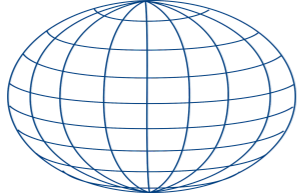









Curriculum Map: Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Title	<p>Where in the World?</p> 	<p>Glorious Greeks</p> 	<p>Current and Flow</p> 	<p>Radical Romans</p> 	<p>Where Do You Live?</p> 	<p>'Dark Age' Britain?</p> 
History / Geography	<p>Location: Latitude and Longitude</p> <p><u>EQ: What changes would you see if you travelled North, South, East or West?</u></p> <p>1: What continents and oceans are there in the world? Where are hot and cold places found? <i>Location</i> 2: What is latitude and longitude? <i>Location</i> 3: What is the connection between latitude and climate? <i>Location Processes</i> 4: What is the connection between longitude and time zones? <i>Location Processes</i> 5: What would change and stay the same if I travelled North, South, East or West from Christchurch? <i>Enquiry Location</i> 6: What changes would you see if you travelled North, South, East or West? <i>Enquiry Location</i></p> <p><i>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, time zone, compass (North, North-East, East, South-East, South, South-West, West, North-West)</i></p>	<p>World History: Ancient Greece 800s BC - 0s AD</p> <p><u>EQ: What was the greatest legacy of the Ancient Greek civilisation?</u></p> <p>1: Where is Greece and what caused a significant civilisation to rise here? When was the Ancient Greek civilisation significant? <i>Connection Chronology</i> 2: How do we know about the Ancient Greeks? Why is there more evidence about the Ancient Greeks than Iron Age Britain? <i>Evidence</i> 3: What was life like in Ancient Greece (cultural, economic, religious and social)? <i>Significance</i> 4: How was power organised in Ancient Greece (military, political, social)? <i>Power Significance</i> 5: What was the greatest legacy of the Ancient Greek civilisation? <i>Significance Evidence</i></p> <p><i>government, democracy, monarchy, combination of causes / consequences, characteristic features (culture, economy, military, politics, religion, society), legacy, relative significance, source significance, primary source, secondary source, evidence</i></p>	<p>Human Geography: Migration</p> <p><u>EQ: Why do people move around the world and where do they go?</u></p> <p>1: What is migration? <i>Processes Location</i> 2: What factors cause people to migrate? What experiences do different migrants have? <i>Processes</i> 3: Where do migrants go from and to, and how does that impact those countries? <i>Processes Location Responsibility</i> 4: How might migration patterns change in the future? <i>Processes Responsibility</i> 5: Why do people move around the world and where do they go? <i>Enquiry Processes</i></p> <p><i>migration, migrant, immigrant, emigrant, refugee</i></p>	<p>British History: Roman Britain 0s AD - 400s AD</p> <p><u>EQ: What was the greatest impact of Roman occupation on Britain?</u></p> <p>1: Where is Rome and when was the Roman Empire significant? <i>Connection Chronology</i> 2: Why was it called the Roman 'empire' and why was it significant (cultural, economic, military, political, religious, social)? <i>Significance</i> 3: What caused the Romans to invade Britain? How did British society change when the Romans invaded? <i>Connection Evidence</i> 4: Why did the Romans leave Britain? How did British society change or stay the same when they left? <i>Connection Evidence</i> 5: What was the greatest impact of Roman occupation on Britain? <i>Significance</i> 6: Who left a greater legacy, the Ancient Greeks or the Romans? <i>Connection Evidence Significance</i></p> <p><i>invasion, change, continuity, combination of causes / consequences, characteristic features (culture, economy, military, politics, religion, society), legacy, relative significance</i></p>	<p>Human Geography: Settlement and Land Use</p> <p><u>EQ: How is land used in different settlements?</u></p> <p>1: What cities would you find in the UK? <i>Location</i> 2: What do different types of settlement look like? <i>Processes</i> 3: In Dorset, are there more villages, towns or cities? <i>Enquiry</i> 4: How can land be used by humans? <i>Processes</i> 5: How can we identify features of land use in the local area using OS maps and coordinates? <i>Enquiry</i> 6: How is land used by humans in the local area? <i>Processes Enquiry</i> 7: How is land used on different streets in Christchurch? <i>Enquiry</i> 8: How has land use locally changed over time? <i>Processes Enquiry</i> 9: What are the largest settlements in the world and where are they? <i>Processes Location</i> 10: How is land used in different settlements? <i>Processes Enquiry</i></p> <p><i>land use, settlement, four-figure grid reference, symbol, key, plan agriculture, business, industrial, residential urban, rural megacity, city, town, village, hamlet</i></p>	<p>British History: Anglo Saxons and Scots 400s AD - 800s AD</p> <p><u>EQ: Is it fair to call Anglo-Saxon Britain the 'Dark Ages'?</u></p> <p>1: Where did the Anglo-Saxons come from and when did they arrive? <i>Connection Chronology</i> 2: Was the departure of the Romans the reason why settlers came to Britain? <i>Connection</i> 3: How did life for people in Britain change between the Stone Age and Anglo-Saxon times (cultural, economic, social)? <i>Connection Evidence Significance</i> 4: How was power organised in Anglo-Saxon Britain (political, military)? <i>Power</i> 5: What difference did the spread of Christianity have on Britain (religious)? <i>Connection Significance</i> 6: Is it fair to call Anglo-Saxon Britain the 'Dark Ages'? <i>Significance Evidence</i></p> <p><i>power structure, change, continuity, combination of causes / consequences, difference in consequences, characteristic features (culture, economy, military, politics, religion, society), relative significance, chronology over time - connections between moments in history</i></p>
Memorable Moments	Virtual Visitor: Internet Legends Assembly	Visit: Vedic Society Hindu Temple			Local Visit: Land Use Survey	Visit: British Museum - The Ancient World

