



University of York (Year 4) Yearly Overview

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

	Autumn 1 Respect	Autumn 2 Pride	Spring 1 Inclusion	Spring 2 Challenge	Summer 1 Creativity	Summer 2 Resilience
British Value Focus	Rule of Law	Tolerance	Mutual Respect	Individual Liberty	Charitable	Democracy
Links to Free to be	Gender - similarities and differences Equality - Black History Month Diversity - Black History Month: celebrating differences	Relationships - RE Equality/Diversity: Tolerance/Acceptance Diversity - Differences	Gender : Role of men and woman in 1666	Diversity : Religions, Beliefs and Diversity	Differences : Requirements of animals including humans	Belonging and Acceptance - Eng text: determination to find others like the character
Stimulus including Big Question	What is life like in South America?	Why is it important to study Early Islamic Civilisation?	What is the difference between living in the UK and living in India?	Why was the British Empire important in India?	What was life like in Ancient Egypt?	
Brilliant Beginnings, Marvellous Middles and Excellent Endings (including trips, visits and workshops).	BB – Chocolate afternoon. MM – Make volcanoes EE – Watch Charlie and the Chocolate Factory.	BB – Islamic astronomy MM – Islamic art afternoon EE – Trip - Mosque	BB – Indian cooking MM – Printing Indian Fabrics EE – Bollywood Day	BB – Bollywood music MM – Indian artwork EE – Diva lamp	BB – Printing of an Egyptian Pattern MM – Mummify an apple EE – British Museum trip.	BB – Create a Canopic jar MM – Make a pyramid. EE – Egyptian Day
Terrific Texts	Charlie and the Chocolate Factory The Extraordinary History of Chocolate Chocolate Cake by Michael Rosen	Sinbad the sailor Daily life in the Islamic Golden Age The Walrus and the Carpenter by Lewis Carroll	When the Mountains Roared This is Indeed India, Mark Twain.	When the Mountains Roared My Country India, Ruta Mohapatra	Secrets of a Sun King The Truth about Tutankamun 'Mummy', Twinkl	Secrets of a Sun King Ancient Egypt for kids by Paul Perro
Reading	Story time (including narratives and poems), daily.	Listen to, discuss and recognise features of stories with imaginary	Story time (including narratives and poems), daily.	Re-read and rehearse poems and	Choose own reading books from The Reading Road Map (each child to	Analyse how specific information is

<p>Begin to read books that are structured in different ways and independently select and read for a range of purposes.</p> <p>Begin to participate in daily DEAR time for 10 minutes of independent reading.</p> <p>Choose books from the Book Corner and the Reading and Rhythm Room to read at home.</p> <p>Reading Road Map books to begin going home with the children.</p> <p>Extend knowledge of root words, prefixes and suffixes.</p> <p>Prefixes 'in-', 'il-', 'im-' and 'ir-' 'anti-' and 'inter-</p> <p>Suffixes '-ing', '-en', '-er', 'ed', '-tion', '-sion', '-ssion', '-cian', '-ation']</p> <p>Develop and accurately use vocabulary through stories listened to and discuss what they have heard.</p>	<p>settings, instructional texts and rhyming poems that follow a familiar structure.</p> <p><i>Language, structure and presentation.</i></p> <p>Use conscience alley and hot seating techniques to explore characters.</p> <p>Participate in discussions sharing their preferences and opinions on texts, supported with reasons and/or evidence.</p> <p>Questions could include: 'Can you find...?' 'How does the main character look/sound/behave?'</p> <p>Background knowledge/Make connections</p> <p>Draw on what they already know and use this to explain what they have read.</p> <ul style="list-style-type: none"> In stories with imaginary settings- characters, 	<p>Choose own reading books from The Reading Road Map (each child to achieve at least the Bronze or Silver).</p> <p>Read books directly linked to ability.</p> <p>Continue to participate in daily DEAR time for 15 minutes of independent reading.</p> <p>Extend knowledge of root words, prefixes and suffixes.</p> <p>Prefixes 'in-', 'il-', 'im-' and 'ir-' 'anti-' and 'inter-</p> <p>Suffixes '-ing', '-en', '-er', 'ed', '-tion', '-sion', '-ssion', '-cian', '-ation'</p> <p>Develop and accurately use vocabulary through stories listened to and discuss what they have heard.</p> <p><i>Vocabulary lessons x per week as part of reading lessons</i></p>	<p>plays for presentation and performance.</p> <p>Poem types-see Genre Overview.</p> <p>Choose, rehearse and read poems as part of Northside Poetry Recital.</p> <p>Listen to, discuss and recognise features of mtyhs, persuasive letters, nonsense narrative poetry, stories from other cultures, explanations and poems with predicable and patterned language.</p> <p>Signficant children's poet: Dahl</p> <p>Discuss what the author does to capture the reader's interest and imagination and that help to identify different types of writing.</p> <p>Retrieve information from mtyhs, persuasive letters, nonsense narrative poetry, stories from other cultures,</p>	<p>achieve at least the Silver or Gold).</p> <p>Read books directly linked to ability.</p> <p>Continue to participate in daily DEAR time for 20-25 minutes of independent reading.</p> <p>Develop and accurately use vocabulary through stories listened to and discuss what they have heard.</p> <p><i>Vocabulary lessons x per week as part of reading lessons.</i></p> <p>Read with clear expression, pace, smoothness, punctuation, intonation and volume.</p> <p>Read age-appropriate texts at a reasonable speaking pace eg 360 words in four minutes.</p> <p>Listen to, discuss and recognise the features of stories with a developed plot, magazine articles, limericks, stories with dilemmas, autobiographies and humourous verse.</p> <p>Increase their familiarity with a wide range of books, including myths,</p>	<p>organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</p> <p>Discuss language, including vocabulary, to extend interest in the meaning of new words</p> <p>Retrieve information from stories with developed plots, magazine articles, limericks, stories with dilemmas, autobiographies and humourous verse.</p> <p>Independently use contents pages and indexes to locate information.</p> <p>Questions could include:</p>
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	<p>Test out different pronunciations of new words.</p> <p>Read new words with increasing confidence and accuracy to develop range of vocabulary.</p> <p>Read aloud with increasing fluency and but attempting to pronounce new words using knowledge of other words starting to use intonation.</p> <p>Navigate texts to locate and retrieve information in print and on screen.</p> <p>Identify important words/ Visualise where necessary</p> <p>Find words/phrases that describe a place or person by using different literary techniques. For example: alliteration, expanded noun phrases, similes.</p>	<p>dilemmas, descriptions and plot</p> <ul style="list-style-type: none"> Poems with familiar structures <p>Instructions for others to follow</p> <p>Make predictions and ask questions/Think like a detective</p> <p>Predict what might happen from details stated and implied.</p> <p>Detect errors/ Make repair strategies</p> <p>Check texts make sense to them, discussing and understanding and explaining meaning of new words in context:</p> <ul style="list-style-type: none"> reading out loud with expression and intonation 	<p>Attempt to match new words they decode with familiar words.</p> <p>Read new words with increasing confidence and accuracy to develop range of vocabulary.</p> <p>Expression, pace, smoothness, intonation and volume.</p> <ul style="list-style-type: none"> 	<p>explanations and poems with predictable and patterned language.</p> <p>Independently use contents pages and indexes to locate information.</p> <p>Background knowledge/Make connections</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Recognise some different forms of poetry (for example, limericks and monologues).</p> <p>Make predictions and ask questions/Think like a detective</p> <p>Use previous actions and events to infer and predict.</p> <p>Detect errors/ Make repair strategies</p> <p>Check texts make sense to them, discussing and understanding and</p>	<p>and retelling some of these orally.</p> <p>See genre overview for specific genres each term.</p> <p>Identifying themes and conventions in a wide range of books, learning the conventions of different types of writing (e.g. the greeting in letters, a diary written in the first person or prepositional devices such as numbering and headings for instructions).</p> <p>Explain how paragraphs are used to order or build up ideas, and how they are linked.</p>	<p>What did _____ do when _____?</p> <p>Background knowledge/Make connections</p> <p>Recognise some different forms of poetry –see genre overview for specific detail.</p> <p>Make predictions and ask questions/Think like a detective</p> <p>Connect previous information to make inferences when information isn't explicit and to use this to predict what could happen.</p> <p>Use text marking to identify where evidence might be.</p> <p>Detect errors/ Make repair strategies</p>
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				explaining meaning of new words in context: reading out loud with expression and intonation		Check texts make sense to them, discussing and understanding and explaining meaning of new words in context: <ul style="list-style-type: none"> using resources in class to find meanings of new words
English Genres and Features of Writing-see Genre Overview	<p>Stories with imaginary settings (recap on Year 3 objectives) Key features: detailed descriptions and paragraphs to organise in time sequence. Grammar: Use 'an', 'a' and 'the' in noun phrases. Use an adverb to describe a verb and an adjective to describe a noun. Place events and ideas in order. Use some subordinating conjunctions (when and because). Punctuation: use commas to list more than two items. Full stops and capital letters (start of sentences and proper nouns). Writing outcome: Planning and writing own stories. Descriptions of places and people.</p>	<p>Play script of familiar story for radio Key features: scripts for performance including sound effects to create atmosphere. Grammar: Use complex sentences (subordination). Write in first person. Punctuation: Use commas for lists. Use colons to speech. Writing outcome: record a radio script for the school website.</p> <p>Recount of an event from the Terrific Text Key features: Write in the third person and avoiding writing a narrative. Grammar: Use correct tense throughout a piece of writing. Use conjunctions and prepositions to express time. Punctuation: Use apostrophes for singular</p>	<p>Myths Key features: mythical creature as a hero or villain. Grammar: Use compound sentences (co-ordinating conjunctions). Choose and use nouns correctly. Use pronouns to avoid repetition. Punctuation: Use speech punctuation with reporting clause at the start and end of sentences. Writing outcome: write a myth including own mythical.</p> <p>Letter to persuade (To named audience outside of school) Key features: write the address of recipient as well own address. Formal greeting and farewell. Cohesive devices. Grammar: Use lists of three. Use rhetorical devices. Use connectives to link ideas across paragraphs.</p>	<p>Stories from other cultures-TBC based on cohort. Key features: include a moral dilemma. Grammar: Use complex sentences (subordinating conjunctions) and recap on compound sentences. Use fronted adverbials followed by a comma. Punctuation: Use a comma after fronted adverbials. Use apostrophes for omission and possessions (including plurals). Writing outcome: write a story from another culture with a moral dilemma.]</p> <p>Explanations-linked to topic Key features: information leaflet about more than one process. Write in third person.</p>	<p>Home-life Fairy Tales Key features: setting of a house, farm or orchard. Include a lesson about how not to treat people (e.g. The Enormous Turnip). Grammar: Choose and use effective noun phrases with appropriate determiner. Punctuation: Use speech punctuation for dialogue. Use exclamation marks. Use accurate apostrophes. Writing outcome: write own home-life fairy tale.</p> <p>Magazine Article Key features: create an editor's front page-with opinions as well as information. Include rhetorical questions. Grammar: Use accurate tenses including present perfect. Punctuation: Use question marks. Use apostrophes for contracted forms. Writing outcome: Write an editor's page for a magazine they have read.</p>	<p>Stories with dilemmas Key features: choices to make and how the character changes as a result. Unexpected help to resolve the problem. Grammar and Punctuation: Class teachers to recap year 4 objectives and appropriate and plan to cover anything that has not yet been covered. Writing outcome: write a narrative with dilemmas and changes in character</p> <p>Autobiography Key features: include beliefs and</p>

