: ly, -ally,		
 I can orally rehearse a sentence or sequence of sentences. I can write a narrative with a clear structure, setting and plot. I can write a narrative with a clear structure, setting and plot. I can write a narrative with a clear structure, setting and plot. I can use appropriate nours and pronouns within and across sentences to support. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I understand which letters should be left unjoined. Speling learning: Review Y3 suffxes: /n, ally, -ation, -sion, -tion. Review Y3 urffxes: /n, ally, -ation, sion, -tion. Review Confirmation: a clear some greetings. Learn some classroom instructions. Learn to ask for someone's name and to give our own names. Specince To observe and name a variety of sources of sound. To notice that we hear with our ears. To identify how sounds are made, associating some of them with something vibrating. To identify similarities and differences between sounds made in differences. Combine side and aparaise controls. Demostrate they can appraise each other's songs using some appropriate mosical terminology. Personal Cool?' Learning outcomes: 'I rooutoine side steps with reverse pivots and to skip wi		
 I can write a narrative with a clear structure, setting and plot. I can us migroore my writing by changing grammar and vocabulary to improve consistency. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I can use direct speech in my writing and punctuate it correctly. I understand which letters should be left unjoined. Spelling learning: Review 3' suffixes: ly, -ally, -ation, -sion, -tion. Review 3' suffixes: ly, -ally, -ation, -sion, -tion. Review 3' suffixes: ly, -ally, -ation, -sion, -tion. Review 3' suffixes: ly, -ally, ation, -sion, -tion. Review 3' suffixes: ly, -ally, -ation, -sion, -tion. Review 1's direct speech in my and provement set and to give our own nation: a direct set as and missing apostrophes. Section 2' To identify how sounds are avariety of sources of sound. To notice that we hear with our ears. To identify is similaritites and differences between sounds made in different setween t		
 I can improve my writing by changing grammar and 'vocabulary to improve consistency I can use appropriate nouns and pronouns within and across sentences to support to be availed by the sentence of confirmation: a call to witness. Respond: Remembering, celebrating and responding to being chosen and the Sacrament of Confirmation: a call to witness. I can use the diagonal and horizontal strokes that are needed to join letters. I understand which letters should be left unjoined. Spelling learning: Review Y3 prifixes: U, shis, niss, nis, jub, in, ill, im-, ir-, re-, super-, auto-, inter-, Missing letters and missing apostrophes. Science Topic: 'What's That Sound?' Learning outcomes: 'Singing' Have has the opportunity to express themselves vocally. Be able to sing with various pitches and durations and sing as part of a group/ choir. Sing from musical notation and develop their aural awareness. Compose a simple piece and will perform and appraise their own music. Demonstrate they can appraise each other's song using some appropriate musical terminology. Secorgenty Coggraphy Colimate coll?' Learning outcomes: 'Personal Skills' Physical: To combine and give examples of the variety of biomes and vegetation belts. Use appropriate gographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts. Sume understanding of them. Describe and give examples of the variety of biomes and vegetation belts. Sume understanding of them. Describe and give examples of the variety of biomes and vegetation belts. Sume understanding of them. Describe and give examples of the variety of biomes and vegetation belts. Sume understanding of them. Describe and give examples of the variety of biomes and vegetation belts. Sum understand give examp		
 L can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. L can use direct speech in my writing and punctuate it correctly. L can use direct speech in my writing and punctuate it correctly. L can use direct speech in my writing and punctuate it correctly. L understand which letters should be left unjoined. Spelling learning: Review Y3 prefixes: un-, dis-, miss-, anti-, sub-, in-, ill-, im-, ir-, re-, super-, auto-, inter-, Missing letters and missing apostrophes. Science To identify hiffkes: 'U, -ally, -ation, -sion, -tion. Review Y3 prefixes: un-, dis-, miss-, anti-, sub-, in-, ill-, im-, ir-, re-, super-, auto-, inter-, Missing letters and missing apostrophes. Science To identify how sounds are made, associating some of them with something vibrating. To identify how sounds are made, associating some of them with something vibrating. To identify how sounds are made, associating some of them with something vibrating. Geography Topic: 'S Climate Cool?' Learning outcomes: Climate cool?' Learning outcomes:		