Maths

Number and Place Value: Numbers to 10 000

- 1: Counting in Hundreds and Twenty-Fives
- 2: Counting in Thousands
- 3: Counting in Thousands, Hundreds, Tens and Ones
- 4: Using Place Value
- 5: Using Place Value
- 6-7: Comparing and Ordering Numbers
- 8: Making Number Patterns
- 9: Making Number Patterns
- 10: Rounding 4-Digit Numbers to the Nearest 1000
- 11: Rounding 4-Digit Numbers to the Nearest 10 or 100
- 12: Rounding Numbers to Estimate
- 13: Rounding Numbers to Estimate

Calculations: Addition and Subtraction

- 1: Finding Sums
- 2: Adding Without Renaming
- 3-5: Adding With Renaming
- 6-7: Adding Using Mental Strategies
- 8: Finding Differences
- 9: Subtracting Without Renaming
- 10-12: Subtracting With Renaming
- 13: Subtracting Using Mental Strategies
- 14-16: Solving Word Problems

Calculations: Multiplication and Division

- 1: Counting 6s, 7s and 9s
- 2: Multiplying by 9
- 3: Multiplying by 7
- 4: Multiplying by 9
- 5: Multiplying by 9
- 6: Multiplying by 11
- 7: Multiplying by 11
- 8: Multiplying by 12
- 9: Dividing by 6
- 10: Dividing by 7
- 11: Dividing by 9
- 12: Multiplying and Dividing by 11 and 12
- 13: Dividing With Remainder
- 14: Solving Word Problems
- 15: Solving Word Problems
- 16: Solving Word Problems
- 17: Solving Word Problems
- 18: Solving Word Problems
- 19: Solving Word Problems

Calculations: Further Multiplication and Division

- 1: Multiplying by 0 and 1
- 2: Dividing by 1
- 3: Multiplying the Same Two Numbers
- 4: Multiplying Three Numbers
- 5: Multiplying Multiples of 10
- 6: Multiplying 2-Digit Numbers Without Renaming
- 7: Multiplying 2-Digit Numbers With Renaming
- 8: Multiplying Multiples of 100
- 9: Multiplying 3-Digit Numbers Without Renaming
- 10: Multiplying 3-Digit Numbers With Renaming
- 11: Multiplying 3-Digit Numbers With Renaming
- 12: Dividing 2-Digit Numbers
- 13: Dividing 3-Digit Numbers
- 14: Dividing 2-Digit Numbers
- 15: Dividing 3-Digit Numbers
- 16: Dividing 3-Digit Numbers
- 17: Solving Word Problems
- 18: Solving Word Problems

Statistics: Graphs

- 1: Drawing and Reading Pictograms and Bar Graphs
- 2: Drawing and Reading Bar Graphs
- 3-5: Drawing and Reading Line Graphs

Fractions, Decimals and Percentages: Fractions

- 1: Counting in Hundredths
- 2: Writing Mixed Numbers
- 3: Showing Mixed Numbers on a Number Line
- 4-5: Finding Equivalent Fractions
- 6: Simplifying Mixed Numbers
- 7: Simplifying Improper Fractions
- 8-10: Adding Fractions
- 11-12: Subtracting Fractions
- 13: Solving Word Problems

Measurement: Time

- 1: Telling Time on a 24-Hour Clock
- 2: Converting Time: Mins to Seconds
- 3: Converting Time: Hours to Minutes
- 4: Solving Problems on Duration
- 5: Converting Years to Months and Weeks to Days
- 6: Solving Word Problems

Fractions, Decimals and Percentages: Decimals

- 1-2: Writing Tenths
- 3-4: Writing Hundredths
- 5: Dividing by 10 and 100
- 6: Making Number Patterns
- 7: Comparing and Ordering Decimals
- 8: Rounding Decimals
- 9: Writing Fractions as Decimals

Measurement: Money

- 1: Writing Amounts of Money
- 2: Writing Amounts of Money
- 3: Comparing Amounts of Money
- 4: Rounding Amounts of Money
- 5-7: Solving Problems Involving Money
- 8: Estimating Amounts of Money

Measurement: Length, Mass and Volume

- 1: Converting Units of Length
- 2: Converting Units of Length
- 3: Estimating Length
- 4: Converting Units of Mass
- 5: Estimating Mass
- 6: Converting Units of Volume
- 7: Estimating Volume
- 8: Comparing and Ordering Measurements

Measurement: Area and Perimeter

- 1: Finding Perimeter
- 2: Understanding Area
- 3: Measuring and Comparing Areas of Figures
- 4: Measuring and Comparing Areas of Figures
- 5: Comparing Perimeters and Areas of Figures
- 6-7: Finding Areas of Squares and Rectangles

