

Text-led approach	Writing	Reading	Maths	Geography	History	ICT	P.E					
<p><b>I was there ... Viking Invasion</b></p> <p>Some variation of sentence structure through a range of openings e.g. fronted adverbials, subordinating clauses, subject reference, speech)</p> <p>Write paragraphs themed by ideas Features of text type and genre are mostly appropriate for purpose e.g. layout, verb form and formality</p> <p><b>Audience and Purpose</b> To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures</p> <p><b>Punctuation</b> Accurate use of capital letters and full stops. Making some use of: Exclamation marks Inverted commas Apostrophe for possession</p> <p><b>Appropriate use of language and grammatical terminology</b></p> <p><b>Letter and number formation</b> All letters are sized appropriately Letters are consistently joined using diagonal and horizontal strokes where appropriate</p>	<p><b>Planning, Writing, Editing</b> Some variation of sentence structure through a range of openings e.g. fronted adverbials, subordinating clauses, subject reference, speech)</p> <p>Write paragraphs themed by ideas Features of text type and genre are mostly appropriate for purpose e.g. layout, verb form and formality</p> <p><b>Audience and Purpose</b> To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures</p> <p><b>Punctuation</b> Accurate use of capital letters and full stops. Making some use of: Exclamation marks Inverted commas Apostrophe for possession</p> <p><b>Appropriate use of language and grammatical terminology</b></p> <p><b>Letter and number formation</b> All letters are sized appropriately Letters are consistently joined using diagonal and horizontal strokes where appropriate</p>	<p>Apply 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</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied</p>	<p><b>Number and Place Value</b> Recognise the place value of each digit in a four-digit number.</p> <p>Order and compare numbers beyond 1000.</p> <p>Round any number to the nearest 10, 100 or 1000.</p> <p>Find 1000 more or less than a given number.</p> <p>Count backwards through zero to include negative numbers.</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p> <p><b>Addition and Subtraction</b> Add and subtract numbers with up to 4 digits using the formal written methods of columnar <u>addition</u> where appropriate.</p> <p>Estimate and use inverse operations to check answers (+)</p> <p>Solve addition two-step problems in contexts, deciding which operations and methods to use and why.</p>	<p><b>Geographical skills and fieldwork</b> To use maps, globes and digital/computer mapping (Google Earth/Zoom/Digimaps) to locate countries/places and describe places (UK and the world using 4-figure grid references.</p> <p>To locate countries in Europe - Norway, Sweden, Denmark.</p> <p>To identify geographical differences and similarities between different regions in Europe, making comparisons with the UK.</p> <p>To investigate the historical benefits of settlements</p>	<p><b>Anglo Saxons</b> To plot events on a timeline using centuries.</p> <p>To explain how historic items and artefacts can be used to help build up a picture of life in the past.</p> <p>To research two versions of an event and explain how they differ.</p> <p>To explain how an event from the past has shaped our life today.</p>	<p><b>Touch typing</b> I can use a keyboard confidently and make use of a spellchecker to review my work</p> <p>I can change the appearance of text to increase its effectiveness</p> <p><b>Search engines</b> To understand how search engines work and use them appropriately.</p> <p>To begin to retrieve information from search engines.</p>	<p><b>Invasion games</b> <b>Football</b> Dribbling, passing, match situations, officiating matches and working as a team to officiate matches - referee and lineman.</p> <p>Vary skills and actions that suit the game being played.</p> <p>To show confidence using ball skills in various ways.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games and has an understanding of tactics.</p> <p>Works well in group.</p> <p>Apply basic skills in attacking and defence</p>					
								<b>Science</b>	<b>Music</b>	<b>RE</b>	<b>DT</b>	<b>National weeks</b>
								<b>Sound</b> To identify how sounds are made, associating some of them with something vibrating To find patterns between the pitch of a sound and features of the object that produced it To find patterns between the volume of a sound and the strength of the vibrations that produced it <b>WS</b> - To ask relevant questions and using different types of scientific enquiries to answer them <b>WS</b> - To set up simple practical enquiries, comparative and fair tests To recognise that sounds get fainter as the distance from the sound source increases. To recognise that vibrations from sounds travel through a medium to the ear <b>WS</b> - To gather, record, classify and present data in a variety of ways to help in answering questions <b>WS</b> - To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	<b>PHSE</b> <b>Living in the wider world - belonging to a community</b> To know the meaning and benefits of living in a community. To recognise that we belong to different communities as well as the school community. To know about individuals and groups that help the local community, through volunteering and work. To show compassion towards others in need and about shared responsibilities. <b>Relationships - respecting ourselves and others.</b> To recognise differences between people (gender, race and faith). To recognise what we have in common with others (shared values, likes and dislikes and aspirations). To know about the importance of respecting the differences and similarities between people.	<b>French</b> Where do you live? To name and describe places.	<b>Know about and understand a range of religions and worldviews</b> What do different people believe about God? Why is the Bible important for Christians today? Why is Jesus inspiring to some people? <b>Express insights about the nature, significance and impact of religions and worldviews.</b>	<b>Events / Visits /Visitors</b> Possible visits/visitors linked to Anglo-Saxon/Viking learning. Jorvik  Football competition
										<b>Art</b> Drawing: Form and shape Viking portraits/artefacts To identify and draw simple objects and use marks and lines to produce texture.( natural materials - collage/ rubbings etc to develop idea of texture) To use their sketch books to express their feelings about various subjects and outline likes and dislikes. To use their sketch books to adapt and improve their original ideas. To keep notes about the purpose of their work in their sketch books.	Link to Saxon diet/cooking (bread)	Drugs / Red Ribbon Day (Jan)
											To demonstrate hygienic and safe food preparation and storage.	
