

Long term Plan 2023-2024 - Year 4

Learning Mindsets: Autumn - Respect, Spring - Resilience and Summer - Responsibility					
English					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Class Book: Stig of the Dump by Clive King</p> <p>Reading Skills: Decoding Clarification Prediction Sequencing Inference</p> <p><u>Writing</u> I. Main Written STIG feature for newspaper/magazine.</p> <p><u>Oral activities to support composition</u> Interviews with different people re STIG for article.</p>	<p>Class Book: Stig of the Dump By Clive King UG (comic strip) Graphic Novel focus</p> <p>Reading Skills: Reading focus: Clarification Predictions Sequencing</p> <p><u>Writing</u> I. Main Written Narrative Comic Strip (Catch it - Literacy Shed)</p> <p><u>Oral activities to support composition</u> Retelling narratives in comic style. Onomatopoeia</p> <p>Compositional Focus: form of comic strip,</p>	<p>Class Book: Meet me by the Steelmen. Theresa Tomlinson</p> <p>Reading Skills: Inference Vocabulary</p> <p><u>Writing</u> I. Main Written Diary (Meet me by the Steelmen)</p> <p><u>Oral activities to support composition</u> - debating - performing speech to intended audience.</p> <p>Compositional Focus: fact and opinion, modal verbs, conjunctions in a speech.</p> <p>Process focus; thinking aloud</p>	<p>Class Book: The Water Horse by Dick King-Smith</p> <p>Reading Skills: Summarise Comparing and contrasting</p> <p><u>Writing</u> I. Main Written Explanation (Water Cycle)</p> <p>Compositional Focus: Sentence structure variation</p> <p>Process focus: discussing writing similar to that which they are planning to write in order to understand and learn from its structure,</p>	<p>Class Book: Romans on the Rampage by Jeremy Strong</p> <p>Reading Skills: Fact and opinion Retrieve, record and present information from non-fiction.</p> <p><u>Writing</u> I. Main Written Playscript (Roman Times)</p> <p>Compositional Focus: features of playscripts, use of</p>	<p>Class Book: Romans on the Rampage by Jeremy Strong</p> <p>Reading Skills: Summarise</p> <p><u>Writing</u> I.. Main Written Instructions (How to be a gladiator)</p> <p>Compositional Focus: synonyms adverbials</p> <p>Process focus: discussing writing similar to that which they are planning to</p>

<p>Compositional Focus: describe STIG using expanded noun phrases</p> <p>Process focus; - planning and editing</p> <p><u>Grammar, Punctuation and vocab knowledge to support genre. form and compositional focus- with key terminology highlighted in yellow</u></p> <p><u>Sentence level knowledge</u> * Noun phrases expanded by the addition of modifying</p>	<p>speech punctuation.</p> <p>Process focus; - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p><u>Grammar, Punctuation and vocab knowledge to support genre. form and compositional focus- with key terminology highlighted in yellow</u></p> <p><u>Word level grammar knowledge</u> Speech and Thought (no need</p>	<p><u>Grammar, Punctuation and vocab knowledge to support genre. form and compositional focus- with key terminology highlighted in yellow</u></p> <p><u>Word level grammar knowledge</u> * Past tense (recap)</p> <p><u>Text level grammar</u> * Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p><u>Terminology (highlight key vocab for specific unit)</u> Determiner, pronoun, possessive pronoun adverbial</p> <p>2. Practise and Apply Mystery Narrative (Marshmallows)</p>	<p>vocabulary and grammar</p> <p><u>Grammar, Punctuation and vocab knowledge to support genre. form and compositional focus- with key terminology highlighted in yellow</u></p> <p><u>Punctuation</u> * brackets (for clarification)</p> <p><u>Terminology (highlight key vocab for specific unit)</u> Determiner, pronoun, possessive pronoun Adverbial</p> <p>2. Content focus Speech</p>	<p>language conjunctions</p> <p>Process focus: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p><u>Grammar, Punctuation and vocab knowledge to support genre. form and compositional focus- with key terminology highlighted in yellow</u></p> <p><u>Sentence level knowledge</u> * Fronted adverbials [for example, later that day, I heard the bad news.]</p>	<p>write in order to understand and learn from its structure, vocabulary and grammar</p> <p><u>Grammar, Punctuation and vocab knowledge to support genre. form and compositional focus- with key terminology highlighted in yellow</u></p> <p><u>Sentence level knowledge</u> * Fronted adverbials [for example, later that day, I heard the bad news.]</p>
--	--	---	---	---	---

<p>adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)</p> <p><u>Punctuation</u> Apostrophes to mark possession</p> <p><u>Terminology</u> (highlight key vocab for specific unit) Determiner, pronoun, possessive pronoun Adverbial</p> <p>2. Content focus Non-chronological report (Woolley mammoths)</p>	<p>for inverted commas etc)</p> <p><u>Terminology</u> (highlight key vocab for specific unit) Determiner, pronoun, possessive pronoun adverbial</p> <p>2. Content focus One sided argument (Iron Man - do we get rid of him)</p> <p><u>Oral activities to support composition</u> -debate</p> <p>Compositional Focus: Causal conjunctions, formal language</p> <p>Process focus; thinking aloud</p>	<p>Compositional Focus: In narratives, creating settings, characters and plots using fronted adverbials</p> <p>Process focus: organising paragraphs around a theme.</p> <p><u>Grammar, Punctuation and vocab knowledge to support genre. form and compositional focus- with key terminology highlighted in yellow</u></p> <p><u>Sentence level knowledge</u> * Show language/Tell language * Descriptive language devices including noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>	<p><u>Oral activities to support composition</u> - debating - performing speech to intended audience.</p> <p>Compositional Focus: fact and opinion, modal verbs, conjunctions in a speech.</p> <p>Process focus; thinking aloud</p> <p><u>Grammar, Punctuation and vocab knowledge to support genre. form and compositional focus- with key terminology highlighted in yellow</u></p> <p><u>Word level grammar knowledge</u></p>	<p>highlighted in yellow</p> <p><u>Sentence level knowledge</u> * Adverbials [for example, <i>later that day, I heard the bad news.</i>]</p> <p><u>Punctuation</u> * brackets (to add detail using stage directions) * colons (to separate the speaker to the word)</p> <p><u>Terminology</u> (highlight key vocab for specific unit) Determiner, pronoun,</p>	<p><u>Terminology</u> (highlight key vocab for specific unit) Determiner, pronoun, possessive pronoun adverbial</p> <p>2. Content focus Non-chronological report (Romans)</p> <p><u>Oral activities to support composition</u></p> <ul style="list-style-type: none"> Interviewing Hot seating Debate <p>Compositional Focus: adverbials, organisational devices</p>
---	---	--	--	--	---