Geometry: Geometry

- 1: Identifying Types of Angles
- 2: Comparing Angles
- 3: Classifying Triangles
- 4: Classifying Quadrilaterals
- 5: Identifying Symmetrical Figures
- 6: Finding Lines of Symmetry
- 7: Completing Symmetrical Figures
- 8: Making Symmetrical Figures
- 9: Comparing and Classifying Shapes

Geometry: Position and Movement

- 1: Describing Position
- 2: Describing Position
- 3: Plotting Points
- 4: Describing Translations
- 5: Describing Translations

Number and Place Value: Roman Numerals

- 1: Writing Roman Numerals From 1 to 20
- 2: Writing Roman Numerals to 100

Formal Written Method - THTO

4188 + 3245 =

4	1	8	8	
+	3	2	4	5
	1	3		
	1	2	0	
	3	0	0	
+	7	0	0	0
	7	4	3	3

1 3 Add the ones.
1 2 0 Add the tens.
3 0 0 Add the hundreds.
7 4 3 3 Add the thousands.

2	6	1	2	
+	4	2	6	4
	6	8	7	6

5 3 3 3
- 4 1 3 9

1 2 0 9

Now there are enough ones to subtract.

Making 10 and 100

make 10

4072 + 8 =

4072 + 8 = 4070 + 10

4072 + 8 = 4080

make 100

97 + 5213 =

97 + 5213 = 100 + 5210

= 5310

Compensation

1 Lulu used this method to find the sum of 3067 and 9.

3067 + 10 = 3077 ^{1 less}

3067 + 9 = 3076

I know adding 9 is 1 less than adding 10.

2 Ravi used this method to find the sum of 98 and 5262.

100 + 5262 = 5362 ^{2 less}

98 + 5262 = 5360

I know adding 98 is 2 less than adding 100.

Redistribution

3002 - 198 = 2804

3002

2802 200

3002 - 198 = 2802 + 2

200 - 198 = 2

Multiplying and Dividing by 6, 7, 9, 11 and 12

30 ÷ 6 = 5
6 × 5 = 30

3 × 10 = 30
3 × 1 = 3
3 × 11 = 30 + 3 = 33

10 + 10 + 10 = 30
1 + 1 + 1 = 3

Multiplying and Dividing by 0 and 1

3 pots of 1 ruler
3 × 1 = 3

3 empty pots
3 × 0 = 0

Commutativity

5 × 2 = 3 =

2 × 3 = 5 =

Multiplying Multiples of 10

30 is equal to 3 tens.

5 × 3 = 15
5 × 3 tens = 15 tens = 150

3 × 10 = 30
3 × 1 = 3

10 10 10
10 10 10
10 10 10
10 10 10

5 × 30 = 150

Formal Written Method: 3dx1d; 2d÷1d

Step 1 Divide 4 tens by 2.

40 ÷ 2 = 20

4 tens ÷ 2 = 2 tens
40 ÷ 2 = 20

Step 2 Divide 6 ones by 2.

6 ÷ 2 = 3

6 ones ÷ 2 = 3 ones
6 ÷ 2 = 3

46 ÷ 2 = 23

Remainders



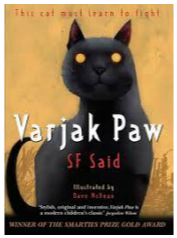
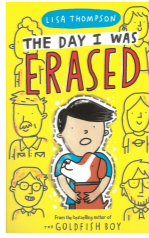
There are 13 flowers.

13 ÷ 3 = 4 with 1 left over
The quotient is 4.
The remainder is 1.

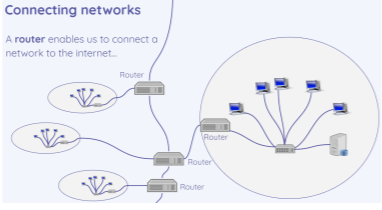


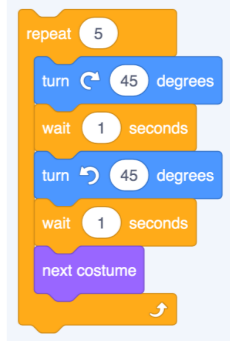
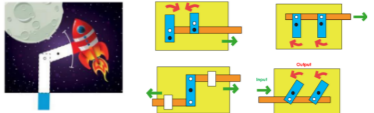