											To understand and apply the principles of a healthy and varied diet.	
											To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	
											To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	

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<p><b>Harry Potter and the Philosophers Stone</b></p> <p>Some variation of sentence structure through a range of openings e.g. fronted adverbials, subordinating clauses, subject reference, speech)</p> <p>Write paragraphs themed by ideas</p> <p>Features of text type and genre are mostly appropriate for purpose e.g. layout, verb form and formality</p> <p><b>Audience and Purpose</b> To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures</p> <p><b>Punctuation</b> Accurate use of capital letters and full stops.</p> <p>Making some use of: Exclamation marks Inverted commas Apostrophe for possession</p> <p><b>Appropriate use of language and grammatical terminology</b></p> <p><b>Letter and number formation</b> All letters are sized appropriately</p> <p>Letters are consistently joined using diagonal and horizontal strokes where appropriate</p>	<p><b>Planning, Writing, Editing</b> Some variation of sentence structure through a range of openings e.g. fronted adverbials, subordinating clauses, subject reference, speech)</p> <p>Write paragraphs themed by ideas</p> <p>Features of text type and genre are mostly appropriate for purpose e.g. layout, verb form and formality</p> <p><b>Audience and Purpose</b> To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures</p> <p><b>Punctuation</b> Accurate use of capital letters and full stops.</p> <p>Making some use of: Exclamation marks Inverted commas Apostrophe for possession</p> <p><b>Appropriate use of language and grammatical terminology</b></p> <p><b>Letter and number formation</b> All letters are sized appropriately</p> <p>Letters are consistently joined using diagonal and horizontal strokes where appropriate</p>	<p>Apply 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</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Retrieve and record information from non-fiction. (CCL History &amp; Science)</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry] (CCL History 11/11)</p> <p>Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Identify main ideas drawn from more than one paragraph and be able to summarise these.</p>	<p><b>Addition and Subtraction</b></p> <p>Add and <u>subtract</u> numbers with up to 4 digits using the formal written methods of columnar <u>subtraction</u> where appropriate.</p> <p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar <u>subtraction</u> where appropriate.</p> <p>Estimate and use inverse operations to check answers (-)</p> <p>Solve <u>subtraction</u> two-step problems in contexts, deciding which operations and methods to use and why.</p> <p><b>Measurement</b> Convert between different units of measure</p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>Find the area of rectilinear shapes by counting squares</p> <p><b>Multiplication and Division</b> Recall multiplication and division facts for multiplication tables up to 12 x 12</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers</p> <p>Recognise and use factor pairs and commutativity in mental calculations</p>	<p>To identify geographical differences and similarities between different regions in Europe, making comparisons with the UK. To investigate the historical benefits of settlements</p> <p>- <b>Locating Lindisfarne and locations of other famous battles.</b></p> <p>Viking place names and use maps, globes and digital/computer mapping (Google Earth/Zoom/Digimaps) to locate places in the UK related to names.</p>	<p><b>Vikings</b> To plot events on a timeline using centuries. To explain how historic items and artefacts can be used to help build up a picture of life in the past. To research two versions of an event and explain how they differ.</p> <p>To explain how an event from the past has shaped our life today.</p>	<p><b>Algorithms and programming</b> I can experiment with variables to control models I can give an on-screen robot specific instructions I can make a prediction and explain why I believe something will happen I know that I need to keep testing my program while it is being put together I can de-bug a program I understand that algorithms can help solve problems in other learning (Maths, Science, D&amp;T) To know how to store and retrieve data from the school network.</p>	<p><b>Indoor athletics</b> Begin to use a range of running techniques and use with confidence. Can perform a running jump with more than one component. Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocab. Can use equipment safely and with good control. <b>Invasion games (mat-ball/netball/basketball)</b> Dribbling, passing, match situations, officiating matches and working as a team to officiate matches - referee and lineman. Vary skills and actions that suit the game being played. To show confidence using ball skills in various ways. Uses skills with coordination, control and fluency. Takes part in competitive games and has an understanding of tactics. Works well in group. Apply basic skills in attacking and defence</p>	
