

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Visitors in / Visits	Swimming	Swimming Christmas Cinema	Swimming			Hesley Woods Team Building
Mathematics	<u>Place Value</u>	<u>Area</u>	<u>Multiplication and Division</u>	<u>Fractions</u>	<u>Decimals</u>	<u>Shape</u>
Problem Solving:	Numbers to 10,000	Calculate by counting squares	Multiply by 10 100	Add and subtract fractions	Make a whole Write decimals	Identify compare and order angles
Finding rules and describing patterns	Partitioning Number lines	Compare area of shapes RECAP	11 12 times table	Fractions of amounts	Compare order and round decimals	Triangles Quadrilaterals
Logic Problems	Comparing and ordering	Recognise and name 2D and 3D shapes	Multiply 3 numbers	<u>Decimals</u>	Halve and quarters	Lines of symmetry and complete symmetrical patterns
Finding all possibilities	Rounding	<u>Multiplication and Division</u>	Factor pairs	Tenths and hundredths	<u>Money</u>	
Visual & Diagrammatic Problems	<u>Addition and Subtraction</u>	Multiples	Written methods	Tenths on place value grid and number line	Pounds and pence	
	Add/subtract 1, 10, 100	Times Tables	Multiply 2 and 3-digit by 1-digit	Divide by 10	Order and estimate amounts	<u>Statistics</u>
	Add/subtract 4-digit numbers no exchanging to exchanging	Multiplying and dividing by individual tables	Divide 2 and 3-digit by 1-digit	Hundredths on place value grid and number lines	Calculate with money	Interpret charts Comparison sum and difference
	Estimating and checking answers	Multiplying and dividing by 1 or 0	<u>Length and Perimeter</u>	Divide by 100	<u>Time</u>	Line graphs
			Kilometres		Hours minutes seconds	<u>Position and Direction</u>
			Perimeter of rectangles and			

			rectilinear shapes <u>Fractions</u> Equivalent fractions Fractions greater than 1 Count in fractions		Days months years Analogue to digital 12 and 24-hour	Describe position and movement on a grid
English	Class Texts George's Marvellous Medicine	Class Texts The Boy with the Bronze Axe	Class Texts The Boy with the Bronze Axe	Class Texts The Water Horse	Class Texts Romans on the Rampage	Class Texts Cliffhanger
	-Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. -Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both	-Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. -Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words, they meet. (KPI)	-Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. -Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English	-Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. -Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English	-Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. -Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both	-Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. -Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English

	<p>to read aloud and to understand the meaning of new words they meet. (KPI) -Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>-Confidently reading aloud (including performing) showing understanding through intonation, tone, volume and action.</p> <p>-Recognising some different forms of poetry [for example, free verse, narrative poetry] and learning some by heart. -</p>	<p>-Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>-When reading silently, independently find the meaning of unknown words to ensure accurate understanding and explain how this affects their understanding of the text.</p> <p>-Using dictionaries to check the meaning of words that they have read. (KPI)</p> <p>-Confidently reading aloud (including performing) showing understanding through intonation, tone, volume and action.</p> <p>-Discussing the style and type of vocabulary used by the author to support comprehension of texts.</p>	<p>Appendix I, both to read aloud and to understand the meaning of new words they meet. (KPI) -Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>-Demonstrating a familiarity with a wide range of books and texts, recommending books to others based on own reading preferences, giving reasons for choice. - Frequently choosing to read for enjoyment books which are structured in different ways</p>	<p>Appendix I, both to read aloud and to understand the meaning of new words they meet. (KPI)</p> <p>-Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>-Demonstrating a familiarity with a wide range of books and texts, recommending books to others based on own reading preferences, giving reasons for choice -Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes</p>	<p>to read aloud and to understand the meaning of new words they meet. (KPI) -Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>-Using dictionaries to check the meaning of words that they have read. (KPI)</p> <p>-Discussing the style and type of vocabulary used by the author to support comprehension of texts</p> <p>-Checking that the text makes sense by questioning and explaining</p>	<p>Appendix I, both to read aloud and to understand the meaning of new words they meet. (KPI) -Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>-When reading silently, independently find the meaning of unknown words to ensure accurate understanding and explain how this affects their understanding of the text</p> <p>-Identifying main ideas drawn from more</p>
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	<p>Using dictionaries to check the meaning of words that they have read. (KPI)</p> <p>-Checking that the text makes sense by questioning and explaining unfamiliar words or phrases.</p> <p>-Asking questions as they read to improve their understanding of a text.</p> <p>-Checking that the text makes sense by questioning and explaining unfamiliar words or phrases.</p> <p>-Asking questions as they read to improve their understanding of a text.</p>	<p>-Checking that the text makes sense by questioning and explaining unfamiliar words or phrases.</p> <p>-Asking questions as they read to improve their understanding of a text.</p> <p>-Identifying main ideas drawn from more than one paragraph and summarising these. (KPI) - Confidently retrieving and recording information from nonfiction. (KPI)</p>	<p>and for a range of purposes.</p> <p>-Beginning to choose from a wider range of books</p> <p>including new authors not previously chosen.</p> <p>-Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text.</p> <p>-Justifying predictions with evidence from the text.</p> <p>-Participating in discussion about both books that are read to them and those they can read for</p>	<p>-Confidently reading aloud (including performing) showing understanding through intonation, tone, volume and action.</p> <p>-Recognising some different forms of poetry [for example, free verse, narrative poetry] and learning some by heart. -Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text.</p> <p>-Explaining how language, structure, and</p>	<p>unfamiliar words or phrases</p> <p>-Asking questions as they read to improve their understanding of a text.</p> <p>-Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text.</p> <p>-Justifying predictions with evidence from the text.</p>	<p>than one paragraph and summarising these. (KPI) - Confidently retrieving and recording information from non-fiction. (KPI)</p> <p>-Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>
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			themselves, taking turns and listening to what others say.	presentation contribute to meaning.		
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	<p>Main focus:</p> <p>1. Narrative - diary</p> <p>Skills-cohesive devices, paragraphs</p> <p>2. Instructions (recipe)</p> <p>Skills, cohesive devices, layout features</p> <p>3. Poetry</p> <p>Oral: composing and rehearsing sentences, building a varied and rich vocabulary</p>	<p>Main focus:</p> <p>1. Narrative dialogue</p> <p>Skills - speech punctuation, creating settings, characters and plots using fronted adverbials</p> <p>Oral: composing and rehearsing sentences, building a varied and rich vocabulary</p> <p>2. Non-chronological report</p> <p>Skills - layout features, cohesive devices</p> <p>3. Explanation text</p> <p>Skills - causal conjunctions, formal language</p> <p>Oral: composing and rehearsing sentences, building a rich vocabulary</p>	<p>Main focus:</p> <p>1. Recount</p> <p>Skills- oral retelling of key events, cohesive devices</p> <p>Oral: debate</p> <p>2. Persuasive advert</p> <p>Skills: persuasive language, causal conjunctions, formal language</p> <p>Oral: language of debate</p> <p>3. Letter writing</p> <p>Skills: persuasive language, causal conjunctions, formal language</p>	<p>Main focus:</p> <p>1. Narrative - settings</p> <p>Skills - speech punctuation, creating settings, characters and plots using fronted adverbials</p> <p>2. Persuasive (letter writing) -</p> <p>Skills - organising paragraphs around a theme</p> <p>3. Oral: Poetry</p>	<p>Main focus:</p> <p>1. Non-chronological report</p> <p>Skills - adverbials, organisational devices</p> <p>2. Oral: Poetry</p>	<p>Main Focus:</p> <p>1. Balanced argument</p> <p>Skills: cohesive devices, formal language</p> <p>Oral: debate</p> <p>2. Narrative - mystery</p> <p>Skills - apostrophes, similies, metaphors, stylistic features</p>
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Word	<p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>					
Sentence	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]</p>					
Text	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>					
Punctuation	<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>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>Use of commas after fronted adverbials</p>					
Terminology for pupils	<p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>					
Spellings	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Introduction	know	gram	Prefix: pro-	reg	pose
	scribe	cent	letter c and letter string sc	Prefixes: ad-, ar-	ord	cas
	act	centre	as /s/	Prefixes: con-, com-	spec	pecu
	note	cid	ch letter string	min	image	Suffixes: -ar, -er.
	favour	nat			pare	