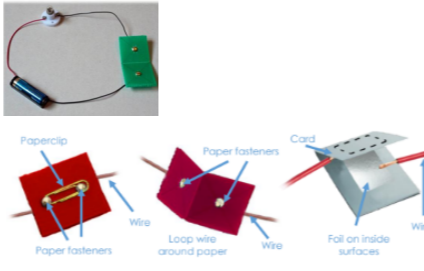

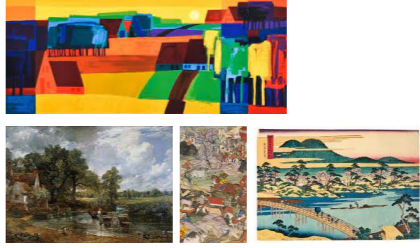

Partitioning Using Place Value

306 ÷ 3 =

100 100 100 1 1 1 1 1 1 1

<p>English Writing</p>	<p>Genre Narrative</p> <p>Model Text When the Mountains Roared</p> <p>Toolkit Creating Settings</p> <hr/> <p>Genre Non-Narrative (Explanation)</p> <p>Model Text The Tidy Your Bedroom Machine - How it Works</p> <p>Toolkit Explanation Texts</p>	<p>Genre Narrative (Myth / Conquering the Monster)</p> <p>Model Text Theseus and the Minotaur</p> <p>Toolkit Creating Settings / Characterisation and Dialogue</p> <hr/> <p>Genre Narrative (Wishing Story)</p> <p>Model Text The Bear and the Hare</p> <p>Toolkit Paragraph Types</p>	<p>Genre Non-Narrative (Instructional Text)</p> <p>Model Text How to Look After a Pet Dragon</p> <p>Toolkit Instruction Texts</p> <hr/> <p>Genre Narrative (Flashback)</p> <p>Model Text The Piano</p> <p>Toolkit Changing Paragraphs</p>	<p>Genre Non-Narrative (Non-Chronological Report)</p> <p>Model Text We Travel So Far</p> <p>Toolkit Information Texts (Non-Chronological Reports)</p> <hr/> <p>Genre Non-Narrative (Persuasive Text)</p> <p>Model Text The Smoobo</p> <p>Toolkit Persuasion Texts</p>	<p>Genre Non-Narrative (Discussion)</p> <p>Model Text Should you be allowed to have a barbecue at a theme park?</p> <p>Toolkit Discussion Texts</p> <hr/> <p>Genre Poetry</p> <p>Model Text Still I Rise</p> <p>Toolkit Poetry</p>	<p>Genre Non-Narrative (Explanatory Speech Script)</p> <p>Model Text Once Upon a Raindrop</p> <p>Toolkit -</p> <hr/> <p>Genre Narrative (Adventure)</p> <p>Model Text The Legend of the Rabbit Trio</p> <p>Toolkit Creating Plots / Changing Paragraphs</p>
<p>English Grammar & Punctuation</p>	<ul style="list-style-type: none"> • Subjects (Nouns) and Actions (Verbs) • Simple Sentences • Fragments v Sentences • Avoiding Fragments and Run-Ons • Compound Sentences (Coordinating Conjunctions) 	<ul style="list-style-type: none"> • Revisit • Complex Sentences (Subordinating Conjunctions) • Reverse Complex Sentences • Adverbial Phrases 	<ul style="list-style-type: none"> • Revisit • Drop-In Phrases / Clauses • Expanding Sentences - Who? What? Where? When? Why? How? • Word Class • Sentence Types • Possessive Pronouns 	<ul style="list-style-type: none"> • Revisit • Subordinate / Main • Direct Speech Punctuation • Apostrophes • Fronted Adverbials • Noun Phrases • Commas 	<ul style="list-style-type: none"> • Prefixes and Suffixes • Tense • Apostrophes • Sentence Types • Word Families • Commas • Possessive Pronouns • Noun v Adverbial Phrases • Direct Speech Punctuation 	<ul style="list-style-type: none"> • Word Class • Sentence Structures • Revisit and Consolidate
<p>English Spelling</p>	<ol style="list-style-type: none"> 1: Spelling Strategies 2: Words Ending /ʒə/ 3: Statutory / Personal List (u) 4: Apostrophes for Singular Possession 5: Homophones 6: Statutory / Personal List (air) 	<ol style="list-style-type: none"> 1: Statutory / Personal List (ie) 2: Prefixes 'in-', 'il-', 'im-', 'ir-' 3: Statutory / Personal List (oe) 4: /eɪ/ sound spelt 'ei', 'eigh' or 'ey', /j/ sound spelt 'ch', and the /ʌ/ sound spelt 'ou' 5: Statutory / Personal List (ue) 6: Suffixes Beginning with Vowel Letters ('-ing', '-er', '-en', '-ed') 	<ol style="list-style-type: none"> 1: /g/ sound spelt 'gu' 2: Words with endings sounding like /tʃə/ spelt '-ture' 3: Statutory / Personal List (ar) 4: Possessive Apostrophe for Plurals 5: Homophones 6: Statutory / Personal List (ee) 	<ol style="list-style-type: none"> 1: Statutory / Personal List (aw) 2: Prefixes: '-anti' and '-inter' 3: Statutory / Personal List (ay) 4: Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' 5: Statutory / Personal List (ew) 6: Statutory / Personal List (er) 	<ol style="list-style-type: none"> 1: Words with the /s/ sound spelt 'sc' (Latin in origin) 2: Endings that sound like /ʃən/ spelt 'sion' 3: Statutory / Personal List (s) 4: Apostrophes for Possession 5: Homophones 6: Statutory / Personal List (e) 	<ol style="list-style-type: none"> 1: Suffix '-ous' 2: Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-' 3: Statutory / Personal List (i) 4: Suffix '-ly' added to words ending in 'y', 'le' and 'ic' 5: Statutory / Personal List (f) 6: Statutory / Personal List (h)
<p>English Handwriting</p>	<ol style="list-style-type: none"> 1: Joining from the Letter 'e' 2: Joining to / from the Letter 's' 3: Writing Letters at the Correct Size and Height 4: Writing Double Letters 5: Consistency in Spacing 	<ol style="list-style-type: none"> 6: Using a Diagonal Join 7: The Horizontal Join 8: Joining to the Letter 'y' 9: Speedwriting 10: The Size and Height of Letters 	<ol style="list-style-type: none"> 11: Spacing Within Words 12: Joining to / from the Letter 'w' 13: Joining from the Letter 'm' 14: Joining to the Letter 'a' from the Letter 'w' 15: Using a Diagonal Joining Line 	<ol style="list-style-type: none"> 16: Speedwriting 17: Joining from the Letter 'i' 18: The Diagonal Join to Ascenders 19: Joining to / from the Letter 'f' 20: Joining to / from the Letter 'e' 	<ol style="list-style-type: none"> 21: Punctuation 22: Consistency in Forming and Joining Letters 23: Printing to Make Captions 24: Joining to / from the Letter 'v' 	<ol style="list-style-type: none"> 25: Break Letters 26: Drafting and Editing 27: Speedwriting 28: Printing to Make a Poster
<p>English Whole Class Reading</p>	<p>When the Mountains Roared Jess Butterworth</p> 	<p>Who Let the Gods Out? Maz Evans</p> 	<p>Varjak Paw SF Said</p> 	<p>Kensuke's Kingdom Michael Morpurgo</p> 	<p>The Day I Was Erased Lisa Thompson</p> 	<p>Podkin One-Ear Kieran Larwood</p> 

