

Year	SEQUENCE OF LEARNING 2024 - 2025							
Term	Thematic Question: What was the impact of the Second World War on the people of Britain?							
	School Value: Respect/Kindness/Equality/Courage/Resilience/Honesty				Geometry: Rose window			
	Enrichment: Visit Nothe Fort, The Keep military museum loan boxes							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Literacy Literacy Tree	The Lion and the Unicorn - Shirley Hughes Outcomes: Letters, diary entries, character and setting descriptions, non-chronological reports Main outcome: Own version historical narrative Cross-curricular Coverage: History (Y4 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066): WW2							
Maths MNP	Mastering number Maths no Problem: Place Value, Addition and Subtraction							
Science <i>Animals, Including Humans</i>	WSLO: Record findings - diagrams KLO: To consider my existing understanding of human organs	WSLO: Explain findings-differences, KLO: Identify the different types of teeth in humans and their simple functions.	WSLO: Use evidence to answer questions KLO: Identify producers, predators and prey	WSLO: Make predictions KLO: identify the different types of teeth in humans and their simple functions.	WSLO: Explain findings related to scientific processes KLO: construct and interpret a variety of food chains,	WSLO: Explain findings - related to scientific processes KLO: describe the simple functions of the		

					identifying producers, predators and prey	basic parts of the digestive system in humans	
History	How and when did the war start? Chronology	What precautions were put in place to keep people safe at home?	Why were children evacuated and who was chosen?	What were children's experiences of evacuation?	What was life like for evacuees in the country?	What was 'Dig for Victory'?	
Art/DT Shape	Exploring repeated patterns in a dragon eye.		Research Angie Lewin, describe and respond to her art work	Identify geometric shapes in our own drawings and those of Angie Lewin	Compose a piece inspired by Angie Lewin's style and our observational drawings	Use colour to contrast and complement our drawings	Refine and finish our piece, including evaluation
Music Sing Up My fantasy football team	Get to know the song and learn about duration.	Practise moving to and identifying duration.	Understand durations written as notation.	Create rhythm sequences and play them on percussion instruments.	Translate rhythms onto instruments	Rehearse and perform a whole-class 'rondo'.	
Computing Teach Computing	Setting up Chromebooks and Google Classroom	Connecting networks	What is the internet made of?	Sharing information	What is a website?	Who owns the web?	Can I believe what I read?
PE Dance	Explore steps and movements in the jive	Learn the basic jive step	To refine the basic jive step and perform with a	To add a turn with a partner	Create and develop a motif from the steps	To work in unison in a small group	To share with the class and evaluate

			partner		learned		performances
RE Discovery	<p>Theme: Believing + Belonging</p> <p>Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p>						
Spelling	<p>Spelling Shed Autumn 1:</p> <ol style="list-style-type: none"> 1. Words that are homophones - accept/except/knot/not/peace/piece/plain/plane/weather/whether 2. Step 2: Words with the prefix 'in-' meaning 'not' inability, inactive, inadequate, incorrect, incurable, indefinite, inelegant, inflexible, insecure, invisible 3. Step 3: Words with the prefixes 'il-', 'im-' and 'ir-' illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview 4. Step 4: with the prefix 'sub-' meaning 'below' or further divided. 5. Step 5: Words with the prefix 'inter-' meaning 'between or among' 6: Challenge Words 						