	<p><u>Instructions for others to follow</u> Key features: varied and rich vocabulary for purpose. Organisational devices. Grammar: Use determiners for noun phrases. Use pronouns to avoid repetition. Punctuation: Use apostrophes for contracted forms. Use fronted adverbials using a comma. Writing outcome: written instructions linked to fiction e.g. How to tame your pet dragon.</p> <p><u>Poems following a particular structure about nature</u> Key features: Haiku. Lines with syllables 5, 7, 5. Grammar: Use syllables accurately. Use adjectives and adverbs. Use correct tense throughout a piece of writing. Punctuation: Use capital letters to start lines. Use question and exclamation marks. Writing outcome: Create a class book of Haikus.</p>	<p>possession. Use full stops and capital letters correctly. Writing outcome: Write a recount of an event(s) from TT, for the website.</p> <p><u>Simile Poems</u> Key features: include 'like' and 'as' comparisons. Grammar: Use the present progressive tense. Punctuation: Use exclamation marks. Use full stops and capital letters. Writing outcome: Write a simile poem based on topic.</p>	<p>Punctuation: Use question marks and exclamation marks. Use commas in list. Writing outcome: Write a persuasive letter to the local council regarding local issues.</p> <p><u>Nonsense Narrative poetry</u> Key features: nonsense words within a far-fetched narrative. Use 'How Doth the Crocodile' and 'The Owl and the Pusycat' as stimulus. Grammar: Use appropriate determiners for noun phrases. Use fronted adverbials. Punctuation: Use speech punctuation. Writing outcome: write a nonsense poem, individually.</p>	<p>Grammar: Write in third person. Use present perfect tense. Punctuation: Use commas for lists. Use exclamation marks. Use accurate full stops and capital letters. Writing outcome: create an information leaflet explaining more than one process.</p> <p><u>Humorous verse</u> Key Objectives: Read new words with increasing confidence and accuracy to develop range of vocabulary.</p> <p>Expression, pace, smoothness, intonation and volume.</p> <p>Re-read and rehearse poems and plays for presentation and performance.</p> <p>Outcome: Choose, rehearse and read poems as part of Northside Poetry Recital.</p>	<p><u>Limericks</u> Key features: limericks with morals. Link to RSHE. Use rhyming words. Use 5 lines (ABBA). Grammar: use complex and compound sentences. Use appropriate determiners and pronouns. Punctuation: Use apostrophes for singular possession. Use full stops and capital letters for poetry. Writing outcome: write own limericks.</p>	<p>values as well as hopes and plans for the future. Grammar and Punctuation: Class teachers to recap year 4 objectives and appropriate and plan to cover anything that has not yet been covered. Writing outcome: write an autobiographical piece about how they have changed since EYFS.</p> <p><u>Poems with predictable and patterned language</u> Dahl Key features: use Rotten Rhymes as stimulus. Narrative style with rhyming. Grammar and Punctuation: Class teachers to recap year 4 objectives and appropriate and plan to cover anything that has not yet been covered. Writing outcome: Write a version of Rotten rhyme with a twist on a known fairy tale.</p>
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<p>Objectives from Writing Overview</p>	<p>In KS2 children should continually develop this skill throughout the year groups. This could include reading aloud to themselves, reading someone's work to them while they edit, reading to a 'celebrity' or to an adult or child in the class. This will vary on cohort, adult support and curriculum content but all year groups will read work aloud.</p> <p>Reread to check it makes sense (missing words, repetition etc).</p> <p>Assess the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Add in missing full stops or capital letters, commas, apostrophes and other Year 4 punctuation.</p> <p>Use word lists and displays to check and correct spellings. Use a dictionary to check.</p> <p>Use different levels of formality depending on what is required from the audience/purpose/genre.</p> <p>Build in a varied and rich vocabulary and increase a range of sentence structures.</p>					
<p>Grammar</p>	<p>Use 'an', 'a' and 'the' in noun phrases. Use an adverb to describe a verb and an adjective to describe a noun.</p> <p>Choose and use appropriate articles, and one or two adjectives to create expanded noun phrases.</p> <p>Place events and ideas in order.</p> <p>Use some subordinating conjunctions (when and because).</p> <p>Use commas to list more than two items. Full stops and capital letters (start of sentences and proper nouns).</p>	<p>Use complex sentences (subordination). Write in first person.</p> <p>Use a range of sentences with more than one clause by using a wider range of conjunctions including unless, until,</p> <p>Use commas for lists. Use colons to introduce speech.</p> <p>Use correct tense throughout a piece of writing. Use conjunctions and prepositions to express time.</p> <p>Use apostrophes for singular possession. Use full stops and capital letters correctly.</p>	<p>Use compound sentences (co-ordinating conjunctions). Choose and use nouns correctly. Use pronouns to avoid repetition.</p> <p>Use speech punctuation with reporting clause at the start and end of sentences.</p> <p>Use lists of three. Use rhetorical devices. Use connectives to link ideas across paragraphs.</p> <p>Use question marks and exclamation marks. Use commas in list</p> <p>Use appropriate determiners for noun phrases. Use fronted adverbials.</p> <p>Use speech punctuation.</p> <p>Use direct speech including punctuation before and after the inverted commas</p>	<p>Use complex sentences (subordinating conjunctions) and recap on compound sentences.</p> <p>Use fronted adverbials followed by a comma.</p> <p>Use a comma after fronted adverbials. Use apostrophes for omission and possessions (including plurals).</p> <p>Write in third person. Use present perfect tense.</p> <p>Use commas for lists. Use exclamation marks. Use accurate full stops and capital letters.</p> <p>Use the present perfect form of verbs in contrast to the past tense and knowing when to</p>	<p>Choose and use effective noun phrases with appropriate determiner.</p> <p>Choose and use different types of nouns (common, proper and abstract).</p> <p>Use speech punctuation for dialogue. Use question marks and exclamation marks. Use accurate apostrophes.</p>	