<p>English</p> <p>Text Study</p>	<ul style="list-style-type: none"> • Kay's Anatomy (Adam Kay) 	<ul style="list-style-type: none"> • Greek Myths (Jean Menzies) • Ancient Games (Iris Volant & Avalon Nuovo) 	<ul style="list-style-type: none"> • Refugees (Brian Bilston) • We Refugees (Benjamin Zephaniah) • The Journey (Francesca Sanna) • Various Poetry 	<ul style="list-style-type: none"> • What a Waste (Jess French) 	<ul style="list-style-type: none"> • Still I Rise (Maya Angelou) 	<ul style="list-style-type: none"> • A Year Full of Celebrations and Festivals (Christopher Corr & Claire Grace) • 1066 and Before That (Brian Moses & Roger Stevens)
<p>English</p> <p>Let's Think in English</p>	<p>LTE: Before After 'Before After' by Anne Margot Ramstein <i>narrative sequencing</i></p> <p>LTE: Wolves 'Wolves' by Emily Gravett <i>classification</i></p> <p>LTE: Promise 'Tadpole's Promise' by Jeanne Willis and Tony Ross <i>intentions and consequences</i> Who is most to blame for the change? What are we doing unconsciously to create damage? When might you want to challenge the order of things?</p>	<p>LTE: Halvar 'Halvar and the Trolls' (Norwegian Folk Tale) <i>frames of reference</i> What would be a better ending? How would you transform it?</p> <p>LTE: Philip 'Fidgety Philip' by Heinrich Hoffmann 'Charles Augustus Fortescue' by Hillaire Belloc <i>frames of reference</i> Which is the better ending? They have been changed over time. Why have stories been rewritten depending on content? So that the moral changes</p>	<p>LTE: Old 'The Little Boy and the Old Man' by Shel Silverstein <i>intentions and consequences</i> What ways do writers create sympathy?</p> <p>LTE: Ian 'Ian' (short film) by Mundoloc CGI Ian Foundation <i>frames of reference</i> Choose how to represent something.</p> <p>LTE: Milo 'Milo Imagines the World' by Matt de la Pena and Christian Robinson <i>intentions and consequences</i> What ways do writers create sympathy? Why might you fictionalise something real that is happening?</p>	<p>LTE: Tunnel 'The Tunnel' by Anthony Browne <i>symbolic reasoning</i> Link to coming of age and struggle in Kensuke's Kingdom). All symbols (willow pattern, Haiku, artefacts, the journey). Why the boat? Why the journey? Why the island?</p> <p>LTE: Alike 'Alie' Short Film by Daniel Martínez Lara and Rafael Cano Méndez <i>symbolic reasoning</i> What keeps Kensuke's coloured? What keeps Michael coloured? Understanding of the characters.</p>	<p>LTE: Shirley 'Come Away from the Water, Shirley' by John Burningham <i>narrative sequencing</i></p> <p>LTE: Bernard 'Not Now Bernard' by David McKee <i>intentions and consequences</i></p> <p>LTE: Dig a Hole 'Sam and Dave Dig a Hole' by Mac Barnett <i>frames of reference</i> What is the effect of knowing more than Sam and Dave? How do the texts create humour and tension?</p>	<p>LTE: Foundling 'Foundling' by The Brothers Grimm <i>frames of reference</i> What is a villain? Should villains have motives? Does it matter if villains have motives?</p> <p>LTE: Umbrella 'Umbrella' Short Film What would the epilogue be from Podkin One Ear? Link with Kensuke's Kingdom.</p>
<p>Science</p>	<p>Biology: Animals, Including Humans Digestive System - Teeth - Food Chains</p> <ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey. <p><i>digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolar, herbivore, carnivore, omnivore</i> <i>producer, predator, prey, food chain</i></p>		<p>Physics: Electricity Electrical Appliances - Simple Circuits - Switches - Conductors & Insulators</p> <ul style="list-style-type: none"> • Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors. <p><i>electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal</i></p>	<p>Biology: Living Things and Their Habitats Grouping - Classification Keys - Changing Environments</p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things. <p><i>organism, animal, plant, vertebrate, invertebrate, mammal, amphibian, bird, insect, fish, environment, habitat, migrate, hibernate, human impact, positive, negative</i></p>	<p>Chemistry: States of Matter States of Matter - Changing States - Water Cycle</p> <ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p><i>state of matter, solid, liquid, gas, change, melt/melting, freeze/freezing, boiling, evaporate/evaporating, condensate/condensating temperature, heating, cooling, water cycle, evaporation, condensation, precipitation, transpiration</i></p>	<p>Physics: Sound Vibration - Pitch - Volume</p> <ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases. <p><i>sound, source, vibrate, vibration, travel</i> <i>medium, solid, liquid, gas, amplitude, volume, loud, quiet, insulation, decibels, frequency, pitch, high, low, hertz</i></p>