<p>Compositional Focus: Co-ordinating conjunctions to add detail.</p> <p>Process focus; - planning and editing</p> <p>Grammar, Punctuation and vocab knowledge to support genre. form and compositional focus- with key terminology highlighted in yellow</p> <p>Sentence level knowledge * Conjunctions (co-ordinating - Y3 recap)</p> <p>Punctuation Use of commas after</p>	<p>Grammar, Punctuation and vocab knowledge to support genre. form and compositional focus- with key terminology highlighted in yellow</p> <p>Text level grammar * Use of paragraphs to organise ideas around a theme</p> <p>Terminology (highlight key vocab for specific unit)</p> <p>Determiner, pronoun, possessive pronoun adverbial</p> <p>3. Practise and Apply</p>	<p>Terminology (highlight key vocab for specific unit)</p> <p>Determiner, pronoun, possessive pronoun Adverbial</p> <p>3. Second Written Traditional Poetry</p> <p>Compositional Focus: synonyms to make the writing more engaging.</p> <p>Process focus: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Grammar, Punctuation and vocab knowledge to support genre. form and compositional focus- with key terminology highlighted in yellow</p>	<p>* The grammatical difference between plural and possessive -s * Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] * Persuasive devices (Fact and opinion, superlatives and comparative adjectives)</p> <p>Terminology (highlight key vocab for specific unit) Determiner, pronoun, possessive pronoun adverbial</p>	<p>possessive pronoun adverbial</p> <p>2. Content focus Narrative-innovated place (Roman fairytale)</p> <p>Oral activities to support composition * hot seating * 'T4W' style retelling</p> <p>Compositional Focus: conjunctions in an innovated narrative</p> <p>Process focus: planning and editing.</p>	<p>Process focus: planning and editing</p> <p>Grammar, Punctuation and vocab knowledge to support genre. form and compositional focus- with key terminology highlighted in yellow</p> <p>Word level grammar knowledge * Edit for spelling and grammatical errors.</p> <p>Punctuation * Edit for punctuation,</p> <p>Terminology (highlight key</p>
--	--	--	---	--	--

<p>subordinate clauses</p> <p><u>Terminology (highlight key vocab for specific unit)</u></p> <p>Determiner, pronoun, possessive pronoun Adverbial</p> <p>3. Content focus Recount (Visit to Yorkshire Wildlife Park) <u>Oral activities to support composition</u> * Oral retelling of events.</p> <p>Compositional Focus: Cohesive devices, paragraphs</p>	<p>Balanced newspaper report (The Iron Man)</p> <p>Compositional Focus: pronouns, fronted adverbials</p> <p>Process focus; - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p><u>Grammar, Punctuation and vocab knowledge to support genre. form and compositional focus- with key terminology highlighted in yellow</u></p>	<p><u>Word level grammar knowledge</u></p> <ul style="list-style-type: none"> * Rhyming patterns * Syllables * Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] <p><u>Terminology (highlight key vocab for specific unit)</u></p> <p>Determiner, pronoun, possessive pronoun adverbial</p> <p>Spelling Focus: Spell the commonly misspelt words in the Y3/4 list. Homophones and near homophones suffix -ation prefix sub- and super- Plural possessive apostrophes</p>	<p>3. Practise and Apply Poetry (Narrative - Water)</p> <p>Compositional Focus: synonyms adverbials</p> <p>Process focus: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p><u>Grammar, Punctuation and vocab knowledge to support genre. form and compositional focus- with key terminology highlighted in yellow</u></p>	<p><u>Grammar, Punctuation and vocab knowledge to support genre. form and compositional focus- with key terminology highlighted in yellow</u></p> <p><u>Sentence level knowledge</u></p> <ul style="list-style-type: none"> * Descriptive devices (including Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases) * Fronted adverbials [for 	<p><u>vocab for specific unit)</u></p> <p>Determiner, pronoun, possessive pronoun Adverbial</p> <p>3. Second Written Book Review</p> <p>Compositional Focus: adverbials, formal language,</p> <p>Process focus: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>
---	---	--	---	--	---

<p>Process focus; - planning and editing</p> <p><u>Grammar, Punctuation and vocab knowledge to support genre. form and compositional focus- with key terminology highlighted in yellow</u></p> <p><u>Sentence level knowledge</u> * Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]</p> <p><u>Text level grammar</u> * Use of paragraphs to organise ideas</p>	<p><u>Word level grammar knowledge</u> * Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p><u>Punctuation</u> Reported vs direct speech.</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p>	<p>Use the first few letters in a word to find a synonym in the thesaurus.</p>	<p><u>Word level grammar knowledge</u> * Rhyming patterns * Syllables * Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p><u>Terminology (highlight key vocab for specific unit)</u> Determiner, pronoun, possessive pronoun adverbial</p> <p><u>Spelling Focus:</u> Words with s/sc, s/ce/ words with c/ci, word families</p>	<p>example, <i>later that day, I heard the bad news.</i>]</p> <p><u>Punctuation</u> Use of commas after fronted adverbials (Editing focus)</p> <p><u>Terminology (highlight key vocab for specific unit)</u> Determiner, pronoun, possessive pronoun adverbial</p> <p>3. Practise and Apply (Biased) newspaper report</p>	<p><u>Grammar, Punctuation and vocab knowledge to support genre. form and compositional focus- with key terminology highlighted in yellow</u></p> <p><u>Word level grammar knowledge</u> * Edit for spelling and grammatical errors.</p> <p><u>Punctuation</u> * Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] * Edit for punctuation</p>
---	--	--	---	---	---

<p>around a theme</p> <p><u>Punctuation</u> Use of commas after fronted adverbials</p> <p><u>Terminology</u> (highlight key vocab for specific unit) Determiner, pronoun, possessive pronoun Adverbial</p> <p>4. Practise and Apply Explanation text-The digestive System</p> <p>Compositional Focus: cohesive devices, conjunctions</p>	<p><u>Terminology</u> (highlight key vocab for specific unit) Determiner, pronoun, possessive pronoun adverbial</p> <p>Spelling Focus: Use of dictionary to check spellings Words with /shun/ spelt 'sion', 'ssion', 'tion' and 'cian' Words with 'ough' Spell the commonly misspelt words in the Y3/4 list.</p>			<p>Compositional Focus: cohesive devices</p> <p>Process focus: composing and rehearsing sentences orally</p> <p><u>Grammar, Punctuation and vocab knowledge to support genre. form and compositional focus-</u> with key terminology highlighted in yellow</p> <p><u>Sentence Level knowledge</u> * Fronted adverbials</p>	<p><u>Terminology</u> (highlight key vocab for specific unit) Determiner, pronoun, possessive pronoun Adverbial</p> <p><u>Terminology</u> (highlight key vocab for specific unit) Determiner, pronoun, possessive pronoun adverbial</p> <p>Spelling Focus: Suffix ous, Adverbials of frequency and possibility Adverbials of manner</p>
--	---	--	--	--	--