	<p>Use determiners for noun phrases. Use pronouns to avoid repetition. Use apostrophes for contracted forms. Use fronted adverbials using a comma. Use syllables accurately. Use adjectives and adverbs. Use correct tense throughout a piece of writing. Use capital letters to start lines. Use question and exclamation marks.</p>	<p>Choose and use personal, demonstrative and possessive pronouns which should be used appropriately for clarity and cohesion and to avoid repetition.</p>	<p>In narratives, create settings, characters and plot creating an atmosphere to reflect the genre. Link paragraphs how to plan, write and edit. Compose and rehearse sentences orally (including dialogue). Organise and link paragraphs around a theme.</p>	<p>use them (eg genre specific) Re-read and rehearse poems and plays for presentation and performance. In non-narrative material, using simple organisational devices [for example, headings and sub-headings] using subject specific language.</p>		
Spellings	<p><u>Revisit</u> Strategies at the point of writing: Have a go.</p> <p><u>Rare GPCs</u> Revise: The /ei/ sound spelt 'ei', 'eigh', or 'ey' The /ʌ/ sound spelt 'ou' (all from Year 3)</p> <p><u>Word endings</u> Words ending /ure/ (treasure, measure)</p>	<p><u>Possessive apostrophe with singular proper nouns</u> (Cyprus's population) The /ʃ/ sound spelt 'ch'</p> <p><u>Prefixes and suffixes</u> Prefixes 'in-', 'il-', 'im-' and 'ir-' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed') <u>Homophones</u> peace/piece, main/mane, fair/fare</p>	<p><u>Revisit:</u> Year 3 rare GPCs</p> <p><u>Apostrophe</u> Possessive apostrophe with plurals</p> <p><u>Rare GPCs</u> The /g/ sound spelt 'gu'</p> <p><u>Homophones</u> scene/seen, male/mail, bawl/ball</p>	<p>Words ending /tʃə/ spelt 'ture' (creature, furniture)</p> <p>Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (invention, comprehension, expression, magician) <u>Prefixes and prefixes</u> Prefix 'anti-' and 'inter-' Suffix '-ation'</p>	<p><u>Revisit:</u> Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.</p> <p><u>Word endings:</u> that sound like /ʒən/ spelt '-sion' (division, confusion)</p> <p><u>Homophones</u> whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</p>	<p><u>Rare GPCs</u> Words with the /s/ sound spelt 'sc' (Latin in)</p> <p><u>Prefixes and suffixes</u> Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally'</p> <p>Suffix '-ous' (poisonous, outrageous)</p>
Maths	<p>Place value:</p> <ul style="list-style-type: none"> - Represent numbers to 1000 - Partition numbers to 1000 - Number line to 1000 - Thousands - Represent numbers to 10,000 	<p>Area:</p> <ul style="list-style-type: none"> - What is area? - Count squares - Make shapes - Compare areas <p>Multiplication and division:</p> <ul style="list-style-type: none"> - Multiples of 3 - Multiply and divide by 6 	<p>Multiplication and division</p> <p>Teach the informal method of grid method with Numicon/Dienes to see where each total comes from <u>before using column methods.</u></p>	<p>Fractions</p> <p>Recognise and show, families of common equivalent fractions</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths</p>	<p>Decimals</p> <p>Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten (cut up a blank hundred square) Show using a number line</p> <p>Compare numbers with the same number of</p>	<p>Shape</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>Complete a simple symmetric figure with</p>

	<ul style="list-style-type: none"> - Partition numbers to 10,000 - Flexible partitioning of numbers to 10,000 - Find 1, 10, 100, 1,000 more or less - Number line to 10,000 - Estimate on a number line to 10,000 - Compare numbers to 10,000 - Order numbers to 10,000 - Roman Numerals - Round to the nearest 10 - Round to the nearest 100 - Round to the nearest 1,000 <p>Addition and subtraction:</p> <ul style="list-style-type: none"> - Add and subtract 1s, 10s, 100s, and 1000s - Add up to two 4-digit numbers – no exchange - Add two 4-digit numbers – one exchange - Add two 4 digit numbers – more than one exchange - Subtract two 4 digit numbers – no exchange 	<ul style="list-style-type: none"> - 6 times-table and division facts - Multiply and divide by 9 - 0 times table and division facts - The 3, 6 and 9 times tables - Multiply and divide by 7 - 7 times table and division facts - 11 times table and division facts - 12 times table and division facts - Multiply by 1 and 0 - Divide a number by 1 and itself - Multiply three numbers <p>Count in multiples of 6, 7, 9, 25 and 1 000 (copied from Number and Place Value)</p> <p>Recall multiplication and division facts for multiplication tables up to 12 × 12</p> <p>Use multiplication and division facts for the multiplication tables up to 12 x 12</p>	<p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>Use the partitioning method for division and link to the informal method of chunking (2 and 3 digits by 1 digit). Then show how this links to short division.</p> <p>(see Year 4 calculation policy for examples)</p> <p>Use factor pairs and commutativity in mental calculations (repeated)</p> <p>Use Numicon to see which numbers fit into a number e.g. 1,2,3,4,6,12 fit into the number 12 Make Numicon sandwiches!</p> <p>Estimate and use inverse operations to check answers to a calculation (copied from Addition and Subtraction)</p> <p>Use concrete resources to check answers</p> <p>Solve problems involving multiplying</p>	<p>Recognise and write decimal equivalents to 1/4; 1/2; 3/4</p> <p>Using diagrams,(using plastic fraction pieces)</p> <p>Write fractions on a 0-1 decimal number line</p> <p>Add and subtract fractions with the same denominator</p> <p>Use Lego/Duplo/Megabl blocks to show fractions being added and subtracted</p> <p>Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities,</p>	<p>decimal places up to two decimal places Use place value counters and a place value chart</p> <p>Round decimals with one decimal place to the nearest whole number</p> <p>Use blank number lines</p> <p>Money</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence (also included in Measuring) Plastic coins and purses with different amounts in</p> <p>Compare measures in different contexts</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence (appears also in Comparing)</p> <p>Time Read, write and convert time between analogue and digital 12 and 24-hour clocks. (appears also in Converting)</p>	<p>respect to a specific line of symmetry</p> <p>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes 2d shapes including different quadrilaterals, vocab on display, sorting hoops</p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>Plot specified points and draw sides to complete a given polygon</p> <p>Statistics</p> <p>Interpret and present discrete and continuous data using appropriate</p>
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	<ul style="list-style-type: none"> - Subtract two 4 digit numbers – one exchange - Subtract two 4 digit numbers – more than one exchange - Efficient subtraction - Estimate answers - Checking strategies <p>Count backwards through zero to include negative numbers</p> <p>Count in multiples of 6, 7, 9, 25 and 1 000 Find 1 000 more or less than a given number</p> <p>(use negative and positive number lines, place value counters)</p> <p>Use Numicon 6, 7 and 9 pieces</p> <p>Count in Dienes (1000 cubes) Order and compare numbers beyond 1 000</p> <p>Compare numbers with the same number of decimal places up</p>	<p>6s and 7s: Use a number line to count in jumps, then counting stick, cover some multiples, use Numicon</p> <p>9s: Use the 9 times table finger trick 25s and 1000s: Use Dienes</p> <p>Use Numicon, loop card games, Bingo and pairs games to practise, 100 squares with multiples highlighted, cuisinaire on number rod numberlines.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p> <p>Recognise and use factor pairs and commutativity in mental calculations (appears also in Properties of Numbers)</p> <p>Use Numicon to see which numbers fit into a number e.g.</p>	<p>and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</p> <p>Length and perimeter Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</p> <p>(Use rulers, 2D shapes) Rulers, tape measures, metre sticks Weighing scales, balances Jugs and different types of containers Stopwatches, clocks, egg timers of different lengths</p> <p>Convert between different units of measure (e.g. kilometre to metre; hour to minute) Metre stick to refer to</p> <p>Real life examples of km being used</p>	<p>including non-unit fractions where the answer is a whole number</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>Decimals Count up and down in hundredths Use number lines with hundredths</p>	<p>Refer to online digital clock displays and show on ipads, computers etc, Refer to classroom clock</p> <p>Calendars to refer to solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (appears also in Converting)</p> <p>TV and film guides calendars Convert between different units of measure (e.g. kilometre to metre; hour to minute)</p>	<p>graphical methods, including bar charts and time graphs</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>Position and direction Describe position a 2-D grid as coordinates in the first quadrant</p> <p>Describe movement between positions translations of a unit to the left/right and up/down</p>
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	<p>to two decimal places (copied from Fractions)</p> <p>Use a place value chart to explore the value of each digit and Dienes to represent each number</p> <p>Use a place value chart with tenths and hundredths and place value counters to represent each number</p> <p>Identify numbers using different representations Represent and estimate numbers using different representations</p> <p>(Numicon/Dienes/ place value counters giant foam place value counters)</p> <p>Know that over time, the numeral system changed to include the concept of zero and place value. Read Roman numerals to 100 (I to C)</p> <p>Poster of key Roman numerals</p>	<p>1,2,3,4,6,12 fit into the number 12 Make Numicon sandwiches!</p>	<p>Perimeter can be expressed algebraically as $2(a + b)$ where a and b are the dimensions in the same unit. (Copied from NSG measurement)</p>			<p>the left/right and up/down</p> <p>Giant grid and can shapes that can be moved so that children can physically see translation</p>
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Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)