		exper	lieve	gue and que letter strings The extra u Double consonants	breath	popul	Additional morphemes libr, land, oft, mater, fruit.																																																																																																																										
	Spelling assessment	<div><div>Year 3 and 4 Statutory Spellings</div><table><tr><td>accident</td><td>calendar</td><td>eight</td><td>guide</td><td>mention</td><td>possession</td><td>straight</td></tr><tr><td>accidentally</td><td>caught</td><td>eighth</td><td>heard</td><td>minute</td><td>possible</td><td>strange</td></tr><tr><td>actual</td><td>centre</td><td>enough</td><td>heart</td><td>natural</td><td>potatoes</td><td>strength</td></tr><tr><td>actually</td><td>century</td><td>exercise</td><td>height</td><td>naughty</td><td>pressure</td><td>suppose</td></tr><tr><td>address</td><td>certain</td><td>experience</td><td>history</td><td>notice</td><td>probably</td><td>surprise</td></tr><tr><td>although</td><td>circle</td><td>experiment</td><td>imagine</td><td>occasion</td><td>promise</td><td>therefore</td></tr><tr><td>answer</td><td>complete</td><td>extreme</td><td>important</td><td>occasionally</td><td>purpose</td><td>thought</td></tr><tr><td>appear</td><td>consider</td><td>famous</td><td>increase</td><td>often</td><td>quarter</td><td>thought</td></tr><tr><td>arrive</td><td>continue</td><td>favourite</td><td>interest</td><td>opposite</td><td>question</td><td>through</td></tr><tr><td>believe</td><td>decide</td><td>February</td><td>island</td><td>ordinary</td><td>recent</td><td>various</td></tr><tr><td>biggle</td><td>describe</td><td>forward</td><td>knowledge</td><td>particular</td><td>regular</td><td>weight</td></tr><tr><td>breath</td><td>different</td><td>forwards</td><td>learn</td><td>peculiar</td><td>reign</td><td>woman</td></tr><tr><td>breathe</td><td>difficult</td><td>fruit</td><td>length</td><td>perhaps</td><td>remember</td><td>women</td></tr><tr><td>build</td><td>disappear</td><td>grammar</td><td>library</td><td>popular</td><td>sentence</td><td></td></tr><tr><td>busy</td><td>early</td><td>group</td><td>material</td><td>position</td><td>separate</td><td></td></tr><tr><td>business</td><td>earth</td><td>guard</td><td>medicine</td><td>poems</td><td>special</td><td></td></tr></table></div> <div><table><tr><th>Adding morphemes with no rules to apply</th><th>Dropping the letter e when adding -ed or -ing</th><th>Adding the -al suffix</th><th>Adding the -ly suffix</th><th>Adding the -ion suffix</th></tr><tr><td>knowledge believe experiment expertly describe recently percentage concentrate favourite</td><td>described describing believed believing centred experienced concentrating noticed scribbled</td><td>natural central accidental coincidental experimental national international unnatural</td><td>favourably actually accidentally nationally naturally centrally recently actively</td><td>description action reaction nation concentration notion interaction</td></tr></table></div>						accident	calendar	eight	guide	mention	possession	straight	accidentally	caught	eighth	heard	minute	possible	strange	actual	centre	enough	heart	natural	potatoes	strength	actually	century	exercise	height	naughty	pressure	suppose	address	certain	experience	history	notice	probably	surprise	although	circle	experiment	imagine	occasion	promise	therefore	answer	complete	extreme	important	occasionally	purpose	thought	appear	consider	famous	increase	often	quarter	thought	arrive	continue	favourite	interest	opposite	question	through	believe	decide	February	island	ordinary	recent	various	biggle	describe	forward	knowledge	particular	regular	weight	breath	different	forwards	learn	peculiar	reign	woman	breathe	difficult	fruit	length	perhaps	remember	women	build	disappear	grammar	library	popular	sentence		busy	early	group	material	position	separate		business	earth	guard	medicine	poems	special		Adding morphemes with no rules to apply	Dropping the letter e when adding -ed or -ing	Adding the -al suffix	Adding the -ly suffix	Adding the -ion suffix	knowledge believe experiment expertly describe recently percentage concentrate favourite	described describing believed believing centred experienced concentrating noticed scribbled	natural central accidental coincidental experimental national international unnatural	favourably actually accidentally nationally naturally centrally recently actively	description action reaction nation concentration notion interaction
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<p><u>Animals including humans</u></p> <p>We will describe the simple functions of the basic parts of the digestive system in humans</p> <p>We can identify the different types of teeth in humans and their simple functions</p> <p>We will construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <p>Making predictions</p>	<p><u>Sound</u></p> <p>We will identify how sounds are made, associating some of them with something vibrating</p> <p>We will recognise that vibrations from sounds travel through a medium to the ear-We find patterns between the pitch of a sound and features of the object that produced it</p> <p>We will find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>We will recognise that sounds get fainter as the distance from the sound source increases</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <p>Asking questions</p> <p>Making predictions</p> <p>Observing and measuring</p> <p>Recording data</p> <p>Interpreting and communicating results</p> <p>Scientific Enquiry Types:</p>	<p><u>States of Matter</u></p> <p>We will compare and group materials together, according to whether they are solids, liquids or gases</p> <p>We will observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>We will identify the part played by evaporation and condensation in the water cycle and associate the rate of</p>	<p><u>Electricity</u></p> <p>We will identify common appliances that run on electricity</p> <p>We will construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>We will 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</p> <p>We will recognise that a switch opens closes a circuit and associate this with whether or not a lamp lights</p>	<p><u>Living things and their habitats</u></p> <p>We will recognise that living things can be grouped in a variety of ways</p> <p>We will explore and use classification keys to help group, identify and name a variety of living things in our local and wider environment</p> <p>We will recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>Disciplinary (Working Scientifically) Concepts:</p>
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	<p>Setting up tests</p> <p>Observing and measuring</p> <p>Recording data</p> <p>Interpreting and communicating results</p> <p>Evaluating</p> <p>Scientific Enquiry Types:</p> <p>Identifying, Classifying and grouping</p> <p>Observing over time</p> <p>Comparative and fair testing</p> <p>Research using secondary sources</p> <p>Pattern seeking</p>	<p>Identifying, Classifying and grouping</p> <p>Comparative and fair testing</p> <p>Research using secondary sources</p> <p>Pattern seeking</p>	<p>evaporation with temperature</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <p>Making predictions</p> <p>Setting up tests</p> <p>Observing and measuring</p> <p>Recording data</p> <p>Interpreting and communicating results</p> <p>Evaluating</p> <p>Scientific Enquiry Types:</p> <p>Identifying, Classifying and grouping</p> <p>Observing over time</p> <p>Comparative and fair testing</p>	<p>in a simple series circuit</p> <p>We will recognise some common conductors and insulators, and associate metals with being good conductors</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <p>Asking questions</p> <p>Making predictions</p> <p>Setting up tests</p> <p>Observing and measuring</p> <p>Recording data</p> <p>Interpreting and communicating results</p> <p>Evaluating</p> <p>Scientific Enquiry Types:</p>	<p>Asking questions</p> <p>Observing and measuring</p> <p>Recording data</p> <p>Interpreting and communicating results</p> <p>Scientific Enquiry Types:</p> <p>Identifying, Classifying and grouping</p> <p>Comparative and fair testing</p> <p>Research using secondary sources</p> <p>Pattern seeking</p>
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					Pattern seeking	Identifying, Classifying and grouping Observing over time Comparative and fair testing Research using secondary sources Pattern seeking	
History	Historical Skills Chronological Knowledge	Change and Continuity To create a sense of period and time, the sequence of when things happened, what changed, how fast/slow it changed and what continued, what we might see as progress.	Significance How do historians choose what is most important in history as there are too many events to use everything? 5Rs Resulting in change, Remarked upon, revealing resonated and remembered	Similarities and Differences and Diversity This relates to historical analysis of the extent and type of difference between people, groups, experiences or places in the same historical period.	Interpretation of History The study of historical interpretations relates to an understanding of how and why interpretations of the past are different.	Cause and Consequence How historians explain why things happened in history, how did people make a difference to what happened? What followed as a result of these?	Historical Sources and Evidence What do historians use to find out about the past? How do historians use this material safely to produce the best history that they can? HOW DO WE KNOW?