cohesion and avoid repetition. I can use direct speech in my writing and punctuate it correctly. I can use the diagonal and horizontal strokes that are needed to join letters. I understand which letters should be left unjoined. Spelling learning: Review Y3 suffixes: V, -ally, -ation, -sion, -tion. Review Y3 suffixes: V, -ally, -ation, -sion, -tion. Review Y3 prefixes: un, dis-, miss-, anti-, sub-, in-, ill-, im-, ir-, re-, super-, auto-, inter-, Missing letters and missing apostrophes. Science Topic: 'What's That Sound?' Learning outcomes: 'Barnish' to observe and name a variety of sources of sound. To notice that we hear with our ears. To identify how sounds are made, associating some of them with something vibrating. To identify similarities and differences between sounds made in differences is song using some appropriate musical terminology. Geography Personal: To combine side steps with reverse pivots and to skip with high elbows and high knees. To hopscotch forwards and backwards, and lacta some of the world's climate zones on a globe or map, name examples and have some one shall we appropriate geographical vocabulary to describe weather, climate. Personal: To ask for help when appropriate. To try several times if at first you don't succeed. Learn to challenge and compare my performance with previous ones and depends the provide time review there there personal best.	I can improve my writing by changing grammar and vocabulary to improve consistency	Respond: Remembering, celebrating and responding to being chosen and
I can use direct speech in my writing and punctuate it correctly. I can use the diagonal and horizontal strokes that are needed to join letters. I understand which letters should be left unjoined. Spelling learning: Review 73 suffikes: IV, -ally, -ation, -sion, - tion. Review 73 suffikes: IV, -ally, -ation, -sion, - tion. Review 73 suffikes: IV, -ally, -ation, -sion, - tion. Review 73 suffikes: IV, -ally, -ation, -sion, - tion. Review 73 suffikes: IV, -ally, -ation, -sion, - tion. Review 74 suffikes: IV, -ally, -ation, -sion, - tion. Review 74 suffikes: IV, -ally, -ation, -sion, - tion. Review 74 suffikes: IV, -ally, -ation, -sion, - tion. Review 74 suffikes: IV, -ally, -ation, -sion, - tion. Review 74 suffikes: IV, -ally, -ation, -sion, - tion. Review 74 suffikes: IV, -ally, -ation, -sion, - tion. Review 74 suffikes: IV, -ally, -ation, -sion, - tion. Review 74 suffikes: IV, -ally, -ation, -sion, - tion. Review 74 suffikes: IV, -ally, -ation, -sion, -tion. To back row and name a variety of sources of sound. To notice that we hear with our ears. To doberve and name a variety of sources of sou	I can use appropriate nouns and pronouns within and across sentences to support	the Sacrament of Confirmation: a call to witness.
 I can use the diagonal and horizontal strokes that are needed to join letters. I understand which letters should be left unjoined. Spelling learning: Review Y3 suffixes:- Iy, -ally, -ation, -sion,- tion. Review Y3 suffixes:- Un, dis, miss., anti, sub, in-, ill., im-, ir-, re-, super-, auto-, inter-, Missing letters and missing apostrophes. Science To observe and name a variety of sources of sound. To notice that we hear with our ears. To observe and name a variety of sources of sound. To notice that we hear with our ears. To observe and name a variety of sources of sound. To notice that we hear with our ears. To district and maintities and differences between sounds made in different ways. Geography Topic: 'Is Climate Cool?' Learning outcomes: 'Is Climate Zool?' Learning outcomes: 'Is Climate zones on a globe or map, name examples and have some understanding of them. Describe and gloe examples of the variety of biomes and vegetation belts. Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts. Personal: To ask for help when appropriate. To try several times if at first you don't succeed. Learn to challenge and compare my performance with previous ones and demonstrate improvement achieve their personal best. Swimming: To learn to swim competently, confidently and proficiently and work 	cohesion and avoid repetition.	