Round any number to the nearest 10, 100 or 1 000

Round decimals with one decimal place to the nearest whole number

(copied from Fractions)

Place value chart of thousands, hundreds, tens and ones

Use different number lines to show which boundary each number is closest to

Solve number and practical problems that involve all of the above and with increasingly large positive numbers

Add and subtract numbers mentally

Use Dienes or giant place value counters to add ones/tens/hundreds to reinforce which

	<p>digit is changing each time.</p> <p>Add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate</p> <p>Use place value counters/ Dienes on place value charts</p> <p>Estimate and use inverse operations to check answers to a calculation</p> <p>Children can check their answers using Dienes/place value counters on place value charts</p> <p>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p> <p>Calculating costs for travel etc</p>					
Science	<p>Animals including humans:</p> <p>Know the basic parts of the digestive system in humans (mouth, tongue, teeth oesophagus, stomach, gall</p>	<p>Classification:</p> <p>Know which organisms are producers, predators and prey and apply to the construction and interpretation of food chains.</p>	<p>Classification:</p> <p>Know the plight of the snow leopard. (Link to Terrific Text). Know about the impact of palm oil.</p>	<p>Electricity:</p> <p>Can identify and name appliances that require electricity to function.</p> <p>Know the basic parts of a circuit,</p>	<p>Sound</p> <p>Sound</p> <p>Know how sounds are made, associating some of them with vibrating.</p> <p>Know how sound travels from a source to our ears.</p>	<p>States of Matter:</p> <p><u>States of matter</u></p> <p>Know how to distinguish between a solid, liquid and gas.</p>

	<p>bladder, pancreas, liver, anus, rectum and large and small intestine, Saliva glands and duodenum).</p> <p>Know what each body part does in aiding digestion.</p> <p>Know and Identify different teeth in humans (molar, canine, incisor, premolar, wisdom teeth) and their simple functions.</p> <ul style="list-style-type: none"> - Find out what damages teeth and how to look after them. - Compare the teeth of carnivores and herbivores <p>Draw and discuss their ideas about the digestive system and compare them with models or images.</p>	<p>Know the food chain of a fox.</p> <p>Know that living things can be grouped in a variety of ways.</p> <p>Know the categories and sub-categories of vertebrates and invertebrates.</p> <p>Know and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Know and give examples of how environments change and how this can sometimes pose dangers to living things.</p>	<p>Classify living things found in different habitats based on their features.</p> <p>Create identification key based on observable features.</p> <p>Ask and answer questions based on their observations of exploring local small invertebrates and using guides or keys to identify them.</p> <p>Use secondary sources to find out about how environments may naturally change</p> <p>Explore positive and negative human impact on environments.</p> <p>Use research to explore human impact on the local environment.</p>	<p>including cells, wires, bulbs, switches and buzzers.</p> <p>Know that for an appliance to work within a circuit it has to be part of a complete loop with a battery.</p> <p>Know that a switch in a circuit is a temporary break in an otherwise complete circuit.</p> <p>Know all metals conduct electricity but some, such as aluminium and titanium are relatively poor conductors.</p> <p>Know the recognised symbols used to represent components of a circuit and uses these to represent a circuit pictorially</p> <p>Construct and investigate a range of circuits.</p> <p>Investigate which materials can be used instead of wires to make a circuit.</p> <p>Classify materials that conduct electricity and those that don't.</p> <p>Investigate the effects</p>	<p>Know the correlation between pitch and the object.</p> <p>Know the correlation between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Know that sounds get fainter as the distance from the sound</p> <p>Make predictions and draw conclusions about the pitch and volume of sounds.</p> <p>Note how vibrations make sounds of different volumes and travel to our ears.</p> <p>Identify and show how sound travels through particles and into the ear. source increases</p>	<p>Know that some materials change state when they are heated or cooled.</p> <p>E.g. chocolate and ice.</p> <p>Know the temperatures at which ice, water and water vapour change state.</p> <p>Know the part played by evaporation and condensation in the water cycle.</p> <p>Observe closely and classify a range of solids and liquids</p> <p>Classify materials according to whether they are solids, liquids and gases.</p> <p>Investigate melting points.</p> <p>Observe changes that are non-reversible.</p>
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				Investigate the effect of a switch and combinations of switches in simple circuits. Apply their knowledge of conductors and insulators to design and make different types of switches.		
Computing	<p>We are co-authors – producing a Wiki</p> <p>Understand the conventions for collaborative online work, particularly in wikis.</p> <ul style="list-style-type: none"> • Be aware of their responsibilities when editing other people's work. • Become familiar with Wikipedia, including potential problems associated with its use. • Practise research skills. • Write for a target audience using a wiki tool. • Develop collaboration skills. • Develop proofreading skills. • Create content for a wiki <p>Change a web page using HTML.</p>	<p>We are software developers – developing a simple educational game.</p> <ul style="list-style-type: none"> • Develop an educational computer game using selection and repetition. • Understand and use variables. • Start to debug computer programs. • Recognise the importance of user interface design, including consideration of input and output. <ul style="list-style-type: none"> • Make a quiz in scratch • Use if/then/else block to give answers. <p>Use a variable (score)</p>	<ul style="list-style-type: none"> • We are HTML editors – editing and writing HTML <p>Understand some technical aspects of how the internet makes the web possible.</p> <ul style="list-style-type: none"> • Use HTML tags for elementary mark up. • Use hyperlinks to connect ideas and sources. • Code up a simple web page with useful content. • Understand some of the risks in using the web. • Use some simple HTML tags. • Use Xray Goggles to change a website. 	<p>We are toy designers – prototyping an interactive toy</p> <p>Design and make an on-screen prototype of a computer-controlled toy.</p> <ul style="list-style-type: none"> • Understand different forms of input and output (such as sensors, switches, motors, lights and speakers). • Design, write and debug the control and monitoring program for their toy. • Use an input/output in Lego we-do . • Use a scratch block to operate a input/output. <p>Use a virtual toy in Flowol.</p>	<p>We are musicians – producing digital music</p> <ul style="list-style-type: none"> • Use one or more programs to edit music. • Create and develop a musical composition, refining their ideas through reflection and discussion. • Develop collaboration skills. • Develop an awareness of how their composition can enhance work in other media. 	<p>We are meteorologists – Presenting the weather</p> <p>Understand different measurement techniques for weather, both analogue and digital.</p> <ul style="list-style-type: none"> • Use computer-based data logging to automate the recording of some weather data. • Use spreadsheets to create charts • Analyse data, explore inconsistencies in data and make predictions • Practise using presentation