<p>The Stone Age</p> <p>Book: The Boy with the Bronze Axe</p> <p>26,000BC-3000BC Pre-historical Hunter gatherer Settlements Monument Agriculture</p> <p>Bronze and Iron Age Bronze 3000Bc=700BC Iron 800BC-43AD</p>	<p>Chronological Knowledge</p> <p>6 key history time period</p> <p>BC/AD/CE/BCE</p>	<p>What changed over the Stone Age period?</p>	<p>Why was the Stone Age an important period for the development of settlements?</p>	<p>What did the Stone Age people use for tools? What did they make?</p> <p>What did they wear?</p>	<p>What sources and evidence do historians use to explain the stone age?</p>	<p>What caused the end of the Stone Age according to historians?</p>	<p>What can historians teach us about the development of skills during the stone age?</p> <p>How do historians think that this knowledge affected daily life in the Stone Age?</p> <p>What can historians tell us about the new stone age?</p> <p>What evidence or sources can they use?</p>
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Settlements Monument Archaeologist Technology Metal working Invention Ruler Religion Trade Agriculture	Chronological Knowledge Sequence, duration and chronology Bronze-Iron Age	What changed over time during the Bronze and Iron Age? What stayed the same?	Why was the discovery of Iron such a big deal?	Do historians have any evidence to say that the Bronze age/Iron age people were religious? What did the Anglo Saxons trade and who did they trade with? Was this the same for Vikings?	Why are we not sure when the Iron age started/ended? What have historians learnt from the Bog bodies?	What happened because of the discovery of iron ore? Why did the Bronze and Iron Age end?	Historical Enquiry- Evidence and Sources How do historians know what iron age Britons looked like? What can historians tell us about the importance of the discovery of copper and tin for life in the Bronze and Iron Age?
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<p>Romans AD43- AD410 Book: The Eagle of the Ninth</p> <p>Settlements Technology Invention Empire emperor /general Invasion Ruler Resistance Conquest Architecture e Lifestyle Culture Legions Wealth Religion Trade</p>	<p>Britain before Roman Invasion</p> <p><i>Roman occupation lasted from AD 43 to AD 410</i></p>	<p>What changed in Britain during the Roman period of reign in Britain?</p> <p>Contrast Iron age to Roman Britain</p> <p>What changed?</p>	<p>Why was the Roman invasion significant?</p> <p>Who were significant figures in Roman Britain?</p>	<p>What were some of the differences/sim ilarities between Romans and Celts? (religion, lifestyle, trade)</p>	<p>What sources do historians use to explain why different people had different views about the Romans?</p>	<p>Why did the Romans invade and what happened as a result?</p> <p>How did life change in Britain under Roman rule?</p>	<p>Historical Enquiry</p> <p>How great an impact do historians think that the Roman Empire has on modern day civilisation?</p> <p>What reasons do historians provide for the reasons for the Roman invasion of England?</p> <p>How do historians know about life on the Hadrian's wall?</p> <p>What can historians say about how the native Britons welcomed or resisted the Romans and why?</p>
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							<p>What evidence is there to suggest that the Romans influenced the culture of the people already there?</p> <p>Who were the key significant figures according to historians during the Roman Empire and why?</p>
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Geography	Geographical Skills and Fieldwork	Scale: How does my view of this place change when I zoom in or out? How and why are the places connected? What is the local/global story? Appreciating different scales (from personal and local to national, international, and global)	Location Space: Where is this place? How does it connect to other places? What is special about this location? How can it be mapped?	Place: What is this place ? What physical and human features does it have? What happens here? How does it compare to..? What do the people do who live there? Similarities and Differences between places	Cultural understanding and diversity: Appreciating the differences and similarities between people, places, environments, and cultures	Interconnection Understanding the social, economic, environmental, or political connections between places	Sustainability: Exploring sustainable development and its impact on environmental interaction	Time Continuity Change: Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes, and societies.	Earth Systems And Environment
	Autumn Term Food Farming and Fair Trade	Thematic Maps Drought areas of the world Poverty areas of the world Transport Routes across the world World Maps Grid References Atlas/Globe/	How big are the biggest food producing countries in the world? Where are these countries and why do they produce so much food? What are the 10 most deprived areas in England?	Where are the UK counties and regions and what are regions and counties? 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? Low income	Investigate places in the world that produce our food Food. What are these places like? How are they similar/different to UK? Melon Story Senegal Africa Green Bean Story -Kenya Africa	What foods do we eat from other cultures? Japan Poland Greece Italy	How does the Fairtrade initiative support Farmers? Food prices Decent wages Security of jobs Employment Factors affecting choice of which foods grown • Social • Cultural • Economic	What products do Fair Trade farmers make? What it is Why was it started? How does it work? Benefits of fair-traded products • Economic • Social • Cultural Poverty Maps and	Has Fair Trade made life better for Farmers? Reinvestment in land Land use Better wages Control over crops What is a drought and what impact does it have on people: hunger, malnutrition, starvation?