						<p><b>Science</b></p> <p><b>States of Matter</b> To compare and group materials together, according to whether they are solids, liquids or gases To 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) <b>WS</b> - To set up simple practical enquiries, comparative <b>WS</b> - To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <b>WS</b> - To set up simple practical enquiries, comparative and fair tests <b>WS</b> - To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers thermometer <b>WS</b> - To record findings using simple scientific language, drawings,</p>		
							<p><b>RE</b></p> <p><b>Know about and understand a range of religions and worldviews</b> Why do people pray? Why are festivals important to Christian communities? Why do some people think life is a journey? What significant experience marks this?</p> <p><b>Express insights about the nature, significance and impact of religions and worldviews.</b></p>	
							<p><b>DT</b></p>	
							<p><b>National weeks</b></p> <p>Anti-Bullying week.</p>	
							<p><b>Art</b></p> <p><b>Jackson Pollock artist study</b> <b>Painting</b> <b>Re-create a piece of artwork in the style of Pollock</b> To use their sketch books to express their feelings about various subjects and outline likes and dislikes. Do they use their sketch books to adapt and improve their original ideas. Do they keep notes about the purpose of their work in their sketch books.</p>	
							<p><b>Events / Visits /Visitors</b></p> <p>Enterprise - selling of chocolate cakes/brownies decorated in the style of Jackson Pollock.</p>	
				<p><b>Personal Learning</b></p> <p><b>Keeping safe</b> To know the importance of taking medicines correctly and using household products safely. To recognise what is meant by 'drug'. To know what a habit is and how they are difficult to stop. <b>Drugs, alcohol education</b> Effects of alcohol Alcohol and risk Limits and drinking alcohol <b>Relationships</b> <b>Safe relationships</b> To know the difference between playful teasing, hurtful behaviour and bullying - including online. To know how to respond if you witness or experience hurtful behaviour or bullying - including online. To know when its right to break a confidence or share a secret. To recognise risks online such as harmful content or contact. To know how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online.</p>	<p><b>Music</b></p> <p><b>Listening and appraising</b> To use (relevant and targeted) musical vocabulary in an appropriate way.</p> <p>Read notes and know how many beats they represent (Minim, crotchet, quaver). Follow a basic melody line using standard notation. To understand and begin to use established and invented musical notations to represent music.</p> <p>To use notation to record and interpret sequences of pitches.</p> <p>To use notation to record compositions in a small group or on my own.</p>			
						<p><b>French</b></p>		

Year Four - Spring Term 1 - Habitats

Text-led approach	Writing	Reading	Maths	Geography	History	ICT	P.E	
<p><b>Charlotte's Web</b></p> <p>Some variation of sentence structure through a range of openings e.g. fronted adverbials, subordinating clauses, subject reference, speech)</p> <p>Write paragraphs themed by ideas</p> <p>Features of text type and genre are mostly appropriate for purpose e.g. layout, verb form and formality</p> <p><b>Audience and Purpose</b> To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures</p> <p><b>Punctuation</b> Accurate use of capital letters and full stops.</p> <p>Making some use of: Exclamation marks Inverted commas Apostrophe for possession</p> <p><b>Appropriate use of language and grammatical terminology</b></p> <p><b>Letter and number formation</b> All letters are sized appropriately</p> <p>Letters are consistently joined using diagonal and horizontal strokes where appropriate</p>	<p><b>Planning, Writing, Editing</b> Some variation of sentence structure through a range of openings e.g. fronted adverbials, subordinating clauses, subject reference, speech)</p> <p>Write paragraphs themed by ideas</p> <p>Features of text type and genre are mostly appropriate for purpose e.g. layout, verb form and formality</p> <p><b>Audience and Purpose</b> To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures</p> <p><b>Punctuation</b> Accurate use of capital letters and full stops.</p> <p>Making some use of: Exclamation marks Inverted commas Apostrophe for possession</p> <p><b>Appropriate use of language and grammatical terminology</b></p> <p><b>Letter and number formation</b> All letters are sized appropriately</p> <p>Letters are consistently joined using diagonal and horizontal strokes where appropriate</p>	<p>Apply 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</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p>	<p><b>Multiplication and Division</b> Recall multiplication and division facts for multiplication tables up to 12 x 12 (11x and 12x)</p> <p>Recognise and use factor pairs and commutativity in mental calculations</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p> <p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p><i>Estimate and use inverse operations to check answers to a calculation</i></p> <p>Divide numbers up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p>	<p><b>Geographical skills and fieldwork</b> To use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods.</p> <p><b>Locational Knowledge</b> Locating deserts, rainforests, savannahs, oceans of the world on a map.