



## Year 4: Long Term Learning Map – 2023-2024

		<b>Term 1</b> (8 weeks) History (Ancient Greece)	<b>Term 2</b> (7 weeks) RE (Hinduism)	<b>Term 3</b> (5 weeks) <b>Theme:</b> Geography (Physical Geography - Angry Earth)	<b>Term 4</b> (5 weeks) <b>Theme:</b> Geography (Physical Geography - Angry Earth)	<b>Term 5</b> (7 weeks) <b>Theme:</b> Science (Plants)	<b>Term 6</b> (7 weeks) <b>Theme:</b> Art (Painting)
<b>Enrichment Opportunities</b>	<b>After School Clubs</b>	Sewing Club  Gym Club	Sewing Club  Gym Club	TBC	TBC	TBC	TBC
	<b>Trips</b>	Bristol Museum (History)  Literature festival (English)		We The Curious: On Shaky Ground (Geography)		Gloucestershire Wildlife Trust (Science – Habitats) Christianity Visit	
	<b>Visitors</b>		Hindu Faith Visitor	First Aid: Burns, scolds and shock	Shakespeare Workshop  Life Ed Bus		Artist workshop
	<b>Other</b>				Spirited Arts Competition	Mountain biking event (selected pupils)  Duathlon event (selected pupils)  Quad-kids athletics tournament (selected pupils) – Year 3/4	Dodgeball festival (selected pupils)  District sports field and track events (selected pupils)  Inclusive Olympics SEND event (selected pupils)  Dance festival (selected pupils)  Shonk ball festival (selected pupils) Rounders festival (selected pupils) – Handball tournament (selected pupils)
	<b>Class Assemblies</b>		Hindu Faith Assembly		Shakespeare Assembly		
<b>Maths</b>		<b>Number and Place Value</b> <ul style="list-style-type: none"> <li>find 1000 more or less than a given number</li> <li>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> </ul>	<b>Measurement</b> <ul style="list-style-type: none"> <li>find the area of rectilinear shapes by counting squares</li> </ul> <b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>recall multiplication and division facts for</li> </ul>	<b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>use place value, known and derived facts to multiply and divide mentally, including: <ul style="list-style-type: none"> <li>multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li> </ul> </li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>recognise and show, using diagrams, families of common equivalent fractions</li> <li>solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities,</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math> and <math>\frac{3}{4}</math></li> <li>round decimals with one decimal place to the nearest whole number</li> <li>compare numbers with the same number of decimal</li> </ul>	<b>Shape</b> <ul style="list-style-type: none"> <li>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>identify acute and obtuse angles and compare and</li> </ul>

	<ul style="list-style-type: none"> <li>count backwards through zero to include negative numbers</li> <li>order and compare numbers beyond 1000</li> <li>identify, represent and estimate numbers using different representations</li> <li>round any number to the nearest 10, 100 or 1000</li> <li>solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</li> </ul> <p><b>Number – Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>estimate and use inverse operations to check answers to a calculation</li> <li>solve addition and subtraction two-step problems in contexts, deciding which</li> <li>operations and methods to use and why.</li> </ul>	<p>multiplication tables up to <math>12 \times 12</math></p> <ul style="list-style-type: none"> <li>layout</li> <li>solve problems involving multiplying and adding, including using the distributive law</li> <li>problems such as n objects are connected to m objects.</li> <li>count in multiples of 6, 7, 9, 25 and 1000</li> </ul>	<ul style="list-style-type: none"> <li>to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence recognise and use factor pairs and commutativity in mental calculations</li> <li>multiply two-digit and three-digit numbers by a one-digit number using formal written</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Convert between different units of measure [for example, kilometre to metre; hour to minutes</li> <li>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>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</li> <li>count up and down in hundredths;</li> <li>recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten</li> <li>recognise and write decimal equivalents of any number of tenths or hundredths</li> </ul>	<p>including non-unit fractions where the answer is a whole number</p> <ul style="list-style-type: none"> <li>add and subtract fractions with the same denominator</li> </ul>	<p>places up to two decimal places</p> <ul style="list-style-type: none"> <li>solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>estimate, compare and calculate different measures, including money in pounds and pence</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li> </ul>	<p>order angles up to two right angles by size</p> <ul style="list-style-type: none"> <li>identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>complete a simple symmetric figure with respect to a specific line of symmetry.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul> <p><b>Position and direction</b></p> <ul style="list-style-type: none"> <li>describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>plot specified points and draw sides to complete a given polygon.</li> </ul>
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<p><b>English</b></p>	<p>1st and 3<sup>rd</sup> person Past Tense Co-ordinating conjunctions</p> <p>Subordinating conjunctions Questions and exclamations Statement and command Standard English</p>	<p>Apostrophes for possession Apostrophes for omission Plural (s, es) Plural (ies, ves) Suffix – ing, ed Suffix – est, ly Prefix - mis, dis Prefix – re, co</p>	<p>1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person Pronouns Co-ordinating and subordinating conjunctions Editing with key spellings Editing with key punctuation Fronted adverbials</p>	<p>Apostrophes for possession Apostrophes for omission Plurals Word class – verbs, adverbs, adjectives and nouns Expanded noun phrases</p>	<p>Past and present Standard English Fronted adverbials (time, manner, place) Present perfect Commas for lists Headings and subheadings</p>	<p>Apostrophes for possession Apostrophes for omission Check spellings with a dictionary Editing – key spellings Editing – key punctuation Nouns and pronouns Consolidation</p>
	<p><b>Narrative (Third person) – Myth</b> Descriptive language (adjectives) Descriptive language (adverbs) Direct speech x2</p> <p><b>Persuasion – Visit Ancient Athens/Ancient Sparta</b> Persuasive word choices Exclamations Rhetorical questions</p>	<p><b>Poetry</b> Similes Metaphors Rhythm (syllables)</p> <p><b>Non-chronological report</b> Introductions Subordinating conjunctions Fronted adverbials (place)</p>	<p><b>Recount (First person)</b> Fronted adverbials (time) Emotive language Formal and informal</p> <p><b>Instructions</b> Up level adverbs Fronted adverbials (manner) Imperative verbs</p>	<p><b>Persuasion</b> Persuasive word choices Modal verbs Subordinating conjunctions</p> <p><b>Poetry</b> Up level vocabulary Onomateopia Rhyme</p>	<p><b>Non-chronological report</b> Fronted adverbials (place) Paragraphs Conclusion</p> <p><b>Recount (First person)</b> First person Setting description Up levelling verbs</p>	<p><b>Instruction</b> 2nd person Fronted adverbials (time) Introduction</p> <p><b>Narrative (Third person)</b> Character description Setting description Direct speech</p>