I understand which letters should be left unjoined. Spelling learning: Review Y3 suffixes:- ly, -ally, -ation, -sion,- tion. Review Y3 suffixes:- ly, -ally, -ation, -sion,- tion. Review Y3 prefixes: un, dis-, miss-, anti-, sub-, in-, ill-, im-, ir-, re-, super-, auto-, inter-, Missing letters and missing apostrophes. Science Topic: 'What's That Sound?' Learning outcomes: To identify how sounds are made, associating some of them with something vibration. To To identify how sounds are made, associating some of them with something vibrations. To geography Topic: 'S Climate Cool?' Learning outcomes: Cool?' Learning outcomes: Cool?' Learning outcomes: To identify similarities and differences between sounds made in different ways. Secoreaphy Geography Topic: 'Is Climate Cool?' Learning outcomes: Locate some of the world's climate zones on a globe or map, name examples and have as they for hey been appropriate. To try several times if at first econes', biomes and vegetation belts. Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts. Science Personal: To ask for help when appropriate. To try several times if at fi	I can use direct speech in my writing and punctuate it correctly.	Spanish
I understand which letters should be left unjoined. Spelling learning: Review Y3 suffixes:- ly, -ally, -ation, -sion,- tion. Review Y3 prefixes: un, dis-, miss-, anti-, sub-, in-, ill-, im-, ir-, re-, super-, auto-, inter-, Missing letters and missing apostrophes. Science Topic: 'What's That Sound?' Learning outcomes: To identify how sounds are made, associating some of them with something vibrating. To identify similarities and differences between sounds made in different ways. Science To identify similarities and differences between sounds made in differences between the volume of a sound and the strength of the vibrations that produce it. To identify similarities and differences between sounds made in differences with ever some understanding of them. Describe and give examples of the variety of biomes and vegetation belts. Use appropriate geographical vocabulary to describe weather, climate zones, biomes and vegetation belts. Personal: To ask for help when appropriate. To try several times if at first suffix personal best. Swimming: To learn to swim competently, confidently and proficiently and work	I can use the diagonal and horizontal strokes that are needed to join letters.	Learning outcomes: 'Introducing Spanish'
Spelling learning: Locate and name Spanish-speaking countries. Understand what Review Y3 suffixes:- Iy, -ally, -ation, -sion, - tion. Review Y3 suffixes:- Iy, -ally, -ation, -sion, - tion. Review Y3 prefixes: un-, dis-, miss-, anti-, sub-, in-, ill-, im-, ir-, re-, super-, auto-, inter-, Music Science Topic: 'What's That Sound?' Learning outcomes: Learning outcomes: To observe and name a variety of sources of sound. To notice that we hear with our ears. To identify how sounds are made, associating some of them with something vibrating. To identify similarities and differences between sounds made in different ways. Geography Topic: 'Is Climate Cool?' Learning outcomes: Decote Sources on a globe or map, name examples and have some understanding of them. Describe and give examples of the variety of biomes and vegetation belts. Sources, biomes and vegetation belts. Personal: To ask for help when appropriate. To try several times if at first you don't succeed. Learn to swim competently, confidently and proficiently and work	I understand which letters should be left unjoined.	