						<p>software and, optionally, video.</p> <ul style="list-style-type: none"> • Display information as line graph in excel. <p>Make a prediction based on data.</p>
<p>History (general)</p>	<p>Know the periods of history studied (Ancient Egypt, Islamic civilisation, Imperial India) using a timeline and know where they fit in BC and AD/ BCE and CE.</p> <p>Know significant dates and terms.</p> <p>Know what evidence suggests change over time.</p> <p>Retell an event with a sequence of dates and terms using supporting evidence.</p> <p>Sequence/place events, artefacts and historical figures/events on a timeline using dates.</p> <p>Use dates to describe events.</p> <p>Represent this on a timeline along with supporting evidence.</p> <p>Describe the main changes in a period.</p> <p>Ask historically valid questions and find answers about the past, making comparisons supported by sources.</p> <p>Use more than one source of evidence to build a picture and make comparisons about the past.</p> <p>Distinguish between different sources of evidence and evaluate their reliability.</p> <p>Describe different accounts of historical events, explaining why the accounts may differ.</p> <p>Begin to discuss their reliability.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Suggest causes and consequences of main events and changes in history.</p>					

<p>History</p>		<p>An early Islamic civilisation including a study of Baghdad Know the importance of Baghdad. Know about the House of Wisdom and its legacy. Know the significant discoveries by Islamic scholars</p> <ol style="list-style-type: none"> 1. Muhammad Ibn Zakariya Razi- Father of Paediatrics 2. Abu Al-Qasim Khalaf Ibn Al- Abbas Al-Zahrawi- Father of Surgery <p>which impacted on western medicine. Know the first four Caliphs. Know different forms of Islamic art. Know about trade and power in the early Islamic civilisation.</p> <p>Know reasons for changes and developments in history in the time studied – Early Islamic Civilisation</p>		<p>India The British Empire and religion (Christianity & Hinduism) Understand the events that led to the British taking control. Know about the East India Company and how it led to the British Empire. Know about how important the railways were. Know who Ghandi was and his role in Indian independence. Know the impact of the British on Indian religions.</p> <p>Know how important people caused changes in history and the impact – India, Early Islamic Civilisation, Ancient Egypt.</p> <p>Have a broad overview of life in Britain and compare some of the times studied with other areas of the world –</p>	<p>Ancient Egypt Know the chronology of the Ancient Egyptian civilisations (three main phases-Old, Middle and New Kingdom). Know about pyramids and burial rituals including mummification. Know about the discovery of Tutankhamun's tomb. Compare Tutankhamun with Hatshepsut. Know about key Egyptian gods – including Ra, Anubis, Osiris and Horus. Know about farming and the water system along the Nile. Compare the lives of the rich and poor.</p> <p>Know reasons for changes and developments in history in the time studied – Early Islamic Civilisation and Ancient Egypt (including overview of first civilizations).</p> <p>Know how important people caused changes in history and the impact – India, Early Islamic Civilisation, Ancient Egypt</p> <p>Have a broad overview of life in Britain and compare some of the times studied</p>	

		<p>and Ancient Egypt (including overview of first civilizations).</p> <p>Know how important people caused changes in history and the impact – India, Early Islamic Civilisation, Ancient Egypt.</p> <p>Have a broad overview of life in Britain and compare some of the times studied with other areas of the world – Ancient Egypt and India</p> <p>Know/describe and compare the characteristic features of the past (beliefs, attitudes and experiences of men, women and children) – Early Islamic Civilisation, Ancient Egypt and India</p>		<p>Ancient Egypt and India</p> <p>Know/describe and compare the characteristic features of the past (beliefs, attitudes and experiences of men, women and children) – Early Islamic Civilisation, Ancient Egypt and India</p>	<p>with other areas of the world – Ancient Egypt and India</p> <p>Know/describe and compare the characteristic features of the past (beliefs, attitudes and experiences of men, women and children) – Early Islamic Civilisation, Ancient Egypt and India</p>	
<p>Geography (general)</p>	<p>Use more detailed maps, atlases, globes to locate countries and describe features studied.</p> <p>Write comparatively to show the differences. Express own views about a place, people and environment using evidence to support views.</p> <p>Know key vocabulary including – physical geography: rivers, mountains, coasts, volcanoes & earthquakes, biomes & vegetation belts. Human geography: types of settlement, land use, distribution of natural resources including energy, food, minerals and water</p>					

	<p>Know the location of countries studied and describe their features.</p> <p>Use four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use more detailed atlases, globes, aerial photographs, world maps to locate countries studied.</p> <p>Use 4 grid references, symbols and keys to build knowledge of the the wider world. Use ordnance survey maps to build knowledge of the UK.</p> <p>Use the eight points of a compass (N NE E SE S SW W NW) to build their knowledge of the world.</p>					
<p>Geography</p>	<p>South America:</p> <p>Name and locate the countries within <u>South America</u>, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Ask geographical questions about key physical & human features in the differing localities of India and UK/ South America and UK. Locate major cities.</p> <p>Understand the geographical similarities and differences between UK and a region in <u>South America</u>.</p> <p>Know about the physical and human features of Brazil</p>		<p>India:</p> <p>Ask geographical questions about key physical & human features in the differing localities of India and UK/ South America and UK. Locate major cities.</p> <p>Describe and give reasons for the geographical similarities and differences between UK and a region in <u>South America</u>/ UK and India.</p> <p>Use key physical terminology to describe mountains.</p> <p>Identify physical features - focus on <u>mountains</u> and <u>volcanoes</u> in South America/ India.</p>			<p>Field Work:</p> <p>Know the use of local leisure amenities within the local community – study of Friary Park.</p> <p>Create maps using 4 grid references, symbols and keys.</p> <p>Investigate the human and physical features in the local area by observing, measuring and recording (e.g. sketch maps, plans and graphs)</p> <p>Use locational language to</p>

	<p>including the Amazon Rainforest.</p> <p>Know the different parts of a volcano. Locate and know about the Cotopaxi volcano in Ecuador. Know about the Andes mountain range.</p> <p>Compare biomes and urbanisation with the UK.</p> <p>Describe and give reasons for the geographical similarities and differences between UK and a region in <u>South America</u>/ UK and India.</p> <p>Compare and contrast places where people live (in these areas) and give reasons for differences using key geographical vocabulary.</p> <p>Identify physical features - focus on <u>mountains</u> and <u>volcanoes</u> in South America/ India.</p>		<p>Compare and contrast places where people live (in these areas) and give reasons for differences using key geographical vocabulary.</p> <p>Understand the differences between Mumbai to London. Compare rural India to rural UK – physical and human - types of settlement and land use</p>			<p>describe the location of points on a map of the school/local area.</p> <p>Use key physical and human terminology when describing the local area studied in fieldwork.</p>
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Locate places in the world where volcanoes occur.
Locate volcanoes in South America.
Locate major mountain ranges of the world.