			Types of products handicrafts, coffee wine sugar fruit flowers			<ul style="list-style-type: none"> Decision making by farmers <p>What are Food Miles?</p>	<p>Poverty Zones in Sheffield?</p> <p>World Famine Solutions to famine</p> <p>Why has there been a rise of Food banks in Yorkshire?</p> <p>Is there enough food to go around?</p> <p>Is food wasted?</p>	(crops cannot grow)	
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<p>Spring Term: <i>Water</i></p> <p>Book: <i>The Drop in My Drink</i></p> <p><i>The Story of water on our Planet</i></p> <p>Fieldwork: <i>Water Treatment works</i></p>	<p>Hydrology maps</p> <p>Ocean /sea Maps</p> <p>Thematic Maps World Religions</p> <p>Charity Maps of the world</p>	<p>Oceanic scales</p> <p>Seas</p>	<p>What fraction of the Earth is covered by oceans/seas? Oceans</p> <p>Seas</p> <p>Rivers</p> <p>Lakes</p> <p>Where are reservoirs and dams in Sheffield.</p> <p>Why are they there?</p> <p>Man made water bodies</p> <p>Reservoirs</p>		<p>Is access to water equal across the world?</p> <p>Drought and impact of drought</p>	<p>How do water companies support customers?</p> <p>Clean water/regular water supplies/fixing leaks</p> <p>Is Water free?</p> <p>In the UK water can be offered free at venues</p> <p>How do agencies try to improve water quality and a fair distribution in parts of the world where water is in short supply?</p>	<p>How is water distributed?</p> <p>Do we have equal access to clean water?</p> <p>Access to clean water- is it right?</p> <p>Can dirty water be made usable?</p> <p>Developing countries</p> <p>What is lifelike without clean water?</p> <p>Charities (Wateraid/UNICEF)</p> <p>Why do people in different parts of the world use more or less water?</p>	<p>Why do we need reservoirs/dams?</p> <p>Map the journey of water from reservoir to home</p>	<p>Where does water come from?</p> <p>Features of different bodies of water</p>