Spelling learning: Review Y3 suffixes: IV, -ally, -ation, -sion, -tion. Review Y3 prefixes: un, dis, miss, anti, sub, in-, ill, im-, ir-, re-, super-, auto-, inter-, Missing letters and missing apostrophes. 'greetings' are and learn some greetings. Learn some classroom instructions. Learn to ask for someone's name and to give our own names. Science Topic: 'What's That Sound?' Learning outcomes: To observe and name a variety of sources of sound. To notice that we hear with our ears. To identify how sounds are made, associating some of them with something vibrating. To identify similarities and differences between sounds made in different ways. Music Geography Topic: 'Is Climate Cool?' Learning outcomes: 'Dersonal Skills' Topic: 'Is Climate Cool?' Eerning outcomes: 'Dersonal Skills' Physical: To combine side steps with reverse pivots and to skip with high elbows and high knees. To hopscoth forwards and backwards, and alternative feet. Personal: To ask for help when appropriate gorgaphical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts. Personal sot, compare and demonstrate improvement achieve their personal best Swimming: To learn to swim competently, confidently and proficiently and work	·	
Review Y3 suffixes:- ly, -ally, -ation, -sion, - tion. Review Y3 prefixes: un-, dis-, miss-, anti-, sub-, in-, ill-, im-, ir-, re-, super-, auto-, inter-, Missing letters and missing apostrophes. Science Topic: What's That Sound?' Learning outcomes: To identify how sounds are made, associating some of them with something vibrating. To find patterns between the volume of a sound and the strength of the vibrations that produce it. To identify similarities and differences between sounds made in different ways. Secography Topic: 'Is Climate Cool?' Learning outcomes: Locate some of the world's climate zones on a globe or map, name examples and have some understanding of them. Describe and give examples of the variety of biomes and vegetation belts. Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts. Bean divertify and proficiently and proficiently and work	Spelling learning:	
Review Y3 prefixes: un-, dis-, miss-, anti-, sub-, in-, ill-, im-, ir-, re-, super-, auto-, inter-, names. Missing letters and missing apostrophes. names. Science Topic: 'What's That Sound?' Learning outcomes: Learning outcomes: 'Singing' To observe and name a variety of sources of sound. To notice that we hear with our ears. To identify how sounds are made, associating some of them with something vibrating. To identify similarities and differences between sounds made in different ways. Geography Topic: 'Is Climate Cool?' Learning outcomes: PE Learning outcomes: 'Personal Skills' Pysical: To combine side steps with reverse pivots and to skip with high elbows and high knees. To hopscotch forwards and backwards, and alternative feet. Some understanding of them. Describe and give examples of the variety of biomes and vegetation belts. Describe weather, climate, climate zones, biomes and vegetation belts. Climate zones, biomes and vegetation belts. Some understanding of them. Describe and give examples of the variety of biomes and vegetation belts. Perious ones and demonstrate improvement achieve their personal to ask for help when appropriate. To try several times if at first you don't succeed. Learn to challenge and compare my performance with previous ones and demonstrate improvement achieve their personal best.		
Missing letters and missing apostrophes. Science Topic: 'What's That Sound?' Learning outcomes: To observe and name a variety of sources of sound. To notice that we hear with our ears. To identify how sounds are made, associating some of them with something vibrations. The vibrations that produce it. To identify similarities and differences between sounds made in different ways. Geography PE Learning outcomes: 'Personal Skills' Topic: 'Is Climate Cool?' PE Learning outcomes: 'Personal Skills' Learning outcomes: Personal: To combine side steps with reverse pivots and to skip with high elbows and high knees. To hopscotch forwards and backwards, and alternative feet. Some understanding of them. Describe and give examples of the variety of biomes and vegetation belts. Personal: To ask for help when appropriate. To try several times if at first you don't succeed. Learn to challenge and compare my performance with previous ones and demonstrate improvement achieve their personal best. Swimming: To learn to swim competently, confidently and proficiently and work		•
Science Topic: 'What's That Sound?' Learning outcomes: To observe and name a variety of sources of sound. To notice that we hear with our ears. To identify how sounds are made, associating some of them with something vibrating. To find patterns between the volume of a sound and the strength of the vibrations that produce it. To identify similarities and differences between sounds made in different ways. Geography Topic: 'Is Climate Cool?' Learning outcomes: Locate some of the world's climate zones on a globe or map, name examples and have some understanding of them. Describe and give examples of the variety of biomes and vegetation belts. Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts. Limite zones, biomes and vegetation belts.		names.
Topic: 'What's That Sound?' Learning outcomes: To observe and name a variety of sources of sound. To notice that we hear with our ears. To identify how sounds are made, associating some of them with something vibrating. To find patterns between the volume of a sound and the strength of the vibrations that produce it. To identify similarities and differences between sounds made in different ways.		
Topic: 'What's That Sound?' Learning outcomes: To observe and name a variety of sources of sound. To notice that we hear with our ears. To identify how sounds are made, associating some of them with something vibrating. To find patterns between the volume of a sound and the strength of the vibrations that produce it. To identify similarities and differences between sounds made in different ways.	Science	Music
Learning outcomes: To observe and name a variety of sources of sound. To notice that we hear with our ears. To identify how sounds are made, associating some of them with something vibrating. To find patterns between the volume of a sound and the strength of the vibrations that produce it. To identify similarities and differences between sounds made in different ways.		