Understand – magma, dormant, extinct, eruption, lava, crater, ash.

Communicate in different ways the causes of volcanoes and the process that occurs before a volcano erupts.

Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption.

Ask and answer questions about the effects of volcanoes.
Discuss how volcanoes affect human life e.g. settlements and spatial variation.

Identify physical features - focus on mountains and volcanoes in South America/ India.

	<p>Locate places in the world where volcanoes occur. Locate volcanoes in South America. Locate major mountain ranges of the world.</p> <p>Understand – magma, dormant, extinct, eruption, lava, crater, ash.</p>					
Music	<p>Learn to sing Mama Mia by ABBA Deepen understanding of why we warm up our voices, how to maintain good posture, breathing with our diaphragm. Sing in tune within a limited pitch range. Understand how to interpret melody and words with expression Listen to and appraise different ABBA songs - tempo, dynamics, structure Listen to music from different times and composers. Focus on Pop, Start to respond to music in terms of its purpose and historical context. Describe how sounds can be combined and used</p>	<p>Learning to play the xylophone Part 2 Learning to read, play and improvise notes C, D, E, F & G Play a variety of tunes, reading music Read notation to play more complex rhythms and different parts on xylophone</p> <p>Playing parts of song as duets Understand how to interpret melody and words with expression Perform parts with an increasing number of notes, playing pieces in unison and in two parts. Continue to play an instrument in a group with more ease. Think about the audience when</p>	<p>Learn the song Lean On Me by Bill Withers Start to respond to music in terms of its purpose and historical context. Listen to music from different times and composers. Focus on Gospel. Sing in unison maintaining the correct pitch. Deepen understanding of why we warm up our voices, how to maintain good posture, breathing with our diaphragm. Listen to and appraise different soul/gospel songs - tempo, dynamics, structure Describe how sounds can be combined and used expressively, using</p>	<p>'Blackbird' - children will learn to sing this famous Beatles song Start to respond to music in terms of its purpose and historical context. Deepen understanding of why we warm up our voices, how to maintain good posture, breathing with our diaphragm. Sing in tune within a limited pitch range. Sing in unison maintaining the correct pitch. Play xylophone parts to the song accurately and in time. Perform parts with an increasing number of notes, playing pieces in</p>	<p>Learn to play Violin with specialist BEAT teacher, Sonja Tuomela. Understand how to handle and hold the instrument correctly Pluck strings, and use the bow to create different sounds Sing back rhythms Clap/play simple rhythms/copy two note pitches and create own rhythms. Read music – crotchets, minims and semibreves and rests Develop fluency of reading musical notation. Play various tunes in unison with the class. Continue to play an instrument in a group with more ease. Listen and copy musical ideas by ear (rhythmic or melodic). Understand</p>	<p>Continue learning to play Violin with Specialist BEAT teacher, Sonja Tuomela. Understanding how to handle and hold the instrument correctly, pluck strings, and use the bow. Reading music and playing various tunes Develop fluency of reading musical notation. Clap/play simple rhythms/copy two note pitches and create own</p>

	<p>expressively, using musical vocabulary. Copy and create rhythms, find pulse, understand pitch Clap/play simple rhythms/copy two note pitches and create own rhythms. Listen and copy musical ideas by ear (rhythmic or melodic).</p> <p>Read simple musical notation to play xylophones, improvise and compose. Perform parts with an increasing number of notes, playing pieces in unison and in two parts. Create simple rhythmical patterns using an increased number of notes. Continue creating musical ideas within composition. Notate music in different ways.</p>	<p>performing. Understand how different parts within a performance fit together and maintain their own part. Understanding note durations – crotchets, minims, semibreves and rests Recall sound patterns with increasing accuracy. Develop fluency of reading musical notation.</p>	<p>musical vocabulary. Understand how to interpret melody and words with expression.</p> <p>Copy and create rhythms, find pulse, understand pitch Clap/play simple rhythms/copy two note pitches and create own rhythms. Recall sound patterns with increasing accuracy. Develop fluency of reading musical notation. Perform parts with an increasing number of notes, playing pieces in unison and in two parts. Create more complex rhythmic patterns that lead to melodies. Compose using two or three notes.</p> <p>Use tuned and untuned percussion to copy pitch changes and improvise copy two note pitches and create own rhythms. Create simple rhythmical patterns using an increased number of notes. Continue creating musical ideas within composition. Listen and copy musical</p>	<p>unison and in two parts.</p> <p>Improvise and compose musical sections Create simple rhythmical patterns using an increased number of notes. Create more complex rhythmic patterns that lead to melodies. Compose using two or three notes.</p> <p>Listen to and appraise other Beatles songs Listen to music from different times and composers. Focus on British Pop/Rock,</p> <p>Discuss the musical elements including dynamics and texture. Describe how sounds can be combined and used expressively, using musical vocabulary. Vocabulary: pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo. Understand how different musical elements are used together and</p>	<p>how different parts within a performance fit together and maintain their own part.</p> <p>Think about the audience when performing.</p>	<p>rhythms. Understand how to interpret melody and words with expression.</p> <p>Recall sound patterns with increasing accuracy. Continue to play an instrument in a group with more ease. Listen and copy musical ideas by ear (rhythmic or melodic). Understand how different parts within a performance fit together and maintain their own part.</p> <p>Think about the audience when performing.</p>
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			ideas by ear (rhythmic or melodic).	expressively, including texture .		
Art		<p>Know what a viewfinder is and how they are used. Know what foreground and background are</p> <p>Key Vocabulary: Line tone texture shade shape dark light texture pattern observation sketch expression form proportions movement</p> <p>Understand shade using pencils/charcoal Use a view finder Know how to create a range of thick and thin lines using different drawing materials Shade light and dark Further develop Perspective work - foreground, background – draw an item changing size as it goes into the distance. Begin to use media and technique (line, tone, colour) to show representations of movement in figures</p>		<p>Know how to thread a needle. Know what resist means/is.</p> <p>Key Vocabulary: Dyeing weaving threading Joining sewing stitches running stitch cross stitch straight stitch shaping</p> <p>Be able to apply decoration using needle and thread: buttons, sequins. Become confident in applying colour with printing, tie dye. Be able to use resist paste and batik. Be able to adapt work as and when necessary and explain why. Be able to change and modify threads and fabrics, Use language appropriate to skill and technique.</p> <p>Possible artists: Coco Chanel and work from other countries</p>		<p>Know what mono and relief printing is Know what a repeating pattern is Know how to print in more than two colours.</p> <p>Key Vocabulary: Print Paint Ink Press Rubbings Pattern Texture Lines Tones Collograph Stencil Explain/show mono and relief printing Explore fabric printing Print using more than 3 colours Continue to develop experience in combining prints taken from different objects/natural objects to produce and end piece</p>

		<p>and forms. Begin to show awareness of representing texture through the choice of marks and lines made</p> <p>Possible artists: Goya, Sargent, Holbein, Albrecht Druces</p>				<p>Create a repeating pattern</p> <p>Possible artists: Rothenstein, Kunisada</p>
D&T	<p><u>Levers and linkages</u> Explain what an input and output is. Make moving picture books.</p> <p>Key Vocabulary: Loose pivot, fixed pivot, system, input, process, output, linear, rotary, reciprocating, innovative, appealing, linkage, oscillating</p> <p>Identify where loose and fixed pivots are used in products Understand how to use lever and linkage mechanisms Explain the difference between inputs and outputs Understand how to increase accuracy when measuring, marking out and cutting (i.e. measure</p>		<p>Know what stiffen and reinforce involves. Know how to work safely Know what a prototype is Make a bag.</p> <p>Key Vocabulary: Aesthetics, seam allowance, pinning, embroidery, back stitch, blanket stitch, cross stitch</p> <p>Strengthen, stiffen and reinforce existing fabrics Use decorative stitches to finish a product Understand what are renewable/sustainable material/fabric Follow relevant health and safety Know what accuracy means and how it can be improved Annotate a sketch</p>		<p>Know what programming is. Know what conductors and insulators are. Make a torch containing a working switch.</p> <p>Key Vocabulary: Series circuit, connection, push-to-make switch, push-to-break switch, innovative, appealing, control box, input device, output device, system</p> <p>Know a range of simple electrical components and their functions, such as a bulb, buzzer and switch Know how to control and program a product using computing (i.e. beebots) Know how to construct a simple series circuit Know how to make a range of simple secure connections (twisting wires together, wrapping ends, taping over, connecting block)</p>	