<p><b>Reading:</b></p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>Understand the meaning of words in context.</li> </ul> <p>Inference:</p> <ul style="list-style-type: none"> <li>Infer through what is being said and done with evidence from the text.</li> <li>Infer character’s feelings with evidence from the text.</li> <li>Infer character’s thoughts with evidence from the text.</li> <li>Infer character’s motives with evidence from the text.</li> <li>Infer character’s feelings, thoughts and motives with evidence from the text.</li> </ul> <p>Predict:</p> <ul style="list-style-type: none"> <li>Explain/justify predictions made using evidence from the text.</li> <li>Revise prediction based on new information.</li> <li>Make multiple predictions with evidence across a text.</li> <li>Predict what might happen from details implied.</li> </ul> <p>Explain:</p> <ul style="list-style-type: none"> <li>Identify how structure and presentation contributes to meaning.</li> <li>Discuss words that capture the reader’s interest.</li> <li>Identify how language contributes to meaning.</li> <li>Discuss phrases that capture the reader’s interest.</li> <li>Identify how language, structure and presentation contribute to meaning.</li> <li>Discuss words and phrases that capture the reader’s interest.</li> </ul> <p>Retrieve:</p> <ul style="list-style-type: none"> <li>Find evidence in the text.</li> <li>Find evidence in the text where the question uses synonyms and pronouns.</li> </ul>					

	<ul style="list-style-type: none"> <li>Find evidence in the text, taking evidence from across multiple sentences to link meaning.</li> </ul> <p>Summarise:</p> <ul style="list-style-type: none"> <li>Identify key points and determine what's important (within a paragraph).</li> <li>Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>Identify themes and conventions in a wide range of books.</li> </ul>					
<b>Reading Book</b>	Who Let The Gods Out? - Maz Evans	King Of The Cloud Forest – Michael Morpurgo	Seed – Caryl Lewis			
<b>Class book</b>	Class Vote	Class Vote	Class Vote			
<b>Art</b>	<ul style="list-style-type: none"> <li><b>Art Skills:</b></li> <li>Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</li> <li>Study significant works of art, craft, design and Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.</li> <li>Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.</li> <li>Pupils will design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc. and see clear links to how this works in the creative industries.</li> <li></li> </ul>					
	<p><b>3D Sculpture</b></p> <ul style="list-style-type: none"> <li>Design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. They are more confident at modelling materials, they work safely and sensibly, persevering when the work is challenging</li> </ul>	<p><b>Not taught this term</b></p>	<p><b>Painting:</b></p> <ul style="list-style-type: none"> <li>Pupils are developing their painting skills increasing control, &amp; precision when painting detail, lines and edges of shapes.</li> <li>They know and have used different types of paint and painting surfaces, they can identify different paintbrushes and painting equipment, and understand the various purposes they have.</li> <li>Pupils study how some other artists' paint, applying elements of this to their work.</li> <li>Learn how to paint with expression by combining traditional painting methods with unorthodox and unusual tools and techniques (such as rags, sticks, fabrics, sponges etc.)</li> <li>Colour: Pupil's mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas.</li> <li>Tone/Form: Learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting.</li> <li>Line/Shape: Painting with line for expression and to define detail.</li> </ul>	<p><b>Not taught this term</b></p>	<p><b>Not taught this term</b></p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To develop their ability to create lines and range of 2D &amp; 3D shapes with increased control.</li> <li>To use different tonal shades with different pencil grades. (HB, 2B, 4B).</li> <li>To use a range of drawing media including, crayons, coloured pencils, charcoal, chalk, felt pens, biro and pastels.</li> <li>To draw for pleasure and record experiences such as trips. Describe, copy, and imagine how things might have looked in the past.</li> <li>Draw things they can see (natural, still life or from photos they have taken)</li> <li>To draw with expression and begin to experiment with gestural and quick sketching.</li> <li>Sketch pencils (Various degrees), crayons, coloured pencils, charcoal, chalk, felt pens, biro, and pastels.</li> </ul>

			<ul style="list-style-type: none"> <li>• Pattern/Texture: Create more complex patterns and textures</li> </ul>			
Science	<p><b>Working scientifically</b></p> <p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>					
	Not taught in this term	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• Identify how sounds are made, associating some of them with something vibrating</li> <li>• recognise that vibrations from sounds travel through a medium to the ear</li> <li>• find patterns between the pitch of a sound and features of the object that produced it</li> <li>• find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• recognise that sounds get fainter as the distance from the sound source increases.</li> <li>• Abstract contexts e.g. processes and phenomena such as sound/ electricity. Create labelled diagrams and drawings and physical models.</li> <li>• Use simple classification keys.</li> <li>• Link two variables</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit,</li> <li>• identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• 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 (A circuit needs to be 'complete' for a component to work)</li> <li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit (If a switch is closed the circuit is complete, if it is open it is not)</li> <li>• recognize some common conductors and insulators, and associate metals with being good conductors.</li> <li>• Accurate measurements. Use time graphs and other graphs.</li> <li>• Use simple classification keys.</li> <li>• Link two variables</li> <li>• Predict. Language of independent and control variable.</li> <li>• Abstract contexts</li> </ul>	<p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>• Use simple classification keys.</li> <li>• Link two variables</li> <li>• Accurate measurements. Use time graphs and other graphs.</li> <li>• Predict. Language of independent and control variable.</li> <li>• Select information to support findings.</li> <li>• Explain an observation or an event in scientific terms. Distinguish between what has been observed and why it happened. Begin to link evidence from secondary sources as well as primary.</li> <li>• Suggest improvements.</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use (pre made)classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things</li> <li>• Use simple classification keys.</li> <li>• Link two variables</li> <li>• Select information to support findings.</li> <li>• Create labelled diagrams and drawings and physical models.</li> </ul>	<p><b>Animals including humans (the digestive system and food chains)</b></p> <ul style="list-style-type: none"> <li>• describe the simple functions of the basic parts of the digestive system in humans</li> <li>• identify the different types of teeth in humans and their simple functions</li> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>• Use simple classification keys.</li> <li>• Link two variables</li> <li>• Select information to support findings.</li> <li>• Create labelled diagrams and drawings and physical models.</li> </ul>