<p>Process focus; - planning and editing</p> <p><u>Grammar, Punctuation and vocab knowledge to support genre. form and compositional focus- with key terminology highlighted in yellow</u></p> <p><u>Sentence level knowledge</u> * <u>Fronted adverbials</u> * Subordinating conjunctions</p> <p><u>Text level grammar</u> * Use of <u>paragraphs</u> to organise ideas</p>				<p>[for example, <u>later that day, I heard the bad news.</u>]</p> <p><u>Punctuation</u> Use of <u>inverted commas</u> and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p><u>Terminology</u> (highlight key vocab</p>	
--	--	--	--	---	--

<p>around a theme</p> <p><u>Punctuation</u> Use of commas after fronted adverbials</p> <p><u>Terminology</u> (highlight key vocab for specific unit) Determiner, pronoun, possessive pronoun adverbial</p> <p>Spelling Focus: Words with /aw/ spelt with augh and au Adding the prefix in- (meaning 'not' or 'into') Adding the prefix im- (before a root</p>				<p>for specific unit) Determiner, pronoun, possessive pronoun adverbial</p> <p>Spelling Focus: Spell the commonly misspelt words in the Y3/4 list. prefix inter-, anti-, auto-, ex-, non- Words ending -ar/ -er</p>	
---	--	--	--	---	--

<p>word starting with 'm' or 'p')</p> <p>Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')</p> <p>Homophones & near homophones</p> <p>Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</p>					
---	--	--	--	--	--

Maths

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Place Value</p> <ul style="list-style-type: none"> • Represent and Partition Numbers to 10,000 • Flexible partitioning 	<p>Multiplication and Division (A)</p> <ul style="list-style-type: none"> • Multiples of 3 • Multiply and divide by 6 • 6 times table and division facts 	<p>Multiplication and Division (B)</p> <ul style="list-style-type: none"> • Multiplication facts (up to 12 x 12) • Related facts • Multiply up to 3 digit by 1 digit 	<p>Fractions</p> <ul style="list-style-type: none"> • Understand the whole • Count beyond 1 • Partition a mixed number 	<p>Decimals</p> <ul style="list-style-type: none"> • Hundredths as fractions • Hundredths as decimals • Hundredths on a 	<p>Statistics</p> <ul style="list-style-type: none"> • Interpret charts • Comparison, sum and difference • Interpret line graphs

<p>of numbers to 10, 000</p> <ul style="list-style-type: none"> • Find 1, 10, 100 and 1000 more or less. • Represent numbers on a number line to 10,000. • Compare numbers to 10,000 • Order numbers to 10,000 • Roman numerals • Round to the nearest 10,100, 1000 • Mixed rounding <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Add and subtract 1s, 10s, 100s and 1000s. 	<ul style="list-style-type: none"> • Multiply and divide by 9 • 9 times table and division facts • The 3,6,9 times tables • Multiply and divide by 7 • 7 times tables and division facts • 11 times tables and division facts • 12 times tables and division facts • Multiply by 1 and 0 • Divide a number by 1 and itself • Multiply 3 numbers <p>Multiplication and Division (B)</p> <ul style="list-style-type: none"> • Factors • Multiply by 10 • Multiply by 100 • Divide by 10 • Divide by 100 	<ul style="list-style-type: none"> • Division facts (using corresponding multiplication facts) • Divide with remainders • Divide up to 3 digit by 1 digit. • Correspondence problems • Problem Solving <p>Length and Perimeter</p> <ul style="list-style-type: none"> • Measure in kilometres and metres • Equivalent lengths • Perimeter on a grid • Perimeter of rectangles • Perimeter of a rectilinear shape • Finding missing lengths • Perimeter of regular and irregular polygons 	<ul style="list-style-type: none"> • Number lines with mixed numbers • Compare and order mixed numbers • Understand improper fractions • Convert mixed numbers to improper fractions • Convert improper fractions to mixed numbers • Equivalent fraction families • Add two or more fractions • Add fractions and mixed numbers • Subtract two fractions • Subtract from whole amounts • Subtract from mixed numbers <p>Decimals</p>	<p>place value chart</p> <ul style="list-style-type: none"> • Divide a 1 or 2-digit number by 100 • Making a whole with tenths • Making a whole with hundredths • Partitioning decimals • Flexible partitioning decimals • Comparing Decimals • Ordering Decimals • Rounding to the nearest whole number • Halves and quarters. <p>Money</p>	<ul style="list-style-type: none"> • Draw line graphs <p>Shape</p> <ul style="list-style-type: none"> • Angles as turns • Identifying angles • Comparing and ordering angles • Triangles • Quadrilaterals • Polygons • Lines of Symmetry • Completing a symmetrical figure <p>Position and Direction</p> <ul style="list-style-type: none"> • Describe position using co-ordinates • Plot co-ordinates • Draw 2-D shapes on a grid • Translate on a grid
--	---	---	--	--	---

<ul style="list-style-type: none"> • Add 2, 4-digit numbers. • Subtract 2, 4-digit numbers • Efficient subtraction • Estimating answers • Checking strategies 	<p style="text-align: center;">Area</p> <ul style="list-style-type: none"> • What is area? • Count squares • Make shapes • Compare area 		<ul style="list-style-type: none"> • Tenths as fractions • Tenths as decimals • Tenths on a place value chart • Tenths on a number line • Divide a 1-digit number by 10 • Divide a 2-digit number by 10 	<ul style="list-style-type: none"> • Writing money using decimals • Converting between pounds and pence. • Comparing amounts of money • Estimate with money • Calculating with money • Solve problems with money <p style="text-align: center;">Time</p> <ul style="list-style-type: none"> • Years, months, weeks, days • Hours, minutes, seconds • Telling the time to the nearest 5 	<ul style="list-style-type: none"> • Describe translation on a grid.
--	--	--	---	--	---

				minutes (Y3 revisit) <ul style="list-style-type: none"> • Telling the time to the nearest 1 minutes (Y3 revisit) • Digital time (Y3 revisit) • Converting analogue and digital times. • Convert to the 24 hour clock • Convert from the 24 hour clock 	
--	--	--	--	--	--

Science

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
----------	----------	----------	----------	----------	----------

