



### Literacy Genres

- Adventure stories.
- Information texts (project).
- Recounts.



### Reading Themes:

- Adventure stories.
- N/F: Explorers
- Recounts.

### Focus from School Improvement

#### Plan

Greater Depth Writing  
Reading Comprehension  
Spelling  
Handwriting



### Numeracy:

- Place value.
- Four key functions (+ - / x)

### WOW STARTER!

Vinegar experiments.  
Barkby treasure explorers  
hunt

CLASS:4 YEAR GROUPS: 4/5

### MEDIUM TERM PLANNING OVERVIEW

TERM: Autumn 1

NUMBER OF WEEKS: 6

THEME: Explorers.

### FABULOUS FINALE!

Parents' Say, Share  
and Learn

### LINKS TO BRITISH VALUES

**Democracy:** voting (School Council + British voting system).

**Rule of Law:** How explorers and indigenous people's rules and beliefs conflicted at times - who decides what a good rule is?

**Individual Liberty:** How exploration brought / challenged liberty.

**Mutual Respect:** How explorers / indigenous people clashed at times on what was right / wrong.

**Tolerance:** Understanding different beliefs of other people.  
- Do these things still apply today?

### ASSEMBLY THEMES

#### Language of The Month

See website

#### DISPLAY IDEAS:

Exploring growth

**Social Development:** exploring our personalities, attitudes and how we can make changes. Learning independence and social skills at school / at home / on residential.

**Moral Development:** explore what we consider to be moral and learn to understand the different views other people may have. Link to explorers and indigenous people.

**Spiritual Development:** Explore different views of different religions / individuals. Use our senses to be more mindful about our world and to develop our perceptions of it.

**Cultural Development:** As above.

EYFS Curriculum Area		<p align="center"><b>YEAR GROUP 4 / 5.</b></p> <p align="center"><b>THEME: Explorers.</b></p>
<b>Personal, Social &amp; Emotional Development</b>	 <b>Citizenship</b>	<p>Exploration of ourselves: personality, character, potential, capacity to change, moral / social / cultural / spiritual development.</p> <p>Democracy / rule of law / liberty / mutual respect / tolerance: how explorers and indigenous people's views may have clashed. Relate to our own lives.</p> <p>Residentials: personal, social and emotional development.</p> <p>E-safety.</p>
<b>Physical Development</b>	 <b>PE</b>	<p>Outdoor education (residentials): health, fitness, skills, exploring new activities in a new environment.</p>
<b>Understanding The World</b>	 <b>Science</b>	<p>Think about the strange new animals that explorers found: groupings / classifications (Linnaeus / Darwin); classification keys; animal adaptations in their environments; perception of our environment through our senses (revise sight and sound); how our environment can be damaged by our actions.</p>
	 <b>Geography/History</b>	<p>How explorers' discoveries affected our modern world; recognising countries, counties, regions, cities and physical features in UK and the world; compass points; exploring changes in our environment and their effect on us / the natural world.</p>
	 <b>RE</b>	<p>Discuss religious / life journeys: Baptism, Jewish coming of age, Hindu ceremonies, Hajj, marriage, different life journeys, hard times for a religious person; religious values in the modern world.</p>
	 <b>ICT</b>	<p>Using powerpoints to present work; search engines; e-safety.</p>
<b>Expressive Arts &amp; Design</b>	 <b>Art/DT</b>	<p>Explore how moods are reflected in art and the techniques famous artists used to create pictures (including artists with SEND; explore facial displays of emotion using emojis; create maps of imaginary worlds.</p>

	<b>Music</b> 	Explore how music makes us feel and musical tastes - why people choose different styles of music and how they can reflect / change our moods; music from different times and cultures; create mood music based on emojis.
	 <b>French</b>	Exploration of places: the geography of France; buildings; directions - finding your way around; shops; furniture / rooms.