			<ul style="list-style-type: none"> <li>e.g. processes and phenomena such as sound/ electricity. Create labelled diagrams and drawings and physical models.</li> <li>Explain an observation or an event in scientific terms. Distinguish between what has been observed and why it happened. Begin to link evidence from secondary sources as well as primary.</li> </ul>			
<b>History</b>	<p><b>Explain that the past is divided into eras of time and can happen at the same time around the world.</b>  <b>Sequence previously taught and Y4 eras using chronology.</b>  <b>Sort sources to between suitable and not suitable between a historical era and the modern day.</b>  <b>Use two sources of evidence to gain an accurate understanding of history.</b>  <b>Use primary and secondary sources to describe the ideas and attitudes of people in Athens.</b>  <b>Suggest causes and consequences of one event in the time period</b>  <b>Use sources to describe the ideas, attitudes and experiences of people within the time period.</b>  <b>Ask open and closed questions to find answers about the past.</b></p>					
	<p><b>Ancient Greece Society</b>  <b>Key Question: How did the Greeks organise society?</b>  1) Ancient Greece occurred at the same time as Ancient Egypt, Bronze Age and Iron Age  2) Greek city-states formed along the Aegean coastline and on islands in the Aegean Sea , including Athens and Sparta  3) In Athens, Democracy was used for citizens to vote  4) In Athens, 500 random men were selected to serve for a year to decide which issues to take to the Athenian citizens.  5) In Athens, male adults voted on laws using pebbles and the majority won. Women and enslaved did not get a say  6) Democracy is a form of ruling. People vote for the decisions they want in their country.  7) In Athens, there were no police. 500 randomly selected men acted as the courts to solve everyday problems  8) An oligarchy is when a country or place is ruled by a small group of people  9) Athens and Sparta were ruled differently</p>			<p><b>Romans Achievements</b>  <b>Key Question: What did the Romans achieve in Britain?</b>  1) Place Stone Age, Bronze Age, Iron Age, Ancient Egyptians, Roman Britain and Ancient Greece in chronological order, highlighting eras that coincide  2) The Romans took over from the Celts in 43AD  3) - The Roman Empire stretched across Europe to the Middle East and Africa  4) In Britain, Romans built towns all over Britain as centres to administer the people they had conquered  5) Roman Towns ended in: ‘chester’, ‘caster’ and ‘cester’  6) Romans needed to move their armies and all their equipment around quickly and easily  7) Roads were built long and straight: provided a safe and short option  8) ‘Ermin Way’ links Gloucester and Cirencester  Composite Task 1: Write a town proposal to a Roman Centurion   9) For more comfortable settlement, running water, aqueducts and sewage systems were developed  10) Towns were built in a grid layout  11) Glevum was a military stronghold at the lowest point of the River Severn, which developed into Gloucester</p>		

	<p>10) Democracy was overthrown by oligarchy when Sparta conquered Athens</p> <p>11) Laws were made and changed by the Spartan rulers</p> <p>12) Democracy was eventually restored after the Athenians fought back against the Spartans</p>					
<p><b>Geography</b></p>	<p><b><u>Geographical and Fieldwork Skills</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Use 4 compass points to follow/give directions confidently</u></b></li> <li>• Use letter/number co-ordinates to locate features on a map confidently</li> <li>• Begin to recognise symbols on an OS map with a key.</li> <li>• Locate places on large scale maps, (e.g. Find UK, Greece and Italy on an atlas or globe)</li> <li>• Compare maps with aerial photographs</li> <li>• Use map sites on internet confidently (e.g. Google Earth)</li> <li>• Pick out the key lines and features of a view in the field using a viewfinder to help</li> <li>• Draw a plan view map with some accuracy</li> </ul>					
		<p><b>Locational Geography</b></p> <p>- Identify the position and purpose of the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circle. Name and locate major countries and their capital cities in Western Europe: Spain (Madrid), Italy (Rome), Germany (Berlin), France (Paris), Norway (Oslo) and Ireland (Dublin).</p> <p>- Name and locate the major hills and mountains of the UK: Cleeve Hill, Pen y Fan, Snowdon, Ben Nevis, Scafell Pike and Slieve Donard.</p>	<p><b>Physical Geography</b></p> <p>Vegetation Belts Component Knowledge: 1) Understand physical geographical similarities and differences between the UK and Italy - Compare their climates. 2) Know that a vegetation belt is an area with distinct plant types, determined by climate, soil, drainage and elevation. 3) Locate and describe the five major vegetation belts: forest, grassland, tundra, desert and ice sheet.</p> <p>Earthquakes Component Knowledge: 4) Know that natural disasters are major negative events that are caused by natural processes on the Earth. 5) Know that tectonic plates are pieces of the rocky outer layer of the Earth known as the crust. These plates are constantly moving, and volcanoes, earthquakes and sometimes mountains are found at the plate boundaries. 6) Know that most earthquakes happen where these plates meet under the Earth's surface. 7) Know that volcanoes erupt when molten rock called magma rises to the surface. Magma is formed when the earth's mantle melts.</p> <p>Mountains and Volcanoes Component Knowledge: 8) Identify and locate the following parts of a mountain and explain what they are: base, face, foot, peak, slope, snow line and summit. 9) Know that mountains are high areas of land, rising more than 600 metres from the surrounding land. 10) Name and locate famous mountains around the world: Elbrus, Etna, Kilimanjaro, Everest and Fuji. 11) Know that a volcano is an opening in the Earth's crust that allows magma, hot ash and gases to escape 12) Know that the three states of volcanoes are: active, dormant and extinct, and explain what they mean. 13) Identify and locate the following parts of a volcano and explain what they are: ash cloud, crater, conduit, vent, magma chamber, magma and lava.</p>		<ul style="list-style-type: none"> <li>• <b>Human Geography</b></li> </ul> <p>Land Use Component Knowledge: 1) Know that there are two main uses of agricultural land: arable farming (which is land used for growing crops), and pastureland (which is land used for livestock) 2) Know the purpose of residential land is to build homes. This is mobile homes, family homes and apartment complexes 3) Know that transport land is designed for the structures that help people get from one destination to the other. Transport land is for: roads, airports, bus stations, docks, and train stations</p> <p>Resources and Economy (National) Component Knowledge: 4) Recap Year 4 Science understanding of electricity. 5) Know that local substations are connected to the National Grid. There are large power stations that generate electricity across the country. 6) Know that electricity can be generated in a number of ways: burning fossil fuels, hydro, wind and solar. 7) Know that gas can also be used as a source of energy and is transported by pipes. 8) Know that food and fuel is transported across the country through lorries to many locations from large hubs.</p>	