Working Scientifically

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:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard

units, using a range of equipment, including thermometers and data loggers

- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

<p>Animals including humans</p> <p>Focus Scientists:</p> <ul style="list-style-type: none"> • Ivan Pavlov (Physiologist) • Charlotte Armah (nutritional biochemist - looking at the effect of diet on human) 	<p>Living things and their habitats</p> <p>Focus Scientists:</p> <ul style="list-style-type: none"> • Prem Singh Gill (Polar scientist) • Gladys West (Mathematician/GPS - link to Hampstead Heath topic) <p>We will recognise that animals can be grouped and classified in a variety of ways and explore classification keys in order to</p>	<p>Electricity</p> <p>Focus Scientists:</p> <ul style="list-style-type: none"> • Thomas Edison (scientist involved in the creation of the light bulb) • Michael Faraday (Physicist) • Chi Onwurah (Electrical engineer) <p>We will start by identifying the use of electricity in everyday life, identifying common appliances and their functions. We will</p>	<p>States of Matter</p> <p>Focus Scientists:</p> <ul style="list-style-type: none"> • Daniel Farenheit (Inventor of the thermometer) • Dr Fangxian Fang (Earth scientist) <p>We will first start by identifying and grouping materials according to their state and whether they are solids, liquids or gases. We will observe that some materials can change state when they are cooled and heated and we will describe these changes as well as measure and research the temperature at which this happens. We will then identify and understand how evaporation</p>	<p>Sound</p> <p>Famous Scientist: Alexander Graham Bell</p> <p>Focus Scientists:</p> <ul style="list-style-type: none"> • Alexander Graham Bell (invented the telephone) • Evelyn Glennie (Deaf percussionist) • Karrie Keyes
---	---	---	---	---

<p style="text-align: center;">health)</p> <p>We will be focussing our learning on the digestive system, describing the simple functions of the different basic parts and organs. We will identify the different types of teeth in humans and outline their functions when we eat. We will then construct our own and interpret already made food chains, identifying the producers, predators and prey and identifying patterns shown</p>	<p>help us group, identify and name a variety of living things in their local and wider environment. We will discover how environments change and what threat this poses to the living things.</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> • Asking questions • Observing and measuring • Recording data • Interpreting and communicating results <p>Scientific Enquiry Types:</p>	<p>construct a simple series electrical circuit, identifying and naming its basic parts including cells, wires, bulbs, switches and buzzes. We will use our knowledge to predict whether given circuits will work resulting in a lamp being lit, spotting errors and adjusting these. We will also learn about the role of a switch within a circuit and how these contribute to whether a lamp lights up or not. Finally, we will identify and investigate materials that are conductors and insulators.</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> • Asking questions • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results 	<p>and condensation are vital processes in the water cycle and make links between the rate of evaporation with changes in temperature.</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> • Drying (Plan) • Cornflour slime (Review) <p>Science Trails: What does water look like outside?</p>	<p style="text-align: center;">(Audio engineer)</p> <p>We will identify how sound is made by vibration and how we can hear these due to them travelling through a medium to the ear. We will find and identify patterns between the pitch and the object that produced the sound as well as patterns between volume and the strength of the vibrations. We will also recognise that sound gets fainter as the distance from the sound source increases.</p>
---	--	---	---	--

<p>using these food chains.</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> • Identifying, Classifying and grouping • Observing over time 	<ul style="list-style-type: none"> • Identifying, Classifying and grouping • Comparative and fair testing • Research using secondary sources • Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> • Local environmental survey (Do) <p>Science Trails: Can we find a home for animals in our local area?</p>	<ul style="list-style-type: none"> • Evaluating <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> • Conductors (Review) <p>Science Trails: What electricity is in our world?</p>		<p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> • Asking questions • Making predictions • Observing and measuring • Recording data • Interpreting and communicating results <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> • Identifying, Classifying and grouping • Comparative and fair testing • Research using
--	--	--	--	---

<ul style="list-style-type: none"> • Comparative and fair testing • Research using secondary sources • Pattern seeking <p>TAPS Assessment Activity (ies):</p> <p>Teeth in liquid (Review)</p>				<p>secondary sources</p> <ul style="list-style-type: none"> • Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> • String Telephones (Review) • Pitch (Plan) <p>Science Trails: What's that noise, where did it come from and why is it there?</p>
--	--	--	--	--

History

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
----------	----------	----------	----------	----------	----------

Key Skills:

Develop a chronologically secure knowledge and understanding of British, local and world history
 Establish clear narratives within and across the periods they study
 Note connections, contrasts and trends over time
 Develop the appropriate use of historical terms
 Address and devise historically valid questions about change, cause, similarity and difference and significance

Construct informed response involving thoughtful selection and organisation of relevant historical information

Understand that our knowledge of the past is constructed from a range of sources

Stone age, Bronze age, Iron Age
(Settlements, Innovation, Civilisations)

We will start our learning by learning about chronology and putting key events onto a timeline. This will help us to put the Stone Age - Iron Age into context of the past. Starting with the Stone Age, we will explore how we know about their existence and the use of sources to provide us with information. We will explore their daily life including housing, tools and weapons and how they gathered/farmed their food. We will also explore significant archaeological sites such as Skara Brae and Stonehenge. As we continue, we will look at the Bronze Age in more detail - looking at how life developed for those living during this time period. We will make comparisons between the different periods of time. (political, social, cultural history)

(NC: Changes in Britain from the Stone Age to the Iron Age)

Romans (Settlements, Innovation)

Through our study of the Romans, we will explore who Julius Caesar and Boudicca were and why they were significant. We will also look at the impact Romans had such as the roads they built, Hadrian's wall and the Roman baths. Finally, we will investigate the impact the Romans had on Sheffield. (social, cultural history)

(NC: The Roman Empire and the impact on Britain)

Concepts: Chronology, Sequence, Cause and consequence, Change and consequence, Durations
Strands: Cultural-Intellectual Developments, Political, Social History, Famous People

Concepts: Chronology, Significance, Sequence, Culture Strands: Social History, Environmental ,Economic		
---	--	--

Geography

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
----------	----------	----------	----------	----------	----------

Skills

Extend knowledge and understanding beyond the local area (inc. UK, Europe, North and South America)
 Extend knowledge and understanding of location and characteristics of a range of the world's most significant human and physical features
 Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

	Food Farming and FairTrade Thematic Maps Drought areas of the world Poverty areas of the world Transport Routes across the world World Maps Grid References Atlas/Globe/ <ul style="list-style-type: none"> • How big are the biggest food producing 	Water Books: <i>The Drop in My Drink</i> <i>The Story of water on our Planet</i> Meredith Fieldwork Water Treatment works Hydrology maps Ocean /sea Maps Thematic Maps World Religions Charity Maps of the world Map water journey <ul style="list-style-type: none"> • What fraction of the Earth is covered by oceans/seas? Where does water come from? • Features of different bodies of water • Water Cycle • Is access to water equal across the world? • Drought and impact of drought 	
--	--	---	--