<p>Computing</p>	<p>Online Safety and Wellbeing: 4</p> <p>How can we stay safe and well when using digital technology?</p> <p>Be Internet Sharp personal boundaries</p> <p>Be Internet Alert fraud, phishing, scam, authentic, genuine</p> <p>Be Internet Secure privacy, security, hacker</p> <p>Be Internet Kind bystander, upstander, harassment, amplify, block</p> <p>Be Internet Brave age rating</p> <p>Be Internet Healthy screen time</p>	<p>Computing Systems and Networks: The Internet</p> <p>What is the internet?</p>  <p>Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.</p> <p>internet, World Wide Web (WWW), router, website, domain name, URL, web browser</p>	<p>Programming: Repetition in Shapes</p> <p>How can algorithms be used with repetition?</p> <pre> TO triangle repeat 3 [fd 100 rt 120] END </pre> <p>Using a text-based programming language to explore count-controlled loops when drawing shapes.</p> <p>repetition, loop, count-controlled loop, procedure, decompose</p>	<p>Data and Information: Data Logging</p> <p>How can data be collected over time and be used to answer questions?</p>  <p>Recognising how and why data is collected over time, before using data loggers to carry out an investigation.</p> <p>sensors, data point, data set, logging interval</p>	<p>Creating Media: Photo Editing</p> <p>How is media evaluated to meet its purpose?</p>  <p>Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.</p> <p>photograph, edit, portrait, landscape, composition, retouching</p>	<p>Programming: Repetition in Games</p> <p>How can algorithms be used with repetition?</p>  <p>Using a block-based programming language to explore count-controlled and infinite loops when creating a game.</p> <p>code, code snippet, loop, infinite loop</p>
<p>Art & Design / Design & Technology</p>	<p>Mechanisms: Levers and Linkages</p> <p>Design, make and evaluate a book with moving parts (product) for younger children (user) for entertainment (purpose).</p>  <p>1: What products already exist? How did Mary Anderson's development of the windscreen wiper change the use of levers and linkages? <i>Evaluate</i></p> <p>2: What is our design criteria? How can our product be purposeful, functional and appealing? How can we use prototypes to show our design? <i>Design</i></p> <p>3: What materials and tools will I use to make the product and why? What technical skills will I use to make the product? <i>Design Make Evaluate</i></p> <p>4: How effectively does my product meet its purpose? <i>Evaluate</i></p>	<p>Sculpture: Pots</p>  <p>Pattern Texture Shape Form</p> <p>1: Inspiration: Ancient Greek Vases (Depiction of Everyday Life)</p> <p>2: Techniques: Recreating Shapes, Patterns and Textures in Clay</p> <p>3: Techniques: Sculpting a Pot Using a Pinch Technique</p> <p>4: Techniques: Sculpting a Pot Using a Slab Technique</p> <p>5: Techniques: Sculpting a Pot Using a Coil Technique</p> <p>6: Creation: Own Piece</p>	<p>Electrical Systems: Circuits and Switches</p> <p>Design, make and evaluate a buzzer (product) for themselves (user) for using in a quiz (purpose).</p>  <p>1: What products already exist? How has the invention of electricity helped shape the world? <i>Evaluate</i></p> <p>2: What is our design criteria? How can our product be purposeful, functional and appealing? How can we use annotated sketches to show our design? <i>Design</i></p> <p>3: What materials and tools will I use to make the product and why? What technical skills will I use to make the product? <i>Design Make Evaluate</i></p> <p>4: How effectively does my product meet its purpose? <i>Evaluate</i></p>	<p>Drawing: Patterns - Op Art, Pop Art and Design</p>  <p>Colour Pattern Texture Line Shape Space</p> <p>1: Inspiration: Bridget Riley, Andy Warhol, William Morris, Emily Kame Kngwarreye</p> <p>2: Techniques: Creating Shape (Natural/Geometric) & Space (Use of Gaps)</p> <p>3: Techniques: Creating Colour and Texture Using Sketching Pencils</p> <p>4: Techniques: Creating Pattern: Repeated, Random & Symmetrical</p> <p>5: Creation: Own Piece</p>	<p>Painting: Landscapes</p>  <p>Colour Shape Space</p> <p>1: Inspiration: Ton Schulten, John Constable, Basawan, Hokusai</p> <p>2: Techniques: Colour: Hues, Tones, Tints and Shades; The Colour Wheel</p> <p>3: Techniques: Colour Matching - Natural and Surreal</p> <p>4: Techniques: Shape and Space - Natural and Geometric Shapes in Landscapes; Using Space</p> <p>5: Creation: Own Piece</p>	<p>Food: Healthy and Varied Diet</p> <p>Design, make and evaluate a salad (product) for their family (user) for eating healthily (purpose).</p>  <p>1: What products already exist? <i>Evaluate</i></p> <p>2: What is our design criteria? How can our product be purposeful, functional and appealing? How can we use annotated sketches to show our design? <i>Design</i></p> <p>3: What materials and tools will I use to make the product and why? What technical skills will I use to make the product? <i>Design Make Evaluate</i></p> <p>4: How effectively does my product meet its purpose? <i>Evaluate</i></p>