DT		<p><b>Electrical Systems</b></p> <p><b>Diwali</b></p> <ul style="list-style-type: none"> <li>Place the main stages of making in a systematic order.</li> <li>Learn to follow procedures for safety and hygiene.</li> <li>When planning, start to explain their choice of materials and components including function and aesthetics.</li> <li>Test ideas using prototypes;</li> <li>When designing, explore different initial ideas before coming up with a final design.</li> <li>Explain how particular parts of their products work.</li> </ul>	<p><b>Structures</b></p> <p><b>Greenhouse</b></p> <ul style="list-style-type: none"> <li>Explain how particular parts of their products work.</li> <li>Use annotated sketches and cross-sectional drawings to develop and communicate their ideas.</li> <li>When designing, explore different initial ideas before coming up with a final design.</li> <li>When planning, start to explain their choice of materials and components including function and aesthetics.</li> <li>Develop and follow simple design criteria.</li> <li>Place the main stages of making in a systematic order.</li> <li>Select from a range of tools and equipment, explaining their choices.</li> <li>Select from a range of materials and components according to their properties.</li> <li>With growing independence, measure and mark out to the nearest cm and millimetre.</li> <li>Use a widening range of materials and components, including construction materials and kits, textiles and mechanical and electrical components.</li> <li>Measure, mark out, cut, shape and score materials with increasing accuracy</li> </ul>		<p><b>Food and Nutrition</b></p> <p><b>Vegetation</b></p> <ul style="list-style-type: none"> <li>Develop knowledge of when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world.</li> <li>Develop knowledge of seasonality.</li> <li>Begin to prepare and cook a variety of predominantly savoury dishes safely and hygienically, where appropriate using a heat course.</li> <li>Know that recipes can be adapted for a range of reasons e.g. to change the appearance and taste.</li> <li>With some support, follow a recipe.</li> <li>Measure and weigh ingredients to the nearest gram and milliliter.</li> <li>Prepare ingredients using appropriate cooking utensils.</li> <li>Continue to develop a range of techniques such as peeling, chopping, mashing, whisking, crushing, grating, cutting, kneading and baking.</li> </ul>	
RE	<p><b>What is the 'Trinity' and why is it important for Christians?</b></p> <ul style="list-style-type: none"> <li>On the Big Frieze, Incarnation is after 'People of God' (God choosing certain people to share the message of Christianity) and before Gospel which means good news, referring to God coming to earth in human form as Jesus.</li> <li>The Trinity refers to God being one made up of three parts which is the Father (God) the Son (Jesus) and the Holy Spirit (the power of God).</li> <li>The Baptism of Jesus teaches Christians that he is like humans</li> </ul>	<p><b>How do festivals and family life show what it means to be a Hindu in Britain today?</b></p> <ul style="list-style-type: none"> <li>The Story of Rama and Sita teaches Hindus that good can overcome evil and darkness can be overcome by light.</li> <li>Dharma (moral duty), Sanatan Dharma (another word for Hinduism which means eternal law and duty) all link to Diwali as it is a Hindu moral duty to do make the right choices to overcome evil (darkness).</li> <li>In Britain many Hindus celebrate Diwali at home or in their faith communities, by</li> </ul>	<p><b>How do festivals and worship show what matters to a Muslim?</b></p> <ul style="list-style-type: none"> <li>Muslims believe that the Qur'an is a sacred text as it is believed to be the word of Allah (God) and includes Surah 1 at the beginning.</li> <li>Surah 1 states that Allah is the creator of everything, the Most Gracious and Most Merciful being of all time and is the only God (Tawhid).</li> <li>Muslims show Ibadah by praying five times a day (Salah), fasting (not eating or drinking for a certain amount</li> </ul>	<p><b>Why do Christians call the day Jesus died 'Good Friday'?</b></p> <ul style="list-style-type: none"> <li>On the Big Frieze, salvation (Jesus tried to save humans from sin) comes after Gospel (stories about Jesus' life and teachings) but before Kingdom of God (people today are still finding their way back to God by following Jesus' teachings of love).</li> <li>Most Christians say that Jesus came to earth (Gospel) to show people how to live a life of love and obedience to save and rescue them by helping them to live in God's way which is why</li> </ul>	<p><b>For Christians, what was the impact of Pentecost?</b></p> <ul style="list-style-type: none"> <li>On the Big Frieze, the Kingdom of God is after 'Salvation' (Jesus dying on the cross) and is the what God would like the world to be like.</li> <li>Most Christians believe that Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').</li> <li>Pentecost is considered, by most Christians, to be the</li> </ul>	<p><b>How and why do people mark the significant events of life?</b></p> <ul style="list-style-type: none"> <li>Ceremonies of commitment mark new responsibility or a promise to another individual or community.</li> <li>When most Christian babies are born, they are baptised but adults can also be baptised and is done as a cleansing symbol, showing that the person being baptised has become a follower of Jesus.</li> <li>When a Jewish boy and girl come of age, they will have a bar (boy)/bat (girl) Mitzvah to mark the occasion and</li> </ul>



	<p>and an example for others to follow.</p> <ul style="list-style-type: none"> <li>Babies are usually baptised by water being sprinkled onto their forehead and adults are often baptised by total immersion in the name of The Father, Son and Holy Spirit.</li> <li>Baptism welcomes people into the Church family and is a way for people to declare their faith in Jesus Christ.</li> <li>In Britain, we are expected to show tolerance towards those who do not share the same beliefs as us by giving everybody the same freedoms and rights (individual liberty) such as having the choice to be baptized.</li> <li>In the story of the Baptism of Jesus the Trinity is pictured in the story and the voice of God announces Jesus as the Son of God and the Holy Spirit is present in the form of a dove to show God is present in the lives of believers.</li> <li>Comment on connections between questions, beliefs, values and practices.</li> <li>Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.</li> <li>Show understanding of the ways of belonging to religions and what these involve.</li> </ul>	<p>visiting the Mandir (temple) and through firework displays, dances, plays, street lighting, Diva lights, lanterns, traditional Indian food and music.</p> <ul style="list-style-type: none"> <li>During Diwali most Hindus clean their homes in preparation to pray to Lakshmi, the goddess of wealth and prosperity to ask for blessings for the New Year.</li> <li>Diwali shows that Hinduism is a 'whole way of life' because they live for moksha (release from the cycle of rebirth) and overcoming evil helps towards this.</li> <li>Hindus have the freedom to celebrate Diwali in Britain today as everyone is shown mutual respect meaning that everyone is valued in British society (British Values).</li> <li>Diwali is similar to the Jewish festival, Hanukkah (also a festival of lights) and Christian's celebration of Christmas but are celebrated in different ways.</li> <li>Describe the impact of beliefs and practices on individuals, groups and communities.</li> <li>Gather, select, and organise ideas about religion and belief.</li> <li>Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.</li> </ul>	<p>of time) and through celebrations such as Ramadan.</p> <ul style="list-style-type: none"> <li>During Ramadan (in the ninth month of the Islamic lunar calendar year) Muslims fast from sunrise to sunset for a month to commemorate the Prophet Muhammad as this was when the Quran was revealed to him and to bring Muslims closer to Allah through prayer, asking for forgiveness and giving to the needy.