	<p>countries in the world?</p> <ul style="list-style-type: none"> • What are the 10 most deprived areas in England? • Where are the top food producing countries and what are the top 4? • Where are the fair trade areas of the world? • What do these areas have in common? • Where does our food come from? • What are Food Miles? • What Foods do we eat from other cultures? • How does the Fairtrade initiative support Farmers? 	<ul style="list-style-type: none"> • How do water companies support customers? • Is Water free? • How is water distributed? • Do we have equal access to clean water? • Can dirty water be made usable? • What is life without clean water like? • Charities (Wateraid/UNICEF) • Why do we need reservoirs/dams? <p>Rivers</p> <p>Journey to the River Sea</p> <p>Lines of Longitude and Latitude coordinates for Key countries UK River Maps World River Maps</p> <ul style="list-style-type: none"> • Where in the world is the river xxx? • What rivers are found in our local area? • What are the names/features of the main rivers in UK/Europe? • What are the names/features of the rivers of the world? • Why do some rivers have a religious significance? • How might a river support a community/employment? • How does a river flood? • How can flooding be prevented? • How land use changes from the source to the mouth of a river? • How does flooding affect the land temporarily/permanently? • How has river use changed over time? 	
--	--	--	--

- Factors affecting choice of which foods grown
Social
Cultural
Economic
- Decision making by farmers
- What products do Fair Trade farmers make?
- Why Fair Trade started?
- How does it work?
- Benefits of fair-traded products
Economic
Social
Cultural
- Poverty Maps and
- Poverty Zones in Sheffield?

- Why is there a rise of food banks in Yorkshire?

	<ul style="list-style-type: none"> • Has Fair Trade made life better for Farmers? • What is a drought and what impact does it have on people: hunger malnutrition starvation (crops cannot grow) 		
--	--	--	--

Art

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Drawing</u></p> <p>Research: Portraits How have faces been depicted in different ways by different artists? How have they used different media? Link to Y1 unit (<u>Giuseppe Arcimbold</u>) <u>and Picasso.</u> Proportions of a face Collect and investigate different faces</p> <p>Developing skills:</p>		<p><u>Printing and digital art</u></p> <p>Research: Pop Art (Andy Warhol)</p>  <p>Developing skills: Use ICT to design and create their own Pop Art Practise printing using polystyrene plates (range of colours and paper) or using stamps (see video)</p>		<p><u>Mixed media/ collage</u></p> <p>Research: Roman Mosaics</p>  <p>Developing skills: Designing patterns Cutting and sticking paper - various designs and geometric patterns.</p> <p>Applying skills:</p>	

<p>Experiment creating different faces using a range of drawing materials (pen, chalk, pastels) Can they draw from memory or using their imaginations? Explore relationships between line, shape, tone and texture.</p> <p>Applying skills: Create a final portrait of a Neolithic human using chosen media.</p> <p>Evaluation: Children to evaluate the effectiveness of their application of skills and concepts such as tone, proportions and dimensions.</p> <p>Formal Elements:</p> <ul style="list-style-type: none"> • Line • Shape • Form • Tone • Texture 	<p>Applying skills: Create four identical prints of the McDonald's logo using polystyrene and chosen paint colours.</p> <p>Evaluation: Children to evaluate the uniformity of their printing and the effect of their colour selections.</p> <p>Formal Elements:</p> <ul style="list-style-type: none"> • Line • Shape • Colour • Tone 	<p>Create individual or group mosaics using a variety of materials.</p> <p>Evaluation: Children to consider their selection and application of various materials, considering their effect on the piece as a whole.</p> <p>Formal Elements:</p> <ul style="list-style-type: none"> • Line • Shape • Form • Colour • Pattern
--	--	--

Design and Technology					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">Mechanisms</p> <p style="text-align: center;">To design and make an interactive Christmas card for children to give to their parents/carers</p>		<p style="text-align: center;">Electrical</p> <p style="text-align: center;">To design a torch for a child to use to help them see in the dark.</p>		<p style="text-align: center;">Textile</p> <p style="text-align: center;">To Design a PE bag to contain a PE kit for a Y4 child</p> <p>NC: apply their understanding of how to strengthen, stiffen</p>	

NC- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

Skill retrieval from previous years:
Levers, sliders, strengthening and stiffening, hinges

Investigate, disassembly, evaluate:

- Children investigate, analyse and evaluate books, cards and other products which have a range of lever and linkage mechanisms
- Use questions to develop children's understanding e.g. Who might it be for? What is its purpose? What do you think will move? How will you make it move? What part moved and how did it move? How do you think the mechanism works? What materials have been used? How effective do you think it is and why? What else could move?

Focus Practical tasks:

- Experiment with a range of lever and linkage mechanisms to the children

NC: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors

Investigate, disassembly, evaluate:

Skill retrieval from previous years: Free standing structures, strengthening and stiffening

Investigate, disassembly, evaluate:

- Look at a variety of light up equipment. How does it work?
- Investigate torches. Disassemble different examples to look at it's component parts
Discuss purposes of lights and investigate different types/styles of lights/torches
- Research Thomas Edison and the invention of the lightbulb
- Discuss collaborative approach to invention (Alessandro Volta, Humphrey Davy and Joseph Swan played a critical role in the development of this technology.)

Focus Practical tasks:

- Label parts of a torch and name them
- Recreate a simple, series and parallel circuit following a given plan
- Look at and identify scientific representation of circuit components

and reinforce more complex structures

Skill retrieval from previous years: Patterns and templates, running stitch, back stitch, joining fabrics

Investigate, disassembly, evaluate:

- Investigate a variety of textile bags for all purposes.
- Disassemble bags and create patterns from them
- Investigate panels/nets used to create different shapes.
- Improve on existing designs, giving reasons for choices. Identify some of the great designers in different areas of study to generate ideas from their designs
- Investigate different fastenings and their uses.

Focus Practical tasks

- Compare different levers functionality and purpose
Experiment with strengthening and stiffening techniques
- Demonstrate the correct and accurate use of measuring, marking out, cutting, joining and finishing skills and techniques.