	<p>in mm rather than cm or inches) Begin to understand how a lever and pivot can be positioned to lift a greater weight</p>		<p>Know why designers use prototypes Know a range of designers who use fabrics in their work Begin to understand what accuracy is</p>		<p>Name simple conductors and insulators Know how electricity is measured (volts and amps) Know a range of places electrical systems are used (i.e. lighting in a house, display signs, traffic lights)</p>	
<p>PE Games</p>	<p>Handball Receive pass, step then pass again within 3 seconds.</p> <p>Attempt to use various passing techniques in small-sided games.</p> <p>Develop defending techniques.</p> <p>Introduce shooting and goalkeeping.</p> <p>Play in competitive game play situations.</p>	<p>Hockey Combine basic hockey skills such as dribbling and push pass.</p> <p>Start to understand most efficient dribbling technique.</p> <p>Shooting technique.</p> <p>To apply skills in competitive situations.</p>	<p>Tag Rugby Know the rules for passing in the three-quarter line.</p> <p>Know running TAG-moving and passing in any direction scoring over a try line.</p> <p>Understand the back pass rule.</p>	<p>Cricket Know how to catch the ball correctly (fielding).</p> <p>Know how to hit a moving ball, keeping head over the ball (batting).</p> <p>Know how to bowl with accuracy.</p>	<p>Athletics Know how to run in sprint races (introduce crouched start).</p> <p>Develop a relay technique (using batons and relay stance).</p> <p>Develop a long jump technique.</p> <p>Understand how to do a hammer technique.</p> <p>Know how to do a discus and hammer throw.</p>	<p>Tennis Rally with a partner over a barrier.</p> <p>Introduce backhand.</p> <p>Know how to win points in a simple rallying game.</p>
<p>Gymnastics</p>		<p>Become increasingly competent and confident to perform skills more consistently.</p> <p>Perform in time with a partner and group</p>		<p>Become increasingly competent and confident to perform skills more consistently.</p> <p>Perform in time with a partner and group</p>		<p>Become increasingly competent and confident to perform skills more consistently.</p> <p>Perform in time with a</p>

		<p>Use compositional ideas in sequences such as changes in height, speed and direction</p> <p>Develop body actions and shapes to include in a sequence.</p> <p>Discuss needing core muscles to support their body.</p> <p>Refine taking weight on small and large body parts, for example hand and shoulder.</p>		<p>Use compositional ideas in sequences such as changes in height, speed and direction</p> <p>Develop body actions and shapes to include in a sequence.</p> <p>Discuss needing core muscles to support their body.</p> <p>Refine taking weight on small and large body parts, for example hand and shoulder.</p>		<p>partner and group</p> <p>Use compositional ideas in sequences such as changes in height, speed and direction</p> <p>Develop body actions and shapes to include in a sequence.</p> <p>Discuss needing core muscles to support their body.</p> <p>Refine taking weight on small and large body parts, for example hand and shoulder.</p>
Dance	<p>Work to include freeze-frames in routines.</p> <p>Practise and perform a variety of different formations in dance.</p>		<p>Work to include freeze-frames in routines.</p> <p>Practise and perform a variety of different formations in dance.</p>		<p>Work to include freeze-frames in routines.</p> <p>Practise and perform a variety of different formations in dance.</p>	

	Develop a dance to perform as a group with a set starting position. Create a plan of the sequence.		Develop a dance to perform as a group with a set starting position. Create a plan of the sequence.		Develop a dance to perform as a group with a set starting position. Create a plan of the sequence.	
Generic French Objectives	<p>Respond to a range of simple questions and give basic information e.g. about the weather, brothers and sisters, food.</p> <p>Substitute one element in a simple phrase or sentence to vary the meaning e.g. the noun.</p> <p>Produce short pre-prepared phrases on a familiar topic, with secure pronunciation.</p> <p>Be clearly understood.</p> <p>Understand a range of familiar spoken words and short phrases e.g. my name, age, greetings, how you are feeling.</p> <p>Read and understand a range of familiar written phrases.</p> <p>Show an awareness of sound patterns by reading aloud familiar words and phrases.</p> <p>Use visual cues to help with understanding main points from a short written text. Use a word list to check the spelling of a word.</p> <p>Write simple words and several short phrases with support e.g. from a model.</p> <p>Begin to spell some commonly used words correctly from memory. Use the connectives 'and' and 'but'.</p> <p>Use J'ai (1st person Avoir) and J'aime (1st person Aimer)</p> <p>Use the definite article with verbs of like / dislike, e.g. j'aime le chocolat, je n'aime pas la viande</p>					
French Topics and vocabulary	<p>French Phonics Pronounce all single letter sounds.</p> <p>Show an awareness of some grapheme sounds e.g. en/an, oi, e, eau, ai.</p>	<p>Directions e.g. a gauche, tout droit</p> <p>School e.g.. la salle de class, la biblioteque</p>	<p>Numbers 40-100 trente, trente et un, quarante, cinquante</p> <p>The Euro c'est combien s'il vous plait? C'est cinq euro quarante</p>	<p>What do you like to eat? j'aime les pommes de terre mais je n'aime pas les frites</p>	<p>What's the weather like? - il pleut, il y a du soleil, il fait beau Reading & listening activities with days of the week Weather maps and forecasts- dans le nord</p>	<p>Hobbies je regarde la television, je joue au football</p>

	<p>Where do you live? j'habite en ville a Londres</p> <p>Places in town e.g. ou est la boulangerie, voici la piscine French towns</p>	<p>Classroom objects e.g.j'ai un stylo, une regle</p> <p>Questionnaire / Assessment Christmas cards</p>	<p>Countries that use the Euro and some history surrounding the Euro.</p> <p>Shop game – label classroom items, ch ask and pay with euros Cultural differences between France and UK regarding money, food, meal times and school routines.</p>	<p>Enjoy your meal bon appetit, je veux le poisson s'il vous plait</p> <p>Assessment</p> <p>French Café je veux un jus d'orange s'il te plait, non merci</p> <p>Cultural differences between France and UK regarding money, food, meal times and school routines. French Café – food likes and dislikes</p>	<p>de la France, il y a du vent</p> <p>Create weather reports Assessment & presentations Weather - forecasts</p>	<p>Lesson preferences e.g. j'aime le francais parce que c'est interessant</p> <p>End of year presentations French song & phonics</p>
RE	<p>Beliefs:</p> <p>How do peoples' beliefs affect the way they live their lives?</p> <p>Rules – why do we need them?</p> <p>How do beliefs about God, the world and others inform the choices individuals</p>	<p>Beliefs:</p> <p>How do peoples' beliefs affect the way they live their lives?</p> <p>Rules – why do we need them?</p> <p>How do beliefs about God, the world and others inform the choices individuals</p>	<p>RELIGION, FAMILY AND THE COMMUNITY – PLACES OF WORSHIP</p> <p>What makes time and places special?</p> <p>How do religious families and communities practise their faith, and the contributions they make to local life?</p> <p>What places of</p>	<p>RELIGION, FAMILY AND THE COMMUNITY – PLACES OF WORSHIP</p> <p>What makes time and places special?</p> <p>How do religious families and communities practise their faith, and the contributions they make to local life?</p>	<p>Sacred Texts Teaching and Authority</p> <p>Why do we value favourite books and stories?</p> <p>What are the sacred texts and sources that inform religions?</p> <p>What do these sacred texts and other sources say about:</p>	<p>Symbols:</p> <p>In what ways do religions express religious meaning through symbolic:</p> <ul style="list-style-type: none"> • actions • artistic expression • words