</li> <li>Most Muslims submit to Allah to show that they want to respect the word of God and follow God's teachings as the creator of everything.</li> <li>Muslims in Britain are protected by the British Values as they have the right to express their beliefs and are given time and space to pray as part of their faith (individual liberty).</li> <li>Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.</li> <li>Show understanding of the ways of belonging to religions and what these involve.</li> <li>Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.</li> </ul>	<p>his life is remembered during holy week (his sacrifice for humans).</p> <ul style="list-style-type: none"> <li>Holy week is celebrated to remember Jesus's entry into Jerusalem (Palm Sunday) and the events that followed including Good Friday (Jesus death on the cross) and Easter Sunday (Jesus is raised to life).</li> <li>Palm Sunday is remembered in some churches by distributing palm branches to the people in the Church, singing hymns and/or reading the account of Jesus entering Jerusalem.</li> <li>Some churches commemorate Good Friday by singing hymns, saying prayers, processions through the streets holding a cross and/ or thanking Jesus for his sacrifice to humans and is normally done between noon and 3pm to remember the hours Jesus died on the cross.</li> <li>In Britain Good Friday and Easter Monday are respected through a bank holiday so that all Christians can celebrate Easter which links to the British Values, individual liberty and mutual respect.</li> <li>Christians call the day Jesus died 'Good Friday' because they think that Jesus rose from the dead so Friday was not the end and he opened up a way to heaven, which Christians say is good news for all (children to make their own suggestions about why Christians call it Good Friday).</li> <li>Comment on connections between questions, beliefs, values and practices.</li> <li>Describe similarities and differences within and between religions and beliefs.</li> <li>Suggest answers to some questions raised by the study of religions and beliefs.</li> </ul>	<p>beginning of the Church and is significant as it gives them a place to worship in communities.</p> <ul style="list-style-type: none"> <li>Many Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</li> <li>Most Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</li> <li>Christians are protected by the British Value, rule of law as it allows everyone to feel safe and follow rules that allow everyone, regardless of faith and beliefs, to express their views and be part of democracy.</li> <li>Christians believe that letting God into their lives helps to guide and comfort them but other people believe that this can happen without believing in God.</li> <li>Comment on connections between questions, beliefs, values and practices.</li> <li>Suggest answers to some questions raised by the study of religions and beliefs.</li> <li>Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.</li> </ul>	<p>symbolises that they are now responsible for how they practise Judaism.</p> <ul style="list-style-type: none"> <li>During most baptisms, water is sprinkled on a baby's head three times to symbolise the trinity and for an adult they are immersed in water by a priest to show that they are becoming part of Christianity.</li> <li>During most bar/ bat Mitzvahs, a rabbi gives a talk, speaking to both the boy/girl, their family and to the rest of the community who are attending the celebrations and pray to give thanks to God for this time.</li> <li>Non-religious people may get married through something called a civil-partnership to show commitment to each other without God.</li> <li>People in Britain are part of democracy so have the right to share their political views regardless of faith and faith and may include voting for the rights of people to take part in ceremonies (e.g., Can a baby choose to be baptised?).</li> <li>People may mark significant life events to show love, commitment and belonging within a community and as a guide on how to live and what is expected of them during different stages of their life.</li> <li>Describe similarities and differences within and between religions and beliefs.</li> <li>Ask questions about puzzling aspects of life and experiences and suggest answers, referring to the teaching of religions studied.</li> <li>Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</li> </ul>
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<p><b>PE</b></p>	<p><b>Forest School</b></p> <p>To co-construct safety rules for Forest School area.          To explore the area with reference to safe risk taking.          To be able to create a minotaur from natural materials.          To be able to use tools to create a weapon to defeat the minotaur          To be able to use a clove hitch to create a labyrinth for the minotaur.          To use tools to create a well-guarded Empire.          To use natural materials to create and Ancient Greek voting system          To use fire starters to light the 'Olympic Torch'</p>	<p><b>Dance 1</b></p> <ul style="list-style-type: none"> <li>To be able to perform a simple range of traditional Indian dance arm and hand gestures.</li> <li>To be able to perform a simple range of traditional Indian dance footwork movements.</li> <li>To be able to learn and rehearse a choreographed dance phrase using a range of traditional Indian dance arm and hand gestures and footwork movements.</li> <li>To be able to learn and rehearse a choreographed dance phrase using a range of traditional Indian dance arm and hand gestures and footwork movements.</li> <li>To be able to learn, rehearse and refine a choreographed dance phrase using a range of traditional Indian dance arm and hand gestures and footwork movements.</li> <li>To be able to perform a choreographed dance phrase using a range of traditional Indian dance arm and hand gestures and footwork movements.</li> </ul>	<p><b>Forest School</b></p> <p>To co-construct safety rules for Forest School area.          To explore the area with reference to safe risk taking.          To be able to use a variety of tools to undertake a range of tasks          To be able to grow vegetation and analyse where is best to do it.          To be able to use teamwork skills to create a safe space for a volcano          To use natural materials to create a volcano          To use a variety of knots to make earthquake shelters</p>	<p><b>Dance 2</b></p> <ul style="list-style-type: none"> <li>To be able to select and explore a variety of movements based on the daily cycle of a Flower.</li> <li>To be able to select and explore a variety of movements based on the movements of different Seeds.</li> <li>To be able to select and explore a variety of movements based on Seed Germination.</li> <li>To be able to select and explore a variety of movements based on the growth of a Tree.</li> <li>To be able to learn and rehearse a dance routine to show the Life Cycle of a Tree.</li> <li>To be able to perform a dance routine to show the Life Cycle of a Tree.</li> </ul>	<p><b>Forest School</b></p> <p>To co-construct safety rules for Forest School area.          To explore the area with reference to safe risk taking.          To locate dangers within the Forest Area and ec-garden          To undertake surveys to analyse what is living and growing within the school environment          To be able to classify living things          To use tools to create structures to allow creatures to survive          To manage forest school areas for living things to thrive</p>	<p><b>Gymnastics 2</b></p> <ul style="list-style-type: none"> <li>To be able to perform a shoulder stand safely.</li> <li>To be able to perform a headstand safely with support.</li> <li>To be able to develop the headstand and perform with or without support.</li> <li>To perform a short sequence using stands and a range of balances.</li> <li>To be able to perform a forward roll with appropriate entrances and exits.</li> <li>To perform and evaluate forward rolls on, off and over apparatus.</li> </ul>