Design

Design a Christmas card with at least one interactive element

- Generate ideas, considering the purposes for which they are designing
- Make labelled drawings from different views showing specific features

Make

- Make appropriate design decisions throughout the making
- Utilise the range of mechanisms learnt and make appropriate adjustments
- Select appropriate tools, materials, components and techniques

- Make a simple switch using metal components

Design:

Children to design the electronic components and outside structure of their torch, using their IDEAs to support

- Communicate their ideas through detailed labelled drawings
- Develop a design specification

Make

- Select appropriate tools, materials, components and techniques
- Make modifications as they go along
- Utilise component parts to make a circuit fit for purpose

Evaluate

- How effective is our torch in the dark?
- Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests
- Record their evaluations using drawings with labels
- Evaluate against their original criteria and suggest ways that their product could be improved

- Create patterns using nets of shapes, compare the strength and structure of patterns
- Try out a variety of different stitching techniques (review and addition of back stitch, over sew stitch, blanket stitch, cross stitch)
- Compare different fabrics for different purposes before selecting fabric for their project
- Investigate and select an appropriate fastening device/technique for their project
- Measure and mark out to the nearest mm.

Design:

Children to create a labelled design of their PE bags.

- Generate ideas, considering the purposes for which they are designing
- Make labelled drawings from different views showing specific features

- Make modifications as they go along

Evaluate

- Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests
- Record their evaluations using drawings with labels
- Evaluate against their original criteria and suggest ways that their product could be improved

- Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail

Make

- Utilise different stitching techniques, making design decisions as they proceed
- Select appropriate tools, materials, components and techniques
- Make modifications as they go along
Select appropriate tools and techniques for making their product
Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques
- Join and combine materials and components accurately in temporary and permanent ways
Sew using a range of

different stitches, weave and

Evaluate

- Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests
- Record their evaluations using drawings with labels
- Evaluate against their original criteria and suggest ways that their product could be improved

Music

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Listen & Appraise as required on the National Curriculum:

Children will further develop their listening skills using Charanga's listening game. Children should be able to identify instruments in a piece of music.

Children will be given opportunities to discuss the music they are listening to including genre and time period. They should also be able to express how a piece of music makes them feel and compare it to other songs they have listened to.

Singing lessons with singing teacher

Skills covered:

To sing in unison and in simple two-parts.

To demonstrate a good singing posture.

To follow a leader when singing.

To enjoy exploring singing solo.
 To sing with awareness of being 'in tune'.
 To rejoin the song if lost.
 To listen to the group when singing.

Performance Purpose: working towards Christmas and Easter performances

Concepts:

Melody

Harmony

Pitch

Tempo

Timbre

Autumn Term

Students will be able to confidently identify a pulse in a piece of music, exploring different time signatures and beat patterns.
 They will be able to repeat musical rhythms taught to them.
 Students will be introduced to notes from western music notation and begin to explore reading and writing music

Spring Term

Students will be able to confidently identify and explore different pitches within the capabilities of their voice.
 They will be introduced to the Kodaly method using songs including do-do.
 They will experiment with harmony using match songs, rounds and will begin to understand how those parts create simple harmony.

Summer Term

Students will use their voices expressively and confidently to communicate music with accuracy and competence. They will be confident in considering the use of dynamics, tempo, expression, articulation and structure and the impact of these on a performance.

FOCUS: technical and constructive
 technical - producing and controlling sound
 technical - symbol system used to 'read' music
 constructive - interrelated dimensions of music
 constructive - basic musical form

FOCUS: technical, constructive, expressive
 continuing development of previous term's technical and constructive components
 expressive - developing quality of musical sound and awareness of

Focus: technical, constructive, expressive
 increasing focus on expressive component with technical and constructive components accumulated from T1 and T2 continually reinforced leading to more

				polished performances than previous terms	
<p>warm up activities</p> <p>physical warm ups should be done to include a strong beat or backing track</p> <p>Physical movement</p> <p>Fricatives 'shh' 'huh' 'pah' 'k' 't' etc.</p> <p>Vocalised Sounds 'ooo' 'ahh' 'mmm' 'bzzz' 'eee' etc.</p>	<p>warm up activities</p> <p>Physical Movement Heart rate increasing activity Stretches particularly focussing on shoulders/neck/aces and tongue</p> <p>Fricatives Blow a balloon up Blow out a candle (finger)</p> <p>Vocalised Sounds 'Cooooee' 'It's Me' Catch the flying buzzy bee in your hands</p>	<p>warm up activities</p> <p>Physical Movement/Fricatives/Vocalised Sounds Games such as 'opposites' including different vocalised sounds and fricatives (ask students to develop some new 'opposites')</p>	<p>warm up activities</p> <p>Physical Movement/Fricatives/Vocalised Sounds Games such as 'opposites' including different vocalised sounds and fricatives (ask students to develop some new 'opposites')</p>	<p>warm up activities</p> <p>Physical Movement Pupils will be encouraged to devise their own physical warm up and lead the class through it</p> <p>Experiment with standing and sitting positions</p> <p>Fricatives/Vocalised Sounds</p> <p>Bubble Gum Warm Up</p>	<p>warm up activities</p> <p>Physical Movement Pupils will be encouraged to devise their own physical warm up and lead the class through it 2</p> <p>Experiment with standing and sitting positions</p> <p>Fricatives/Vocalised Sounds</p> <p>Bubble Gum Warm Up asking students to</p>

					tell parts of the story
Computing					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>0.4 - Key Skills : Using School Computers and Networks Effectively</p> <p>Entering: Pupils recognise and use a range of input and output devices, e.g. mouse, keyboard, microphone / printer, speakers, monitor. They recognise that a range of devices contain computers, e.g. washing machine, car, laptop. They know where to save</p>	<p>3.4 How is data shared online?</p> <p>Entering: Pupils appreciate that different programs work with different types of data, e.g. text, number. They use specific software to create charts. They know that there is a difference between data and information. Pupils understand that the Internet is made up of computers from all around the world connected together, and that not all information found online is true.*</p>	<p>4.4 How do I use decomposition to help me write programs?</p> <p>Entering: Pupils understand that instructions need to be clear and unambiguous in an algorithm. They can evaluate the success of an algorithm or program, and identify and correct errors (debugging). Pupils predict the outcome of a block-based program. Developing: Pupils use repetition to make programs more efficient. They plan out programs using algorithms. and can evaluate the effectiveness of their algorithm by testing it using an appropriate program.</p>	<p>5.4 How do I use selection to change what happens in programs?</p> <p>Entering: Pupils evaluate the success of an algorithm or program. They identify and correct errors in a given algorithm or program. They understand that we can decompose a problem into smaller steps to make it simpler. Pupils use the language if... then to describe the relationship between two actions. They recognise</p>	<p>2.4 What makes an excellent multimedia story?</p> <p>Entering: Pupils plan out digital content and present ideas by combining media independently They apply edits to digital content to achieve a particular effect. They talk about what makes digital content good or bad and edit it to improve it. They understand that the digital content we make belongs to us and others need to ask permission to use it.* Developing: Pupils evaluate existing and their own digital content, and edit it to improve it according to feedback. They design and create digital content for a specific purpose. Pupils understand that people can give permission for others to</p>	