<p>Summer Term: Mountains</p> <p>Book: Cliff-hanger</p>	<p>4 figure Grid References</p> <p>Lines of latitude/longitude</p> <p>Map of mountains</p> <p>UK/Europe/America</p> <p>OS maps</p> <p>contours</p> <p>Contour maps</p>	<p>What are the scales of the Mountain Ranges in Uk/Europe/World?</p> <p>Biggest/smallest?</p>	<p>Where are mountain ranges located in the Yorkshire Region/Uk/British Isles/Europe/USA</p> <p>In which regions/countries</p> <p>Continents are the mountain ranges found?</p>	<p>What is the view like if live on near or in the valley of a mountain?</p> <p>Similarities and differences in mountain living</p>	<p>What is the cultural significance of mountains?</p>	<p>What is it like to live and work on/near a mountain?</p> <p>Tourism and Mount</p> <p>Snowdon/Alps</p> <p>Farming on a mountain</p> <p>Animals and plants that live on a mountain.</p> <p>Climate</p> <p>Food</p> <p>Jobs</p> <p>Day to day life</p>	<p>What is the impact of tourism in the Himalayas?</p> <p>Impact of tourism</p>	<p>What causes a landslide avalanche?</p> <p>What impact does this have on a mountain?</p> <p>Human Impact</p> <p>Pollution on mountains</p> <p>from Tourists</p> <p>Deforestation</p>	<p>What is a mountain?</p> <p>What are the physical features of a mountain?</p> <p>Definition of a landform</p> <p>>600m</p> <p>Highest /Famous mountains</p> <p>Mountain formation</p> <p>What are the features of Mountains</p> <p>Summits/slope/valley</p> <p>What are the Zones of a mountain?</p> <p>Foothills, Alpine, Subalpine, Nival.</p> <p>How is a mountain formed?</p> <p>What are the names of the different types of Mountains?</p> <p>Fold/Fault block</p> <p>Volcanoes</p> <p>Dome</p> <p>Mountains</p> <p>Does the climate</p>

									change and Mountains
	Computing								
	Strand 0 - What is a computer?								
	0.3 - Key skills: Using a School Computer								
									
	<p>Strand 1 - Communicating: Text and images</p> <p>1.4 How do I use a computer as an artist?</p> <p>In this unit children learn how to create digital artwork in a paint package and by editing their own and other people's photos (considering copyright). Children will explore how to create, edit, organise and</p>	<p>Strand 2 - Communicating: Multimedia</p> <p>2.4 What makes an excellent multimedia story?</p> <p>In this unit children will evaluate animations or photo stories to consider what makes it good and collectively produce a quality checklist. They will discuss their ideas for stories with peers. Children</p>	<p>Strand 3 - Understanding and sharing data</p> <p>Connecting Computers (Teach Computing unit)</p> <p>In this unit, children will develop their understanding of digital devices. They will be introduced to computer networks, including devices that make up a network's</p>	<p>Strand 4 - Computational thinking: programming A</p> <p>4.4 Decomposition and infinite loops</p> <p>In this unit, children will recognise that we can decompose programs into smaller parts to make them easier to solve and debug. They will use infinite (forever) loops in programs to keep something happening.</p>	<p>Strand 4 - Computational thinking: programming B</p> <p>5.4 Simple selection in Scratch</p> <p>In this unit, children will recognise that programs flow differently depending on whether events, loops and selection statements are used. The will use selection to change what happens in a program depending on if a condition is met.</p> <p>Algorithm</p> <p>Sequence</p> <p>Repetition</p> <p>Selection</p>				

	<p>store images for a specific purpose/audience , and understand how the size of an image affects quality. This unit presents an opportunity to discuss image manipulation and body image.*</p> <p>Use art and photo-editing apps to create artwork. Add photos to create a montage.</p> <p>Logic</p> <p>Abstraction</p> <p>Machines</p> <p>Program</p>	<p>will storyboard on a given theme, and create resources. They will review and discuss how they could improve their work by adding music, titles and effects, and according to checklist. Choose to do animation or photo story depending on resources. All films are rated according to the PEGI system - discuss appropriate content for their age.</p> <p>Machines</p> <p>Algorithms</p> <p>Program</p> <p>Data</p>	<p>infrastructure, such as wireless access points and switches. The children will also discover the benefits of connecting devices in a network.</p> <p>Logic</p> <p>Machines</p> <p>Algorithms</p> <p>Program</p> <p>Data</p>	<p>Algorithm</p> <p>Program</p> <p>Input</p> <p>Decomposition</p> <p>Repetition</p>		
PE	<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</p>			<p>Gymnastics (GS4PE)</p> <p>Pupils create more complex</p>	<p>Athletics (GS4PE)</p> <p>Links Sports Day</p> <p>Pupils will develop basic</p>	<p>Rounders (GS4PE)</p> <p>Pupils learn how to score points</p>

	<p>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><u>Key Skills:</u> 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><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 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>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 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</p>	<p>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 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><u>Key Skills:</u> Pacing, sprinting,</p>	<p>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, 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</p>
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	<p>Key Concepts:</p> <p>Movement</p> <p>Coordination</p> <p>Fitness</p> <p>Sequence</p> <p>Technique</p>	<p>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> <p>Key Concepts:</p> <p>Movement</p> <p>Balance</p> <p>Agility</p> <p>Coordination</p> <p>Collaboration</p> <p>Sequence</p> <p>Technique</p>	<p>jumping for distance and height, throw, heave, launch for distance</p> <p>Key Concepts:</p> <p>Movement</p> <p>Agility</p> <p>Balance</p> <p>Coordination</p> <p>Fitness</p>	<p>with and against.</p> <p><u>Key Skills:</u> Underarm and overarm throwing, catching, tracking a ball, fielding a ball, batting</p> <p>Key Concepts:</p> <p>Agility</p> <p>Coordination</p> <p>Competition</p> <p>Fairness</p> <p>Technique</p>