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	<p><b>Handball</b></p> <ul style="list-style-type: none"> <li>To be able to throw and catch.</li> <li>To be able to develop throwing and catching skills.</li> <li>To be able to pass and shoot.</li> <li>To be able to develop passing and shooting skills.</li> <li>To be able to move with and without the ball.</li> <li>To be able to move with and without the ball.</li> </ul>	<p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>To be able to gain a basic understanding of dribbling in basketball.</li> <li>To be able to dribble under pressure in basketball.</li> <li>To be able to gain a basic understanding of passing in basketball.</li> <li>To be able to pass, dribble and pivot in basketball.</li> <li>To be able to pass and dribble in a game situation.</li> <li>To be able to make appropriate decisions to win competitive matches.</li> </ul>	<p><b>Gymnastics 1</b></p> <ul style="list-style-type: none"> <li>To be able to perform and evaluate a routine with matching balances.</li> <li>To be able to perform and evaluate a routine with matching balances on apparatus.</li> <li>To be able to perform and evaluate a routine with contrasting balances.</li> <li>To be able to perform and evaluate a routine with contrasting balances on and over apparatus.</li> <li>To be able to perform and evaluate a routine with linked balances.</li> <li>To be able to perform and evaluate a routine with linking on and over apparatus.</li> </ul>	<p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>To be able to take the ready position.</li> <li>To be able to hit the ball and keep a rally going.</li> <li>To be able to understand the flight of the ball.</li> <li>To be able to know where to move and stand on the court.</li> <li>To be able to react to the ball direction and get into position ready for the shot.</li> <li>To be able to keep a rally going.</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>To be able to record and measure performance in running, throwing &amp; jumping.</li> <li>To be able to improve running technique including the sprint finish.</li> <li>To be able to communicate as a team to make relay changeovers.</li> <li>To be able to jump for height.</li> <li>To be able to throw for distance using a range of techniques.</li> <li>To re-record and better performances in running, throwing &amp; jumping.</li> </ul>	<p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>To be able to throw and catch a ball.</li> <li>To be able to show the basics required when batting.</li> <li>To be able to develop a range of fielding techniques.</li> <li>To be able to develop batting and bowling skills for rounders.</li> <li>To be able to develop striking skills through small sided games.</li> <li>To be able to bring all the skills learnt into mini rounders match.</li> </ul>
	<p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>To find out about the relationship between diet and exercise.</li> </ul>	<p><b>Teamwork and Leadership</b></p> <ul style="list-style-type: none"> <li>To explore some teamwork activities that focus on team dynamics of trust within teams.</li> </ul>	<p><b>Personal Care</b></p> <ul style="list-style-type: none"> <li>To learn about the range of human emotions and understand that it is normal to feel strong emotions at times and how to deal with negative emotions.</li> </ul>	<p><b>Mindfulness</b></p> <ul style="list-style-type: none"> <li>To recap what Mindfulness means and acquaint themselves with some mindful techniques.</li> <li>To explore how colours can make you feel and reflect on which colours children find relaxing.</li> <li>To explore barefoot walking.</li> <li>To practice a mindfulness exercise using a mind jar as a focus object.</li> <li>To try a mindful colouring exercise and reflect upon how it helps with being mindful.</li> <li>To try guided visualisation.</li> </ul>	<p><b>Sleep</b></p> <ul style="list-style-type: none"> <li>To find out about some techniques for getting to sleep when you are struggling. To explore ways of dealing with worries at bedtime.</li> </ul>	<p><b>Yoga</b></p> <ul style="list-style-type: none"> <li>To explore ways of sitting to enhance relaxation.</li> <li>To recap and review some poses they have learnt in previous sessions.</li> <li>To explore some new poses that require balance both individually and with a partner. To be able to practise some yoga relaxation techniques.</li> <li>To explore the benefits of self-massage as a relaxation technique.</li> <li>To compose dynamic yoga routine with a partner.</li> </ul>
PHSE	<p><b>Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>Demonstrate strategies for working on a collaborative task.</li> <li>Define successful qualities of teamwork and collaboration.</li> <li>Explain what we mean by a 'positive, healthy relationship'.</li> <li>Describe some of the qualities that they admire in others.</li> <li>Recognise that there are times when they might need to say 'no' to a friend.</li> </ul>	<p><b>Valuing Difference</b></p> <ul style="list-style-type: none"> <li>Define the terms 'negotiation' and 'compromise'.</li> <li>Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> <li>List some of the ways that people are different to each other (including differences of race, gender, religion).</li> </ul>	<p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them.</li> <li>Identify situations which are either dangerous, risky or hazardous;</li> <li>Suggest simple strategies for managing risk.</li> <li>Define what is meant by the word 'dare'.</li> </ul>	<p><b>Rights and Respects</b></p> <ul style="list-style-type: none"> <li>Explain how different people in the school and local community help them stay healthy and safe.</li> <li>Define what is meant by 'being responsible';</li> <li>Describe the various responsibilities of those who help them stay healthy and safe.</li> </ul>	<p><b>Being my Best</b></p> <ul style="list-style-type: none"> <li>Identify ways in which everyone is unique.</li> <li>Appreciate their own uniqueness.</li> <li>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> </ul>	<p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>Describe some of the changes that happen to people during their lives.</li> <li>Explain how the Learning Line can be used as a tool to help them manage change more easily.</li> <li>Suggest people who may be able to help them deal with change.</li> </ul>