To observe and name a variety of sources of sound. To notice that we hear with our ears. To identify how sounds are made, associating some of them with something vibrating. To find patterns between the volume of a sound and the strength of the vibrations that produce it. To identify similarities and differences between sounds made in different ways. Geography Topic: 'Is Climate Cool?' Learning outcomes: Locate some of the world's climate zones on a globe or map, name examples and have some understanding of them. Describe and give examples of the variety of biomes and vegetation belts. Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts. To learn to swim competently, confidently and proficiently and work	•	
To identify how sounds are made, associating some of them with something vibrating. To find patterns between the volume of a sound and the strength of the vibrations that produce it. To identify similarities and differences between sounds made in different ways. To identify similarities and differences between sounds made in different ways. The produce it. To identify similarities and differences between sounds made in different ways. The produce it. To identify similarities and differences between sounds made in different ways. The produce it. To identify similarities and differences between sounds made in different ways. The produce it. To identify similarities and differences between sounds made in different ways. The produce it. To identify similarities and differences between sounds made in different ways. The produce it is climate Cool?' Learning outcomes: 'Personal Skills' Physical: To combine side steps with reverse pivots and to skip with high elbows and high knees. To hopscotch forwards and backwards, and alternative feet. Personal: To ask for help when appropriate. To try several times if at first you don't succeed. Learn to challenge and compare my performance with previous ones and demonstrate improvement achieve their personal best. Swimming: To learn to swim competently, confidently and proficiently and work set the set of the	•	
find patterns between the volume of a sound and the strength of the vibrations that produce it. To identify similarities and differences between sounds made in different ways. Secography Topic: 'Is Climate Cool?' Learning outcomes: Locate some of the world's climate zones on a globe or map, name examples and have some understanding of them. Describe and give examples of the variety of biomes and vegetation belts. Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts.		
produce it. To identify similarities and differences between sounds made in different ways. Demonstrate they can appraise each other's songs using some appropriate musical terminology. Geography Topic: 'Is Climate Cool?' Learning outcomes: Locate some of the world's climate zones on a globe or map, name examples and have some understanding of them. Describe and give examples of the variety of biomes and vegetation belts. Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts. PE Learning outcomes: 'Personal Skills' Personal: To ask for help when appropriate. To try several times if at first you don't succeed. Learn to challenge and compare my performance with previous ones and demonstrate improvement achieve their personal best. Swimming: To learn to swim competently, confidently and proficiently and work	, , , , , , , , , , , , , , , , , , , ,	
ways. appropriate musical terminology. Geography Topic: 'Is Climate Cool?' Learning outcomes: PE Learning outcomes: 'Personal Skills' Locate some of the world's climate zones on a globe or map, name examples and have some understanding of them. Describe and give examples of the variety of biomes and vegetation belts. Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts. PE Learning outcomes: 'Personal Skills' Physical: To combine side steps with reverse pivots and to skip with high elbows and high knees. To hopscotch forwards and backwards, and alternative feet. Personal: To ask for help when appropriate. To try several times if at first you don't succeed. Learn to challenge and compare my performance with previous ones and demonstrate improvement achieve their personal best. Swimming: To learn to swim competently, confidently and proficiently and work		
Geography Topic: 'Is Climate Cool?' Learning outcomes: Locate some of the world's climate zones on a globe or map, name examples and have some understanding of them. Describe and give examples of the variety of biomes and vegetation belts. Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts. Personal: To ask for help when appropriate. To try several times if at first you don't succeed. Learn to challenge and compare my performance with previous ones and demonstrate improvement achieve their personal best. Swimming: To learn to swim competently, confidently and proficiently and work	produce it. To identify similarities and differences between sounds made in different	
Topic: 'Is Climate Cool?' Learning outcomes: Locate some of the world's climate zones on a globe or map, name examples and have some understanding of them. Describe and give examples of the variety of biomes and vegetation belts. Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts. Personal: To ask for help when appropriate. To try several times if at first you don't succeed. Learn to challenge and compare my performance with previous ones and demonstrate improvement achieve their personal best. Swimming: To learn to swim competently, confidently and proficiently and work	ways.	appropriate musical terminology.