	<p>Ball Skills (GS4PE)</p> <p>Pupils will develop their accuracy and consistency when tracking a ball, explore a variety of throwing techniques and learn to select the appropriate throw for the situation. Pupils will practise catching with one hand and two hands and will practise dribbling with the feet and the hands.</p> <p><u>Key Skills:</u> catching, dribbling, ball control, throwing, tracking, kicking, make decisions</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> - Movement - Balance - Coordination - Communication - Collaboration - Fairness - Technique 	<p>Football (GS4PE)</p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p> <p><u>Key Skills:</u> Dribbling, passing, ball control, tracking, jockeying, turning</p> <p>Key Concepts:</p> <p>Movement</p> <p>Balance</p> <p>Agility</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 when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked</p>	<p>Netball (GS4PE)</p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p> <p><u>Key Skills:</u> passing, catching,</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 thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p>	<p>Tag Rugby (GS4PE)</p> <p>In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.</p>
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		<p>Coordination</p> <p>Competition</p> <p>Collaboration</p> <p>Fitness</p> <p>Fairness</p> <p>Technique</p>	<p>to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control when performing new tasks</p> <p><u>Key Skills:</u> Agility, balance, coordination, speed, stamina, strength, power</p> <p>Key Concepts:</p> <p>Movement</p> <p>Balance</p> <p>Agility</p> <p>Coordination</p> <p>Fitness</p> <p>Sequence</p> <p>Evaluation and improvement</p>	<p>footwork, intercepting, shooting</p> <p>Key Concepts:</p> <p>Agility</p> <p>Coordination</p> <p>Fitness</p> <p>Collaboration</p> <p>Competition</p> <p>Technique</p>	<p><u>Key Skills:</u> Performing actions, using canon, unison, formation, dynamics, character, structure, space</p> <p>Key Concepts:</p> <p>Movement</p> <p>Balance</p> <p>Coordination</p> <p>Collaboration</p> <p>Sequence</p> <p>Evaluation and improvement</p>	<p><u>Key Skills:</u> Throwing, catching, running, dodging, tagging, scoring</p> <p>Key Concepts:</p> <p>Movement</p> <p>Balance</p> <p>Agility</p> <p>Coordination</p> <p>Competition</p> <p>Collaboration</p>
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Art & Design

Printing and digital art



Research:

Pop Art

Andy Warhol

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)

Making a stamp for printing:

<https://classroom.thenational.academy/lessons/making-your-own-stamps-for-printmaking-6mvk6t?activity=video&step=1>

Making a collagraph print:

<https://classroom.thenational.academy/lessons/making-a-collagraph-print-c4rk6d?activity=video&step=1>

Applying skills:

Create four identical prints of the McDonald's logo using polystyrene and chosen paint colours.

Evaluation:

Drawing

Research: Portraits

How have faces been depicted in different ways by different artists?
How have they used different media?
Link to Y1 unit ([Giuseppe Arcimbold](#)) and [Picasso](#).

Proportions of a face

Collect and investigate different faces

Developing skills:

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.

Tones:

<https://classroom.thenational.academy/lessons/exploring-shadows-and-tone-6hjk0t>

<https://classroom.thenational.academy/lessons/how-can-we-bring-our-drawings-to-life-64vkee>

NSEAD lesson:

Mixed media/ collage



Research:

Roman Mosaics

Developing skills:

Designing patterns

Cutting and sticking paper - various designs and geometric patterns.

Applying skills:

Create individual or group mosaics using a variety of materials.

Evaluation:

Children to consider their selection and application of various materials, considering their effect on the piece as a whole.

Formal Elements:

Line

Shape

Form

Colour

Pattern

	<p>Children to evaluate the uniformity of their printing and the effect of their colour selections.</p> <p>Formal Elements:</p> <p>Line</p> <p>Shape</p> <p>Colour</p>	<p>https://www.nsead.org/resources/units-of-work/uow-portraits-in-pencil/</p> <p>NSEAD (drawing heads and faces):</p> <p>https://www.nsead.org/resources/units-of-work/uow-drawing-heads-and-faces/</p> <p>Applying skills:</p> <p>Create a final portrait of a Neolithic human using chosen media.</p> <p>Evaluation:</p> <p>Children to evaluate the effectiveness of their application of skills and concepts such as tone, proportions and dimensions.</p> <p>Formal Elements:</p> <p>Line</p> <p>Shape</p> <p>Form</p> <p>Tone</p> <p>Texture</p>	
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Mechanisms	Electrical	Textile
<p>To design and make an interactive Christmas card for children to give to their parents/carers</p> <p>NC- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Skill retrieval from previous years: Levers, sliders, strengthening and stiffening, hinges</p> <p><u>Investigate, disassembly, evaluate:</u></p> <p>Children investigate, analyse and evaluate books, cards and other products which have a range of lever and linkage mechanisms</p> <p>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?</p> <p><u>Focus Practical tasks:</u></p> <p>Experiment with a range of lever and linkage mechanisms to the children</p> <p>Compare different levers functionality and purpose</p>	<p>To design a torch for a child to use to help them see in the dark.</p> <p>NC: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Investigate, disassembly, evaluate:</p> <p>Skill retrieval from previous years: Free standing structures, strengthening and stiffening</p> <p><u>Investigate, disassembly, evaluate:</u></p> <p>Look at a variety of light up equipment. How does it work?</p> <p>Investigate torches. Disassemble different examples to look at it's component parts</p> <p>Discuss purposes of lights and investigate different types/styles of lights/torches</p> <p>Research Thomas Edison and the invention of the lightbulb</p> <p>Discuss collaborative approach to invention (Alessandro Volta, Humphrey Davy and Joseph Swan played a critical role in the development of this technology).</p> <p><u>Focus Practical tasks:</u></p>	<p>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 and reinforce more complex structures</p> <p>Skill retrieval from previous years: Patterns and templates, running stitch, back stitch, whip stitch joining fabrics</p> <p><u>Investigate, disassembly, evaluate</u></p> <p>Investigate a variety of textile bags for all purposes.</p> <p>Disassemble bags and create patterns from them</p> <p>Investigate panels/nets used to create different shapes.</p> <p>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</p> <p>Investigate different fastenings and their uses.</p> <p><u>Focus Practical tasks</u></p>