<p>Music</p>	<p>Mamma Mia</p> <p>Unit Theme: ABBA's Music Style of Main Song: Pop</p>	<p>Stop!</p> <p>Unit Theme: Writing Lyrics Linked to a Theme Style of Main Song: Grime</p>	<p>Lean on Me</p> <p>Unit Theme: Soul/Gospel Music and Helping One Another Style of Main Song: Gospel</p>	<p>Blackbird</p> <p>Unit Theme: The Beatles, Equality and Civil Rights Style of Main Song: The Beatles / Pop</p>	<p>Soundstorm: Playing and Performing Project</p> <p>Unit Theme: Learning to Play and Perform Using a Musical Instrument</p>	
<p>R.E.</p>	<p>Celebrations How do people celebrate?</p> <p>Christian traditions Hindu traditions</p> <p>1: Communicate and Apply: What makes a good celebration? 2: Inquire: What is the difference between a religious and non-religious celebration? 3: Inquire and Contextualise: What do Christians celebrate and how do they do it? 4: Inquire and Contextualise: What do Hindus celebrate and how do they do it? temple visit 5: Evaluate: How do people celebrate?</p> <p>A: special B: ceremony C: Christmas (C), Janmashtami (H)</p>	<p>Belonging (2) What does it mean to belong to a community?</p> <p>Hindu traditions Buddhist traditions</p> <p>1: Communicate and Apply: Can a person 'belong' to something? 2: Inquire: What does it mean for a Hindu to belong to their community? 3: Contextualise: How do Hindus act in response to their belonging? 4: Inquire: What does it mean for a Buddhist to belong to their community? 5: Contextualise: How do Buddhists act in response to their belonging? 6: Evaluate: What difference does a sense of belonging make?</p> <p>A: community, belonging, identity B: faith, samsara C: buddha (B), ahimsa (H), dharma (B), dukkha (B), noble truths (B) karma (B), nirvana (B), sangha (B), Brahman (H), dharma (H), karma (H), moksha (H)</p>	<p>Relationships What characteristics do different relationships have?</p> <p>Christian traditions</p> <p>1: Communicate and Apply: Are all relationships the same? 2: Inquire: How has the relationship between Christians and God developed (Old Testament)? 3: Inquire: How has the relationship between Christians and God developed (New Testament)? 4: Contextualise and Evaluate: What type of relationship do Christians have with God and what difference does this make?</p> <p>A: relationships B: god, covenant C: Holy Spirit (C), Trinity (C), Pentecost (C), agape (C), resurrection (C), sacrifice (C)</p> <p>UC: Walk Through the Bible</p>		<p>Covenant What agreements might people make?</p> <p>Christian traditions</p> <p>1: Inquire: What 'covenant' do Christians believe they have with God? 2: Communicate and Apply: What does it mean to have an agreement? 3: Contextualise: What difference does a belief in a covenant make to how Christians act? 4: Inquire: What does it mean for Christians to have faith in their covenant with God? 5: Contextualise: What difference does a belief in a covenant make to how Christians act? 6: Evaluate: Is it easy to trust others?</p> <p>A: B: god, covenant C:</p> <p>UC: People of God (1): What is it like to follow God?</p>	<p>Special Events What events are special for people?</p> <p>Christian traditions Jewish traditions Sikhi faith traditions Hindu traditions Buddhist traditions Muslim traditions</p> <p>1: Inquire: What is 'special' to followers of religious traditions? 2: Communicate and Apply: What events are special to me and to others? 3: Inquire and Contextualise: What events are special to followers of religious traditions? 4: Communicate and Apply: How are events special to people? 5: Evaluate: Can an event represent what is special?</p> <p>A: special B: holy, ritual, sacred C: Lent (C), Easter (C), Christmas (C), Passover (J), Yom Kippur (J), Hanukkah (J), Guru Nanak Gurpurab (S), Vaisakhi (S), Holi (H), Diwali (H), Janmashtami (H), Nirvana Day (B), Wesak Day (B), Ramadan (M), Eid ul-Adha (M)</p>
<p>P.E.</p>	<p>Invasion Games: Netball The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.</p> <p>Gymnastics: Bridges The unit of work will focus on exploring bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus. Pupils will create sequences combining movements and bridge balances in pairs, applying flow and</p>	<p>Invasion Games: Football The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the pitch, creating an attack that results in a shooting opportunity.</p> <p>Invasion Games: Handball The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.</p>	<p>Invasion Games: Basketball The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.</p> <p>Dance: Cats The unit of work will challenge pupils to explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their dance skills by using more complex interacting</p>	<p>Invasion Games: Tag Rugby The unit of work will develop pupils' ability to apply the principles of attack vs defence. Pupils will combine passing and moving to develop ways of creating space to beat an opponent to score a try. Pupils will also develop tagging and to explore different ways the defending team can prevent the attackers from scoring.</p> <p>Dance: Space The unit of work will challenge pupils to explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and</p>	<p>Net/Wall Games: Tennis The unit of work will develop pupils' ability to apply the principles of attack vs defence in order to win a game of tennis. Pupils will create space to win points and apply the developing racket skills using forehand and backhand techniques.</p> <p>OAA: Problem Solving The unit of work will develop pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to apply skills essential to working within a team as well as create effective tactics.</p>	<p>Striking & Fielding Games: Rounders The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on the concept of batting. Pupils will continue to develop and apply a variety of fielding skills such as throwing and stopping the ball to keep the batter's score low.</p> <p>Athletics The unit of work will develop pupils' ability to develop their own sprinting technique, analysing their own performance. Pupils will compare sprinting to running for distance and pacing. The unit will introduce</p>