<p>make in living their lives?</p> <p>What do religions say about:</p> <ul style="list-style-type: none"> • right and wrong • truth and honesty • forgiveness • how we should look after the world • how we should care for each other? <p>What is a good life?</p> <p>JUDAISM, ISLAM AND SIKHISM (x2 half-terms) Identify and communicate what matters to them and others.</p> <p>Make connections between their own and others' beliefs and values and how these affect the way they relate to the world.</p> <p>Use religious words to describe some of the different ways in which people show their beliefs.</p>	<p>make in living their lives?</p> <p>What do religions say about:</p> <ul style="list-style-type: none"> • right and wrong • truth and honesty • forgiveness • how we should look after the world • how we should care for each other? <p>What is a good life?</p> <p>JUDAISM, ISLAM AND SIKHISM (x2 half-terms)</p> <p>Understand that all people have values and beliefs that inform their actions.</p> <p>Understand the ways in which religious beliefs about God, the world and other people affect the ways in which people live their lives and the choices they make.</p> <p>Study teachings from at least two religions</p>	<p>worship are there in the area near the school, in Barnet and in the world?</p> <p>What happens in those places of worship?</p> <p>What do the individual places of worship teach us about those religions?</p> <p>Does religion make a difference to our community?</p> <p>HINDUISM (x2 half-terms)</p> <p>Know that religious beliefs are expressed using a variety of forms and symbols.</p> <p>Respond thoughtfully to examples of how praying helps religious believers.</p> <p>Gather, select and organise ideas about how two religions worship. Compare them and consider the significance of the differences.</p> <p>Understand the links between faith and the</p>	<p>What places of worship are there in the area near the school, in Barnet and in the world?</p> <p>What happens in those places of worship?</p> <p>What do the individual places of worship teach us about those religions?</p> <p>Does religion make a difference to our community?</p> <p>HINDUISM (x2 half-terms)</p> <p>Make connections between the key functions of a religious building and the beliefs of the religious community.</p> <p>Identify at least three objects used in worship in two religions and explore their significance and importance.</p> <p>Visit one local place of worship and</p>	<ul style="list-style-type: none"> • God • the world • human life? <p>How do people think the world was made?</p> <p>JUDAISM, ISLAM AND CHRISTIANITY</p> <p>Explore a range of religious stories and sacred writings about God, the world and how we should treat it and human life.</p> <p>Understand that there are similarities and differences in the answers that faiths give to questions and the ways in which faiths express and interpret ideas.</p> <p>Name key religious texts and sources.</p> <p>Make links between beliefs and sources, including religious stories and sacred texts.</p> <p>Describe differences and similarities both within and between religions about the link between texts and beliefs.</p> <p>Identify stories which enable believers to</p>	<ul style="list-style-type: none"> • objects ? <p>How and why are symbols important in expression religious meaning?</p> <p>CHRISTIANITY, BUDDHISM AND SIKHISM</p> <p>Identify and understand the variety of symbols that different religions use to express meaning.</p> <p>Compare two different religious symbolic expressions and look for similarities and differences.</p> <p>Reflect on the importance of symbolism in the lives of worshippers.</p> <p>Identify the importance of symbols in everyday life.</p>
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	<p>Reflect on issues about the environment and creation, considering their own standpoint and those from other beliefs.</p> <p>Reflect and consider the power and beauty of nature, events with and beyond human control, human dependence on the earth's resources and care and respect for the world.</p>	<p>about how to live a good life.</p> <p>Compare the way that different religions teach about right and wrong.</p>	<p>key aspects of the places of worship.</p> <p>Know the variety of activities that happen in places of worship.</p>	<p>consider the use of objects and music in that place.</p> <p>Discuss their own and others' views about places of worship.</p> <p>Understand that religion plays an important role in day to day life in Barnet and in the world.</p>	<p>answer difficult questions about God, the world and human life.</p> <p>Interpret religious stories from at least two religions about God, the world and creation and how we should treat others.</p> <p>Discuss why sacred texts are important to a religious group and how it makes a difference to how they live.</p> <p>Give examples of how (and suggest reasons why) religious groups use their sacred text today.</p> <p>Reflect on religious books as sources of inspiration in the lives of others.</p> <p>Reflect on their own beliefs and the sources on which they are based.</p>	<p>Consider ways in which they themselves express themselves through words and signs.</p> <p>Use religious vocabulary associated with religious artefacts, artistic expression, symbolic words and symbolic actions.</p> <p>Identify possible meanings for symbols in stories and suggest different interpretations.</p> <p>Compare the significance and meanings of symbols in at least two religions, reflecting on the similarities and differences in how they are used.</p>
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						Discuss the importance of symbols for faith communities today.
RSHE	<p><i>Relationships:</i></p> <p>Know the terms gender, race, faith</p> <ul style="list-style-type: none"> -Recognise differences between people such as gender, race, faith - Recognise and identify the importance of what they have in common with others e.g. shared values, aspirations <p>In Every House in Every Street Jess Hitchman</p>	<p><i>Relationships:</i></p> <ul style="list-style-type: none"> -Identify features and strategies to build positive healthy friendships - Identify how to seek support with relationships if they feel lonely or excluded - Understand how to communicate respectfully with friends when using digital devices -Identify the risks in communicating with someone they don't know and whom to ask for help <p>Can I join your club? John Kelly</p> <p>Differentiate between playful teasing, hurtful behaviour and bullying, including online</p> <ul style="list-style-type: none"> - Recognise the difference between 'playful dares' and dares which put someone under pressure or at risk 	<p>Media literacy and digital resilience:</p> <ul style="list-style-type: none"> -Recognise what online adverts look like and why people might choose to buy or not buy something online - Understand that everything shared online has a digital footprint -Compare content shared for factual purposes and for advertising -Recognise that search results are ordered based on the popularity of the website and that this can affect what information people access 	<p><i>Belonging to a community:</i></p> <ul style="list-style-type: none"> -Identify the meaning and benefits of living in a community -Recognise individuals and groups that help the local community -Show compassion towards others in need and the shared responsibilities of caring for them- Cerebral Palsy <p>My Name is Not Refugee! Kate Milner</p> <p><i>Money and work:</i></p> <ul style="list-style-type: none"> -Identify how to keep track of money and why it is important to know how much is being spent -Recognise how people spend money can have positive or negative effects on others 	<p><i>Keeping safe:</i></p> <ul style="list-style-type: none"> -Recognise what is meant by a 'drug' - To recognise the importance of taking medicines correctly and using household products safely -Identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects -Identify some of the risks associated with drugs common to everyday life <p>Physical health and mental wellbeing:</p> <ul style="list-style-type: none"> -Identify a wide range of factors that maintain a balanced, healthy lifestyle and how to recognise early signs of physical illness -Recognise that common illnesses can be quickly and easily treated with the right care -Recognise the importance of regular visits to the dentist and how to brush and floss correctly 	<p>Growing and changing:</p> <p>Identify reproductive organs</p> <ul style="list-style-type: none"> -Understand key facts about the menstrual cycle and wellbeing, erections and wet dreams - Understand the importance of personal hygiene routines during puberty including washing regularly and using deodorant -Learn strategies to manage the changes during puberty and how to get information, help and advice

		<ul style="list-style-type: none">- Learn how to respond if they witness or experience hurtful behaviour or bullying, including online-Recognise risks online such as harmful content or contact- Understand the right to keep or break a confidence or share a secret- Identify how to report concerns if worried or uncomfortable about someone's behaviour, including online		<ul style="list-style-type: none">-Recognise how to make spending decisions based on budget, values and needs <p>One Hen Katie Smith Milway</p>		
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