<p>and open work and understand that work saved on a computer at school can be opened on a different computer. Pupils understand you can use a search engine to find information using keyword searches. They remember a username and password for logging on, and understand that all devices, programs, websites, apps and games are designed and manufactured by real people to fulfil specific tasks.</p> <p>Developing: Pupils can open</p>	<p>Developing: Pupils understand the benefits of using a computer to create charts and databases. They can design a questionnaire and collect a range of data. They can present data effectively in a chart or database. Pupils draw conclusions from information presents in charts, tables and databases. They know different ways of reporting unacceptable content and contact online.* They understand when to share personal information and when not to.*</p> <p>Secure: Pupils understand that school</p>	<p>They understand that we can decompose a problem into smaller steps to make it simpler. Pupils use the language if... then to describe the relationship between two actions.</p> <p>Secure: Pupils use forever loops in a program. They decompose a problem and create a solution for each step. Pupils create a program using a range of events/inputs to control what happens</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Algorithm • Program • Data 	<p>loops in a program and can make simple changes to a block-based program to change it.</p> <p>Developing: Pupils use repetition to make programs more efficient. They predict the outcome of a block-based program, and can remix and change an existing program. They plan out programs using by writing algorithms. They use forever loops in a program.</p> <p>Secure: Pupils create a program using a range of events/inputs to control what happens. They use selection</p>	<p>use their content e.g. using Creative Commons.* They understand that games and films have age ratings, and what that means.*</p> <p>Secure: Pupils collect, organise and present information effectively using a range of media. They use more complex tools to edit and enhance media for a particular effect. They can rate a game or film they have made and explain their rating.*</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Logic • Abstraction • Data <p>Online Safety Links C2: Personal Information</p>
---	---	---	--	--

<p>and save a file to a suitable folder, and use suitable file names when saving work.</p> <p>They understand that school computers can be connected and they may use a shared area for saving work.</p> <p>They type using all fingers.</p> <p>Pupils use a search engine to find information using keyword searches.</p> <p>Secure:</p> <p>Pupils understand that you can organise files using folders, and can delete, move and copy files.</p> <p>They use right-</p>	<p>computers are connected together in a network.</p> <p>They understand that we use a web browser to access information stored on the Internet and can explain simply how the Internet works.</p> <p>Pupils can present data in a number of different ways to convey information.</p> <p>They are aware that some people lie about who they are online, and recognise the benefits and risks of different apps and websites.*</p> <p>Pupils understand that when we share content online, we might not be able to delete it.*</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Data • Program • Machine 		<p>in algorithms and programs, i.e. if... then...</p> <p>They can decompose a problem and create a solution for each part.</p> <ul style="list-style-type: none"> • Concepts: Algorithm Logic 	
--	---	--	---	--

click, left-click and double-click appropriately on a mouse.

Pupils use a search engine to find specific information, and know how to copy text and images from a web page or document into another document.

Pupils remember an individual password.

Concepts:

- Machine
- Data

1.4 How do I use a computer as an artist or photographer?

Entering:

Pupils plan out digital content, and present

Online Safety

Links:

L3: Deciding what is appropriate

P2: Sharing Online

<p>ideas and information by combining media independently. They save and reuse digital content found online.*</p> <p>They talk about what makes digital content good or bad and edit digital content to improve it. They know who to tell if concerned about content or contact online.*</p> <p>Pupils understand that the digital content we make belongs to us and others need to ask permission to use it.*</p> <p>Developing: Pupils use a variety of</p>				
--	--	--	--	--

<p>software to combine media in order to present information. They evaluate existing and their own digital content and edit their own content to improve it according to feedback. They edit existing digital content to make a new version with an awareness of copyright. Pupils understand that people can give permission for others to use their pictures e.g. using Creative Commons.*</p> <p>Secure: Pupils collect, organise and present</p>				
---	--	--	--	--

information effectively using a range of media.

They design and create digital content for a specific purpose.

They use a range of tools to edit and enhance media for a particular effect. Pupils collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365.

They understand that the media can portray groups of people differently.*

Concepts:

- Machines
- Program
- Data
- Logic

<p>Online Safety Links: C3: Copyright NI: Digital Media</p>					
PE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Swimming (GS4PE)</p> <p>This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoy being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them. Pupils will be given the</p>	<p>Swimming (GS4PE)</p> <p>This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoy being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new</p>	<p>Swimming (GS4PE)</p> <p>This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoy being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations.</p>	<p>Fitness (GS4PE)</p> <p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or</p>	<p>Athletics (GS4PE)</p> <p>Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to</p>	<p>Baseball (GS4PE)</p> <p>Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills,</p>

<p>opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations.</p> <p>Key Skills: Float, travel, submerge, kick with legs, pull with arms, glide</p> <p>This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on</p>	<p>and challenging situations.</p> <p>Key Skills: Float, travel, submerge, kick with legs, pull with arms, glide</p> <p>This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be</p>	<p>Key Skills: Float, travel, submerge, kick with legs, pull with arms, glide</p> <p>This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p> <p>Key Skills: Submersion, floating, gliding, front crawl, backstroke, breaststroke, rotation,</p>	<p>when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest evaluate their own and others' performances.</p> <p>Key Skills: Throwing, catching, intercepting, shooting</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Competition • Collaboration • Fairness 	<p>achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. In this unit pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin.</p> <p>Key Skills: Pacing, sprinting, jumping for distance and height, throw,</p>	<p>strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>Key Skills: Underarm and overarm throwing, catching, tracking a ball, fielding a ball, batting</p> <p>Key Concepts:</p>
--	--	--	--	---	--

<p>their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p> <p><u>Key Skills:</u> Submersion, floating, gliding, front crawl,</p>	<p>introduced to some personal survival skills and how to stay safe around water.</p> <p><u>Key Skills:</u> Submersion, floating, gliding, front crawl, backstroke, breaststroke, rotation, sculling, treading water, handstands, surface dives, H.E.L.P and huddle position</p> <p>This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival</p>	<p>sculling, treading water, handstands, surface dives, H.E.L.P and huddle position</p> <p>This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and</p>	<p>Technique</p> <p>Cricket (GS4PE)</p> <p>Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to</p>	<p>heave, launch for distance</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Balance • Coordination • Fitness • Technique <p>Hockey (GS4PE)</p> <p>Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using</p>	<ul style="list-style-type: none"> • Agility • Coordination • Competition • Fairness • Technique <p>Sports Day Practice</p> <p>Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they are racing against children of similar ability. The children will also practise team work by taking part in</p>
---	---	---	---	--	---