	challenging their creativity.		movements, actions and incorporate apparatus.	emotion to the dance. Pupils will extend their dance skills by using more complex interacting movements, actions and incorporate apparatus.		throwing for distance with javelins and explore the triple jump.
French	<p>Greetings Bonjour / salut / au revoir. Comment ça va? Ça va bien / ça va mal, ça va, comme-ci comme-ca.</p> <p>Phonics Revision a,e,i,o,u,é + consonants ch/g/j/s/z Alphabet.</p> <p>Family Members Mon pere / mon frere / ma mere / ma soeur + ma tante + mon oncle + grand-mere +grand pere +cousin(e). Introduction of masculine/ feminine for people and objects.</p> <p>My House Dans ma maison, il y a Different parts of the house in French. Un salon, une chambre, les toilettes, la salle-de-bains, l'entrée, la cave,la cuisine, le grenier, le garage, le jardin. Definite Articles le/la.</p> <p>Numbers Revision Numbers 1-31.</p>	<p>Colours Revision Bleu / blanc / rouge / marron / noir / violet / orange / jaune / rose / vert / gris.</p> <p>I've Hurt My... Describing what part of the body hurts. J'ai mal a/au/aux ... Masculine/feminine.</p> <p>Infinitive Verbs Identifying 1st/2nd groups and some irregular verbs. Regarder / écouter / répéter + applaudir + savoir + prendre + croire.</p> <p>Christmas</p>	<p>Epiphany La fête des rois.</p> <p>The Weather 'La météo'. Recap on months of the year. Il fait chaud, il fait froid, il neige, il pleut, il y a du vent, il y a du brouillard.</p> <p>Pets As-tu un animal?</p> <p>Je Veux + Aller Places in town. Au cinéma / à la gare / au parc / à la piscine/ au supermarché. Masculine/feminine. Aller > er verb.</p> <p>Phonics</p>	<p>Indefinite Articles Dans ma salle de classe, il y a Un tableau / un projecteur / un(e) étudiante / un(e) prof / une table / un chaise / une fenêtre / une porte.</p> <p>Definite Articles La/le/les animaux.</p> <p>School Subjects</p> <p>Teachers + Adjectives Mon/ma prof est... Sympa/ strict(e) / gentil(e) / severe / amusant(e). Masculine/feminine adjectives.</p> <p>French Pancake Day 'La Chandeleur'.</p>	<p>April Fools Day 'Poisson d'Avril'.</p> <p>Opinions J'aime, Je n'aime pas, parce que. J'aime les maths parce que mon prof est sympa. Je n'aime pas le sport parce que ma prof est stricte.</p> <p>Days of the Week Revision</p> <p>Les Transports Comment tu vas a l'école? A pied, en voiture, en train, en bus, en avion, en vélo / en trottinette. Aller verb. Je vais à l'école en</p>	Revision
P.S.H.E.	<p>Jigsaw: Being Me in My World</p> <ul style="list-style-type: none"> • Being Part of a Class Team • Being a School Citizen • Rights, Responsibilities and Democracy • Rewards and Consequences • Group Decision-Making • Having a Voice • What Motivates Behaviour <p>> I can explain why being listened to and listening to others is important in my school community.</p> <p>> I can explain why being democratic is important and can help me and others feel valued.</p>	<p>Jigsaw: Celebrating Difference</p> <ul style="list-style-type: none"> • Challenging Assumptions • Judging by Appearance • Accepting Self and Others • Understanding Influences • Understanding Bullying • Problem-Solving • Identifying How Special and Unique Everyone Is • First Impressions <p>> I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>> I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>> I can explain why it is good to accept myself and others for who we are</p>	<p>Jigsaw: Dreams and Goals</p> <ul style="list-style-type: none"> • Hopes and Dreams • Overcoming Disappointment • Creating New, Realistic Dreams • Achieving Goals • Working in a Group • Celebrating Contributions • Resilience • Positive Attitudes <p>> I can plan and set new goals even after a disappointment.</p> <p>> I can explain what it means to be resilient and to have a positive attitude</p>	<p>Jigsaw: Healthy Me</p> <ul style="list-style-type: none"> • Healthier Friendships • Group Dynamics • Smoking • Alcohol • Assertiveness • Peer Pressure • Celebrating Inner Strength <p>> I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>> I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>Jigsaw: Relationships</p> <ul style="list-style-type: none"> • Jealousy • Love and Loss • Memories of Loved Ones • Getting On and Falling Out • Girlfriends and Boyfriends • Showing Appreciation to People and Animals <p>> I can recognise how people are feeling when they miss a special person or animal.</p> <p>> I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>Jigsaw: Changing Me</p> <ul style="list-style-type: none"> • Being Unique • Outside Body Changes • Inside Body Changes • Girls and Puberty • Confidence in Change • Accepting Change • Preparing For Transition • Environmental Change <p>> I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>> I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>