	<ul style="list-style-type: none"> <li>Describe appropriate assertive strategies for saying 'no' to a friend.</li> <li>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state.</li> <li>Explain how different words can express the intensity of feelings.</li> <li>Identify a wide range of feelings.</li> <li>Recognise that different people can have different feelings in the same situation.</li> <li>Explain how feelings can be linked to physical state.</li> <li>Demonstrate a range of feelings through their facial expressions and body language.</li> <li>Recognise that their feelings might change towards someone or something once they have further information.</li> <li>Give examples of strategies to respond to being bullied, including what people can do and say.</li> <li>Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise potential consequences of aggressive behaviour.</li> <li>Suggest strategies for dealing with someone who is behaving aggressively.</li> <li>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals).</li> <li>Define the word respect and demonstrate ways of showing respect to others' differences.</li> <li>Understand and identify stereotypes, including those promoted in the media.</li> <li>Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances).</li> <li>Give examples of features of these different types of relationships, including how they influence what is shared.</li> <li>Understand that they have the right to protect their personal body space.</li> <li>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space.</li> <li>Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</li> </ul>	<ul style="list-style-type: none"> <li>Identify from given scenarios which are dares and which are not.</li> <li>Suggest strategies for managing dares.</li> <li>Describe stages of identifying and managing risk.</li> <li>Suggest people they can ask for help in managing risk.</li> <li>Understand that we can be influenced both positively and negatively.</li> <li>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> <li>Identify images that are safe/unsafe to share online.</li> <li>Know and explain strategies for safe online sharing.</li> <li>Understand and explain the implications of sharing images online without consent.</li> <li>Understand that medicines are drugs.</li> <li>Explain safety issues for medicine use.</li> <li>Suggest alternatives to taking a medicine when unwell.</li> <li>Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</li> <li>Understand some of the key risks and effects of smoking and drinking alcohol.</li> <li>Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</li> <li>Identify strategies for keeping personal information safe online.</li> <li>Describe safe behaviours when using communication technology.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest ways they can help the people who keep them healthy and safe.</li> <li>Understand that humans have rights and also responsibilities.</li> <li>Identify some rights and also responsibilities that come with these.</li> <li>Understand the reason we have rules.</li> <li>Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council).</li> <li>Recognise that everyone can make a difference within a democratic process.</li> <li>Define the word influence.</li> <li>Recognise that reports in the media can influence the way they think about a topic.</li> <li>Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</li> <li>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour.</li> <li>Recognise that they can play a role in influencing outcomes of situations by their actions.</li> <li>Define the terms 'income' and 'expenditure'.</li> <li>List some of the items and services of expenditure in the school and in the home.</li> <li>Prioritise items of expenditure in the home from most essential to least essential.</li> <li>Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'.</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of choices they make for themselves and choices others make for them.</li> <li>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> <li>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.</li> <li>Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</li> <li>Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs).</li> <li>Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li> <li>Define what is meant by the word 'community'.</li> <li>Suggest ways in which different people support the school community.</li> <li>Identify qualities and attributes of people who support the school community.</li> <li>How to make a clear and efficient call to emergency services if necessary.</li> <li>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> <li>Define what a volunteer is.</li> <li>Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer.</li> </ul>	<ul style="list-style-type: none"> <li>Name some positive and negative feelings.</li> <li>Understand how the onset of puberty can have emotional as well as physical impact.</li> <li>Suggest reasons why young people sometimes fall out with their parents;</li> <li>Take part in a role play practising how to compromise.</li> <li>Identify parts of the body that males and females have in common and those that are different.</li> <li>Know the correct terminology for their genitalia.</li> <li>Understand and explain why puberty happens.</li> <li>Know the key facts of the menstrual cycle.</li> <li>Understand that periods are a normal part of puberty for girls.</li> <li>Identify some of the ways to cope better with periods.</li> <li>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret.</li> <li>Recognise how different surprises and secrets might make them feel.</li> <li>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> <li>Understand that marriage is a commitment to be entered into freely and not against someone's will.</li> <li>Recognise that marriage includes same sex and opposite sex partners;</li> <li>Know the legal age for marriage in England or Scotland.</li> <li>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul>
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<p><b>French</b></p>		<p><b><u>Months of the Year</u></b></p> <ul style="list-style-type: none"> <li>• Recap greetings and conversations e.g.: What is your name? How are you? How old are you? Recap basic classroom instructions – listen, stand up, etc; recap colours, days, numbers, etc</li> <li>• Engage in conversations using basic language structures and phrases; using familiar vocabulary, phrases and basic language structures; present information orally; listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Recap Good/Bad for Health from Year 3. Appreciate and explore patterns of language using songs and rhymes. Remind about masculine, feminine, plural and pronunciation eg les oranges</li> <li>• Introduce months of the year. Looking at title – what could it be about? Be able to say my birthday is in .... Embed vocabulary using word searches, pictures of months to colour etc engage in conversations; present ideas orally; reading and understanding</li> <li>• To be able to write “my birthday is on ... in ...” write phrases and words from memory (numbers); describe things in writing</li> </ul>		<p><b><u>Parts of the Body</u></b></p> <ul style="list-style-type: none"> <li>• Introduce Parts of the Body – 1. Explain vocab. Point out silent letters as in le nez,, cheveux Masculine, feminine, plural</li> <li>• Play song C’est moi. Explore patterns and sound through songs; listen attentively to spoken language</li> <li>• When asked How are you? To be able to say why they feel bad eg: J’ai mal a le nez etc engage in conversations, develop ability to understand new words; to be able to write and say new phrases using past knowledge and new vocabulary to express ideas clearly; describe things orally and written</li> <li>• Read Le Grand Monstre Vert – ask beforehand what it could be about, what words do we recognise? Explain most nouns are followed by adjective eg monstre vert but some come beforehand like grand. Remind of masculine/feminine/plural for body parts listen attentively to spoken language; explore patterns and sounds; read carefully and show understanding of words and phrases</li> <li>• To draw the head and label in French and English, then to draw their own monster and be able to describe