	<p>Experiment with strengthening and stiffening techniques</p> <p>Demonstrate the correct and accurate use of measuring, marking out, cutting, joining and finishing skills and techniques.</p> <p><u>Design</u></p> <p>Design a Christmas card with at least one interactive element</p> <p>Generate ideas, considering the purposes for which they are designing</p> <p>Make labelled drawings from different views showing specific features</p> <p><u>Make</u></p> <p>Make appropriate design decisions throughout the making</p> <p>Utilise the range of mechanisms learnt and make appropriate adjustments</p> <p>Select appropriate tools, materials, components and techniques</p> <p>Make modifications as they go along</p> <p><u>Evaluate</u></p> <p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</p> <p>Record their evaluations using drawings with labels</p>	<p>Label parts of a torch and name them</p> <p>Recreate a simple, series and parallel circuit following a given plan</p> <p>Look at and identify scientific representation of circuit components</p> <p>Make a simple switch using metal components</p> <p><u>Design:</u></p> <p>Children to design the electronic components and outside structure of their torch, using their IDEAs to support</p> <p>Communicate their ideas through detailed labelled drawings</p> <p>Develop a design specification</p> <p><u>Make</u></p> <p>Select appropriate tools, materials, components and techniques</p> <p>Make modifications as they go along</p> <p>Utilise component parts to make a circuit fit for purpose</p> <p><u>Evaluate</u></p> <p>How effective is our torch in the dark?</p>	<p>Create patterns using nets of shapes, compare the strength and structure of patterns</p> <p>Try out a variety of different stitching techniques (review and addition of back stitch, over sew stitch, blanket stitch, cross stitch</p> <p>Compare different fabrics for different purposes before selecting fabric for their project</p> <p>investigate and select an appropriate fastening device/technique for their project</p> <p>Measure and mark out to the nearest mm.</p> <p><u>Design:</u></p> <p>Children to create a labelled design of their PE bags.</p> <p>Generate ideas, considering the purposes for which they are designing</p> <p>Make labelled drawings from different views showing specific features</p> <p>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</p>
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	<p>Evaluate against their original criteria and suggest ways that their product could be improved</p>	<p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</p> <p>Record their evaluations using drawings with labels</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved</p>	<p><u>Make</u></p> <p>Utilise different stitching techniques, making design decisions as they proceed</p> <p>Select appropriate tools, materials, components and techniques</p> <p>Make modifications as they go along</p> <p>Select appropriate tools and techniques for making their product</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</p> <p>Join and combine materials and components accurately in temporary and permanent ways</p> <p>Sew using a range of different stitches and weave</p> <p><u>Evaluate</u></p> <p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</p> <p>Record their evaluations using drawings with labels</p>
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					Evaluate against their original criteria and suggest ways that their product could be improved	
RE	<p>L2.3 What is the 'Trinity' and why is it important to Christians?</p> <p>Christians</p>	<p>L2.7 What do Hindus believe God is like?</p> <p>Hindus</p>	<p>L2.8 What does it mean to be a Hindu in Britain today?</p> <p>Hindus</p>	<p>L2.5 Why do Christians called the day Jesus died 'Good Friday'?</p> <p>Christians</p>	<p>L2.6 For Christians, when Jesus left, what was the impact of Pentecost?</p> <p>Christians</p>	<p>L2.11 How and why do people mark the significant events of life?</p> <p>Religion:</p> <p>Thematic Unit- C, H, NR.</p>
RHE	<p>Online Safety Passwords C5</p> <p>Mutual respect and tolerance</p> <p>Friendships</p> <p>Are all friends the same?</p> <p>Mutual respect and tolerance</p> <p>Friendships</p> <p>Are friendships always fun?</p> <p>Mutual respect and tolerance</p> <p>Mental Wellbeing</p> <p>M2) Are we happy all the time?</p> <p>Online Safety</p>	<p>Mutual respect and tolerance</p> <p>Democracy</p> <p>Rule of Law</p> <p>Community</p> <p>C1) How do we make the world fair?</p> <p>Rule of Law</p> <p>Online Safety Copyright C3</p> <p>Mutual respect and tolerance</p> <p>Individual liberty</p> <p>Community</p> <p>C2) Where do you feel like you belong?</p> <p>Mutual respect</p> <p>Community</p> <p>C3) How can we help the people around us?</p>	<p>Online Safety Os5) Digital media (N1)</p> <p>Mutual respect and tolerance</p> <p>Racism</p> <p>Lesson 3: Redefining racism</p> <p>Online Safety Project Evolve</p> <p>I can explain ways in which someone might change their identity depending on what they are doing online and why.</p>	<p>Mutual respect and tolerance</p> <p>Individual liberty</p> <p>Family</p> <p>Fa3) Are boys and girls the same?</p> <p>Online Safety Media Bias N2</p> <p>Mutual respect and tolerance</p> <p>Racism</p> <p>Lesson 4: Understanding racial socialisation and stereotypes</p> <p>Rule of Law</p> <p>Online Safety Project Evolve</p>	<p>Growing Up</p> <p>G1) What is a period?</p> <p>Drugs and Alcohol</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>Rule of Law</p> <p>Drugs and Alcohol</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>Rule of Law</p> <p>Online Safety Advertising C1</p> <p>Rule of Law</p> <p>Drugs and Alcohol</p> <p>Drugs-Safety rules and risks-Alcohol and smoking</p> <p>Tolerance and mutual respect</p> <p>Community</p> <p>Inclusion, belonging and addressing extremism.</p> <p>C4</p> <p>Belonging to a community</p> <p>Financial Capability</p>

	Project Evolve I can demonstrate the use of search tools to find and access online context which can be re-used by others.			I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.		Making decisions about money- PSHE Association Use the resource from Natwest Money Sense How do I plan a simple budget?
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Y4 music Charanga	Mamma Mia	Glockenspiel Stagel Glockenspiel Stage 2	Stop!	Lean on Me	Blackbird	Reflect Rewind and Replay
Style of Music and Theme	Style-Pop ABBA's Music		Style of Music- Grime Writing lyrics linked to a theme	Style of Music- Gospel Soul/Gospel Music and helping one another	Style of Music- Pop The Beatles, equality and civil rights	Style of Music- Classical The history of music consolidation