<p>backstroke, breaststroke, rotation, sculling, treading water, handstands, surface dives, H.E.L.P and huddle position</p> <p>This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and</p>	<p>survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others.</p> <p><u>Key Skills:</u> Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives, floating, H.E.L.P and huddle positions</p>	<p>communicating with others.</p> <p><u>Key Skills:</u> Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives, floating, H.E.L.P and huddle positions</p> <p>Handball</p> <p>Pupils will develop key skills and principles such as defending, attacking, throwing, catching and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play</p>	<p>work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><u>Key Skills:</u> Underarm and overarm throwing, catching, over and underarm bowling, batting</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Agility • Coordination • Competition • Fairness <p>Technique</p>	<p>sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be</p>	<p>team challenges.</p> <p><u>Key Skills:</u> Running, throwing, catching, teamwork</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Fairness
---	---	--	--	---	---

<p>propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others.</p> <p><u>Key Skills:</u> Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives,</p>	<p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Coordination • Fitness • Sequence • Technique <p>Gymnastics (GS4PE)</p> <p>Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work</p>	<p>and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</p> <p><u>Key Skills:</u> Throwing, catching, intercepting, shooting</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Competition • Collaboration • Fairness <p>Technique</p>		<p>encouraged to be a supportive teammate and identify why this behaviour is important</p> <p><u>Key Skills:</u> Dribbling, passing, receiving, intercepting, tackling</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration 	
--	---	--	--	--	--

<p>floating, H.E.L.P and huddle positions</p> <p>Dance (GS4PE)</p> <p>Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and</p>	<p>independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p><u>Key Skills:</u> Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand</p>			<ul style="list-style-type: none"> • Technique 	
--	--	--	--	---	--

thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.

Key Skills:

Performing actions, using canon, unison, formation, dynamics, character, structure, space

Key Concepts:

- Movement
- Balance
- Coordination
- Collaboration

Key Concepts:

- Movement
- Balance
- Agility
- Coordination
- Collaboration
- Sequence
- Technique

<ul style="list-style-type: none"> • Sequence • Evaluation and improvement 					
--	--	--	--	--	--

RE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4.1		4.3		4.2	
<p>Christian and Hindu answers to questions: What is God like? What matters most in life? What happens when we die?</p> <p>Religion: Christianity and Hinduism</p> <p>Key strands:</p> <ul style="list-style-type: none"> • Beliefs, Teaching and Sources • Ways of expressing meaning in religion • Questions of meaning, purpose and truth 		<p>Worship, pilgrimage and community: what matters to Hindus and Christians, and to us? How can we make sure everyone belongs?</p> <p>Religion: Christianity and Hinduism</p> <p>Geography link - Rivers</p>		<p>Values: what matters most? Exploring right and wrong with Christians and Humanists: an RE investigation.</p> <p>Religion: Christianity Non-religion: humanist</p> <p>Key Strands:</p> <ul style="list-style-type: none"> • Beliefs, teaching and sources • Religious practices and ways of life • Questions of values and commitment 	

RHE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Os) Passwords C5 *	C1) How do we make the world fair?	Os5) Digital media (N1) Os6) Verifying content and echo chambers (N3)	Fa3) How should we treat people who are different?	Os) Advertising C1 *	G1) What is a period-CW resource pack 4/pack 5

<p>Fr2) Are all friends the same?</p> <p>Fr3) Are friendships always fun?</p> <p>M2) Are we happy all the time?</p>	<p>Os) Copyright C3 *</p> <p>C2) Where do you feel like you belong?</p> <p>C3) How can we help the people around us?</p>		<p>Os) Media Bias N2 *</p>	<p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>P4) How do I save a life?</p>	<p>Drugs-Safety rules and risks- Alcohol and smoking</p>
---	--	--	----------------------------	---	--

MFL (French) - KS2 only

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Stage 1 lessons 31-42				Stage 1 Lessons 43-53				Stage 2 lessons 1-12			
<u>Vocabulary</u> J'ai/Tu as Dans ma trousse	<u>Gramm</u> ar	<u>Structures/ Features</u> Sentence with pronoun,	<u>Vocabulary</u> C'est Days of the week Numbers 11-20	<u>Gramma</u> r Plural nouns	<u>Structures/ Features</u> Counting nouns	<u>Vocabulary</u> C'est	<u>Gramm</u> ar 3 rd person	<u>Grammar</u>			

<p>Items of clothing Je mets/Tu mets Oui/Non Des</p>	<p>Gender of nouns Plural nouns 1st and 2nd person - avoir 1st and 2nd person - mettre</p>	<p>verb and singular/plural nouns Rising intonation-question</p>			<p>beginning with a consonant</p>	<p>Ce n'est pas Qui est-ce? Colours De quelle couleur est-ce?</p>	<p>singular être Position of colour adjective</p>	<p>3rd person singular être Position of colour adjective</p>
<p><u>Stories/rhymes/songs</u> Stories Je m'habille et je te croque Rhymes/Songs Beau front Eiffel Tower</p>	<p><u>Dictionary/culture</u> Eiffel Tower</p>	<p><u>Stories/rhymes/songs</u> Stories Par une sombre nuit de tempête Rhymes/Songs 11 à 20 Days of the week 1,2,3 je m'en vais au bois</p>	<p><u>Dictionary/culture</u> Bi-lingual dictionary - meanings 2 times table</p>	<p><u>Stories/rhymes/songs</u> Rhymes/Songs De quelle couleur est-ce? Une souris verte</p>	<p><u>Dictionary/culture</u> French speaking countries in Europe</p>			
<p><u>Y4 Skills to be taught each term:</u></p> <ul style="list-style-type: none"> Listen and show understanding of short phrases through physical response Listen and demonstrate understanding of words in songs and rhymes Ask and answer several simple and familiar questions with a rehearsed response 						<p><u>Concepts</u></p> <ul style="list-style-type: none"> communication production fluency spontaneity pronunciation intonation 		

- Use familiar vocabulary to say simple sentences to give information using a language scaffold
- Join in with the words of a rhymes, song or story sometimes from memory
- Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules
- Read and show understanding of simple familiar phrases and short sentences
- Use a bi-lingual dictionary to find the meaning of a word or its translation
- Write and say a simple phrase to describe people, places, things and actions using a language scaffold
- Write simple familiar short phrases from memory with understandable accuracy
- Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural
- Demonstrate understanding of the position of the majority of adjectives