Topic: 'Is Climate Cool?' Learning outcomes: Locate some of the world's climate zones on a globe or map, name examples and have some understanding of them. Describe and give examples of the variety of biomes and vegetation belts. Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts. Personal: To ask for help when appropriate. To try several times if at first you don't succeed. Learn to challenge and compare my performance with previous ones and demonstrate improvement achieve their personal best. Swimming: To learn to swim competently, confidently and proficiently and work		
Learning outcomes: Locate some of the world's climate zones on a globe or map, name examples and have some understanding of them. Describe and give examples of the variety of biomes and vegetation belts. Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts. Herework is a structure of the variety of biomes and vegetation belts. Herework is a structure of the variety of biomes and vegetation belts. Herework is a structure of the variety of biomes and vegetation belts. Herework is a structure of the variety of biomes and vegetation belts. Herework is a structure of the variety of biomes and vegetation belts. Herework is a structure of the variety of biomes and vegetation belts. Herework is a structure of the variety of biomes and vegetation belts. Herework is a structure of the variety of biomes and vegetation belts. Herework is a structure of the variety of the variety of biomes and vegetation belts. Herework is a structure of the variety of the variety of biomes and vegetation belts. Herework is a structure of the variety of the v	Geography	PE Learning outcomes: 'Personal Skills'
Locate some of the world's climate zones on a globe or map, name examples and have some understanding of them. Describe and give examples of the variety of biomes and vegetation belts. Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts. Between the second the second term of term of terms of t	Topic: 'Is Climate Cool?'	Physical: To combine side steps with reverse pivots and to skip with high
some understanding of them. Describe and give examples of the variety of biomes and vegetation belts. Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts. Personal: To ask for help when appropriate. To try several times if at first you don't succeed. Learn to challenge and compare my performance with previous ones and demonstrate improvement achieve their personal best. Swimming: To learn to swim competently, confidently and proficiently and work	Learning outcomes:	elbows and high knees. To hopscotch forwards and backwards, and
some understanding of them. Describe and give examples of the variety of biomes and vegetation belts. Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts. Personal: To ask for help when appropriate. To try several times if at first you don't succeed. Learn to challenge and compare my performance with previous ones and demonstrate improvement achieve their personal best. Swimming: To learn to swim competently, confidently and proficiently and work	Locate some of the world's climate zones on a globe or map, name examples and have	alternative feet.
vegetation belts. Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts. you don't succeed. Learn to challenge and compare my performance with previous ones and demonstrate improvement achieve their personal best. Swimming: To learn to swim competently, confidently and proficiently and work		Personal: To ask for help when appropriate. To try several times if at first
climate zones, biomes and vegetation belts. with previous ones and demonstrate improvement achieve their personal best. Swimming: To learn to swim competently, confidently and proficiently and work		
personal best. Swimming: To learn to swim competently, confidently and proficiently and work		
Swimming: To learn to swim competently, confidently and proficiently and work		
To learn to swim competently, confidently and proficiently and work		
		5

Maths Learning outcomes:

Place Value Count in multiples of 6, 7, 9. 25 and 1000. Find 1000 more or less than a given number. Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones) Order and compare numbers beyond 1000 Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1000 Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Count backwards through zero to include negative numbers. 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.

Addition & Subtraction

Number- Addition and Subtraction Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation.

Computing

Learning outcomes: 'We Are Programmers'

Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. Use sequence in programs; work with variables and various forms of input and output. Use logical reasoning to detect and correct errors in algorithms and programs. Select, use and combine a variety of software to design and create content that accomplishes given goals, including presenting information.

Art

Learning outcomes: 'Autumn'

Create sketch books to record observations and use them to review and revisit ideas. Talk about Autumn paintings. Improve mastery of art and design techniques including pastels, printing, paper sculpture/collage. Learn about great artists, architects and designers in history in the context of Cy Twombly, John Constable, Thomas Cole, Claude Monet, Matisse, Cezanne.