SONGS	<ul style="list-style-type: none"> • Mamma Mia by Abba • Dancing Queen by Abba • The Winner Takes It All by Abba • Waterloo by Abba • Super Trouper by Abba • Thank You for The Music by Abba 	<p>Anna Clyne Night Ferry</p> <p>https://www.bbc.co.uk/teach/ten-pieces/anna-clyne-night-ferry-extract/zn.3v6v4</p>	<ul style="list-style-type: none"> • Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) • Radetzky March by Strauss (Classical) • Can't Stop the Feeling! by Justin Timberlake (Pop with soul, funk and disco influence) • Libertango by Astor Piazzolla (Tango) <p>Mountain Theme Grieg</p> <p>In the hall of the mountain king</p> <p>https://www.bbc.co.uk/programmes/articles/lrpRfIQ7cK683F9LlwqTb5x/in-the-hall-of-the-mountain-king-by-edvard-grieg</p>	<ul style="list-style-type: none"> • He Still Loves Me by Walter Williams and Beyoncé • Shackles by Mary Mary • Amazing Grace by Elvis Presley • Ode to Joy Symphony No 9 by Beethoven • Lean on Me by The ACM Gospel Choir <p>Mountain Theme Mussorgsky</p> <p>A Night on Bare Mountain</p> <p>https://www.bbc.co.uk/programmes/articles/lgKvMXSQVvqyfcvIXjjnkr5/a-night-on-the-bare-mountain-by-modest-mussorgsky</p>	<ul style="list-style-type: none"> • Yellow Submarine by The Beatles • Hey Jude by The Beatles • Can't Buy Me Love by The Beatles • Yesterday by The Beatles • Let It Be by The Beatles <p>Romans story set to music 7/8 units</p> <p>https://www.bbc.co.uk/teach/school-radio/music-ks1-ks2-rocking-romans-songs-index/z79phbk</p>	
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Listen and Appraise	<p>Listen and Appraise</p> <p>Identify structure of the piece</p> <p>Intro verse bridge chorus</p> <p>Identify instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as keyboard, electric guitar, bass drum</p> <p>Vocal Line-how many singers male or female</p> <p>Backing accompaniment</p> <p>Which instruments play a solo?</p> <p>Hooks?</p> <p>Texture: thick thin or in between?</p> <p>Tempo? Fast/slow/in between</p>		<p>Listen and Appraise</p> <p>Identify the structure</p> <p>Intro and 6 rapped verses each with a sung chorus</p> <p>Identify the instruments/voices- digital/electronic sounds/turntables/synthesisers/drums</p> <p>Vocal Line-How many singers?</p> <p>Male/Female</p> <p>Male/Female Rapper</p> <p>Male Female backing vocals</p> <p>Textures : thick thin or in between?</p> <p>Layers-multi-layered or just ½</p> <p>Tempo</p> <p>Dynamics how does this vary during the songs</p>	<p>Listen and Appraise</p> <p>Identify the piece's structure</p> <p>Intro versel chorus verse 2 bridge chorus bridge verse 2 outro</p> <p>Identify the instruments/voices male vocal, backing vocal piano bass drums organ</p> <p>Find the pulse and identify tempo changes, changes in dynamics and texture</p> <p>Vocal Line-How many singers?</p> <p>Male/Female</p> <p>Male Female backing vocals</p> <p>Which instruments play solo?</p> <p>Textures : thick</p>	<p>Listen and Appraise</p> <p>Identify the themes: equality and civil rights</p> <p>Identify instruments and voices: solo male vocals in the verses, another male vocal in the choruses, acoustic guitar percussion birdsong</p> <p>Reflect on the words in the song- what picture does it create</p> <p>Vocal lines</p> <p>Tempo-changes</p> <p>Dynamics of the song-which part is loud/quiet</p> <p>How do instruments and voices play throughout the song</p> <p>Identify riff/hook/solo</p>	<p>Musical learning focus:</p> <p>Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Composition</p> <p>Share and perform the learning that has taken place</p>

	<p>Dynamics</p> <p>Arrangement of when voices/sing/play</p> <p>Copy back play invent rhythmic patters</p> <p>Some reading of notes</p> <p>Singing</p> <p>In unison</p> <p>Playing</p> <p>Instrumental parts</p> <p>Tchaikovsky The Nutcracker</p> <p>https://www.bbc.co.uk/teach/ten-pieces/KS2-3/z4y3rwx</p>		<p>Singing</p> <p>Rapping in unison and in parts</p>	<p>thin or in between?</p> <p>Layers-multi-layered or just ½</p> <p>Tempo</p> <p>Dynamics how does this vary during the songs</p> <p>Arrangements which voices/instruments sing /play in each section including the bridge section</p>	<p>Tempo</p> <p>Arrangement of instruments and voices</p> <p>Singing</p> <p>In unison</p>	
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Improvisation and performance	Compose a simple melody using simple rhythms and use it part of a performance	<u>Glockenspiel 1</u> Improvise with DEE CEE's Blues using C and D notes Compose using the notes C D E F <u>Glockenspiel 2</u> Revise play and read the notes CDEFG Learn to play a range of tunes Compose using C D E F G	Compose own rapped lyrics class topic or theme that you decide as a class. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?	Compose a simple melody using simple rhythms and use it as part of the performance	Compose a simple melody using simple rhythms and use it as part of the performance	
Performances	Harvest Festival	Watching Christmas Pantomime Violin Quarter				
Performance	<i>Harvest Festival</i>	Watching Christmas Pantomime Violin Quarter	Spring show case for children to perform to KS2 classes	Summer 1 Reflect Rewind and Replay Children to choose their performance song	Summer 2 End of year showcase for parents/grandparents	

Phonetics lessons 1-2 (XT)

In these first two lessons, pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.

Seasons (EL)

Pupils will learn the 4 seasons of the year along with a key feature for each season in French. By the end of the unit pupils will have the skills and knowledge to say which is their favourite season and why.

Vegetables (EL)

In this unit pupils will learn 10 common vegetables in their plural form. They will learn the basic transactional language required to take part in a role-play activity based on buying different quantities of vegetables from a market stall.

Presenting Myself (IN)

By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of

My Family (IN)

By the end of this unit pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in French. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and how to manipulate language, thus

In the Classroom (IN)

During this unit, pupils will gain the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.

At the Tea Room (IN)

By the end of this unit pupils will have the knowledge and skills necessary to perform a short role-play in a French tea room. This is a unit that consolidates much of the grammar covered in our Early Learning teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful

			<p>grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.</p>	<p>starting to create more personalised responses as the unit supports the change from 1-person singular to 3-person singular.</p>		<p>transactional language.</p>
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