him using adjectives such as big/small/pointy/green etc describe things in writing and pictorially; use grammar for masculine, feminine, plural, colours, etc and remember if</li> </ul>		<p><b><u>The Zoo</u></b></p> <ul style="list-style-type: none"> <li>• Recap previous knowledge then</li> <li>• Introduce The Zoo – what type of animals are we likely to see? Engage in conversations, ask and answer questions, express opinions</li> <li>• Show power point. Say names of animals, get them to repeat. Are there any sounds we have heard before? Are any of the animals really easy to remember – les lions. Point out masculine/feminine/plural listen attentively to spoken language and show understanding by responding; explore patterns and sounds linking spelling and meaning of words; grammar knowledge</li> <li>• Song on Francais, Francais with the zoo animals on explore patterns and sounds through songs; appreciate songs in the language</li> <li>• List animals in books, draw image if they like, use a dictionary to gather more vocabulary, wordsearch present ideas in writing/pictorial form; broaden vocabulary using a dictionary; reading and understanding words and phrases</li> <li>• Corners game, name 4 corners, children go to a corner when asked, randomly call a corner – if they are in that corner they are out (éliminé!) listen attentively to spoken language</li> </ul>

				comes before/after noun; present ideas		and show understanding by joining in and responding •
<b>Computing</b>	<p><b>We are software developers</b></p> <ul style="list-style-type: none"> <li>To play and analyse educational games.</li> <li>To create a game that asks a question and provides feedback.</li> <li>To develop the educational game to include repetition.</li> <li>To improve the interface of the educational game.</li> <li>To build in additional levels or make their game increase in difficulty.</li> <li>To test and improve the educational game, correcting any errors.</li> </ul>	<p><b>We are makers</b></p> <ul style="list-style-type: none"> <li>To learn about the microbit, and how to create a program using MakeCode.</li> <li>To read a micro:bit program and predict what it will do.</li> <li>To modify a micro:bit program.</li> <li>To create a micro:bit program to stimulate rolling two dice.</li> <li>To plan a micro:bit program.</li> <li>To code and test their own micro:bit project.</li> </ul>	<p><b>We are musicians</b></p> <ul style="list-style-type: none"> <li>To recall earlier work on creating a percussion loop.</li> <li>To experiment with the touch instruments.</li> <li>To create a tune in piano roll view.</li> <li>To create a piece of music using live loops.</li> <li>To create a multi-track composition in GarageBand.</li> <li>To refine and perform a piece of music.</li> </ul>	<p><b>We are bloggers</b></p> <ul style="list-style-type: none"> <li>To identify features of a good blog.</li> <li>To write a blog post.</li> <li>To comment on blog posts.</li> <li>To add images to blog posts.</li> <li>To insert audio or video from another website into a blog.</li> <li>To create a live blog.</li> </ul>	<p><b>We are artists</b></p> <ul style="list-style-type: none"> <li>To create simple tessellations using Inkscape.</li> <li>To create more complex tessellations using Inkscape.</li> <li>To program Islamic-style art in Scratch.</li> <li>To create a repeating pattern in Scratch.</li> <li>To use Inkscape to create art in the later style of Bridget Riley.</li> <li>To create art using Inkscape inspired by the early style of Bridget Riley.</li> </ul>	<p><b>We are meteorologists</b></p> <ul style="list-style-type: none"> <li>To describe and measure the weather.</li> <li>To record the weather.</li> <li>To analyse the data collected.</li> <li>To use the photo collection to make predictions about the weather.</li> <li>To identify features of a good weather forecast, and plan a weather forecast.</li> <li>To deliver a weather forecast and reflect on learning.</li> </ul>
<p><b>Music</b></p> <p><b>*EXS</b> <b>*GDS</b></p>	<p><b>Mamma Mia (Pop Music)</b> Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. <i>Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</i> Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. Find the pulse whilst listening. <i>Others will identify changes in tempo, dynamics and texture.</i> Most children can complete the Bronze and Silver Challenges during musical activities. <i>Some will complete the Gold if working at greater depth during musical activities.</i> Copy back, play, invent rhythmic and melodic patterns. Copy back, play and invent rhythmic patterns. Copy back, play, invent rhythmic and melodic patterns using the notes G and sometimes A and reading notes. <i>Copy back, play, invent rhythmic and melodic patterns using the notes G + A and reading notes.</i> Singing in unison. Play instrumental parts accurately and in time, as part of the performance.</p>	<p><b>Not taught this term</b></p>	<p><b>Glockenspiel – Stage 2 (Mixed Styles)</b> Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. <i>Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</i> The child can learn more complex rhythm patterns. Revise, play <b>and read the notes</b> C, D, E, F + G. Learn to play these tunes:  <ul style="list-style-type: none"> <li>Mardi Gras Groovin'</li> <li>Two-Way Radio</li> <li>Flea Fly</li> <li>Rigadoon</li> <li>Mamma Mia</li> </ul>           Revisit these tunes from Stage 1:  <ul style="list-style-type: none"> <li>Portsmouth</li> <li>Strictly D</li> <li>Play Your Music</li> <li>Drive</li> </ul>           Compose using the notes C, D, E, F + G. Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?</p>		<p><b>Stop! (Grime Music)</b> Most children should know the difference between pulse and rhythm. <i>Others will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</i> Identify the structure: Intro and 6 rapped verses, each with a sung chorus. Identify the instruments/voices: Digital/electronic sounds, turntables, synthesizers, drums. Find the pulse whilst listening <b>and identify tempo changes, changes in dynamics and texture.</b> Most children can complete the Bronze and Silver Challenges during musical activities. <i>Some will complete the Gold if working at greater depth during musical activities.</i> Copy back, play, invent rhythmic and melodic patterns. Copy back, play and invent rhythmic patterns. Copy back, play, invent rhythmic and melodic patterns using the notes C and sometimes D and reading notes. <i>Copy back, play, invent rhythmic and melodic patterns using the notes C + D and reading notes.</i> Singing and rapping in unison and in parts. Compose own rapped lyrics about bullying or another topic or theme that you decide as a class.</p>	<p><b>Not taught this term</b></p>

	<p>Play instrumental parts accurately and in time, as part of the performance using note G by ear.</p> <p>Play instrumental parts accurately and in time, as part of the performance recognising G + A by ear and from notation.</p> <p>Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?</p> <p>Improvise in the lessons and as part of the performance.</p> <p>Improvise using the note G as part of the performance.</p> <p>Improvise using the note G and sometimes A as part of the performance.</p> <p>Improvise using the note G + A as part of the performance.</p> <p>Compose a simple melody using simple rhythms and use it as part of the performance.</p> <p>Using the notes G, A + B when composing.</p> <p>Using the notes G, A, B, D + E (pentatonic scale) when composing.</p>				<p>Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?</p>	
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