</p> <p><b>Human and Physical Geography</b></p> <p><b>Place Knowledge</b> Digi Maps - Where given habitats within our local area are.</p>	N/A	<p><b>Digital literacy</b> - search engines</p> <p><b>E-safety</b> - acceptable and unacceptable use of technology.</p> <p>Learn how to keep ourselves safe online by understanding what personal data is and how we can keep our personal data secure.</p> <p>Know how to change privacy settings so that we can choose who sees our information.</p> <p>Develop the understanding that anything I put online is difficult to remove.</p>	<p><b>Dance - linked to production</b> Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p><b>Invasion Games - Tag Rugby</b> Show confidence in using ball skills in various ways and can link these together.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Works well in a group to develop various games.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	
							RE	
							N/A	
							DT	
							<p><b>Product Research</b> Bug hotel - using outside area to look at where animals live.</p> <p>Links to Oxfam, sustainability, gardening</p>	<p><b>National weeks</b></p> <p>Drugs / Red Ribbon Day (Jan) Internet Safety (Feb)</p>
					<p>Music</p>			
					<p><b>Singing and Playing</b> Understand the importance of warming up first.</p> <p>Sing in time, breathe well and pronounce words.</p> <p>Change pitch and dynamics Perform with control and awareness of others</p>			
				<p><b>Personal Learning</b></p> <p><b>Living in the wider world</b> <b>How data is shared and used</b> To know that everything shared online has a digital footprint.</p> <p>How organisations can use personal information to encourage people to buy things.</p> <p>To compare content shared for factual purposes and for advertising.</p> <p>To know why people might choose to buy or not buy something online.</p>				
			<p><b>Science</b></p> <p><b>Habitats</b> Living things and their habitat: groupings and classification, environmental change VR link</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>					
						<p>French</p> <p><b>On the High Street</b> Listen and respond to topic vocabulary</p> <p>Answer questions using topic vocabulary</p> <p>Take part in a role play as a shopper/shop keeper, speaking in French</p> <p>Greet and respond</p>	<p><b>Design</b> To generate ideas, considering the purpose for which they are designing.</p> <p>To evaluate products and identify criteria that can be used for their own designs.</p> <p><b>Working with tools</b> To apply their understanding of how to strengthen, stiffen and reinforce more complex structures eg by adding strengthening cardboard triangles to wooden frames.</p> <p>To understand and use electrical systems in their products.</p> <p>To measure, mark out, cut and shape a range of materials accurately, using appropriate tools, equipment and techniques.</p>	<p><b>Events / Visits /Visitors</b></p> <p>Cate Fern Sheep Farmer - stepdad of KR Cannon Hall Farm Farmer Copley's</p>
					<p>Art</p> <p>To organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>Develop skills and techniques in using watercolour paints to create different effects eg. make and use flat, gradated and variegated washes; use different sized brushes to paint lines, patterns, shapes etc; brush control- flicking, dabbing, stroking, stabbing etc</p>	<p><b>Evaluate</b> To evaluate their work, both during and at the end of the project, against the original design criteria, identifying strengths and possible changes they might make.</p>		

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<b>Demon Dentist</b>	<b>Planning, Writing, Editing</b> Some variation of sentence structure through a range of openings e.g. fronted adverbials, subordinating clauses, subject reference, speech)  Write paragraphs themed by ideas  Features of text type and genre are mostly appropriate for purpose e.g. layout, verb form and formality	Apply 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  Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	<b>Fractions</b> Add and subtract fractions with the same denominator.  Recognise and show, using diagrams, families of common equivalent fractions.  Recognise and write decimal equivalents of any number of tenths or hundredths.	<b>Locational Knowledge</b> Northern and Southern Hemispheres, Arctic and Antarctic Circle; (Revisit) VR Link  Make predictions on how life will be different in the environments studied.  Ask relevant questions and source relevant information to study the climate of areas studied.  <b>Human and Physical Geography</b> Identify geographical similarities and differences between different regions in Europe, making comparisons with the UK  <b>Geographical Skills and Fieldwork</b> Confidently use maps, atlases, globes and google Earth to describe and locate French speaking countries using 6 grid references. French Link	N/A	<b>Algorithms &amp; Programming - Data Harvest</b>	<b>Invasion games - Hockey and Dodgeball</b>  Show confidence in using ball skills in various ways and can link these together.  Takes part in competitive games with a strong understanding of tactics and composition.  Works well in a group to develop various games.  Uses running, jumping, throwing and catching in isolation and combination.  Oxfam - willingness to participate in activities both inside and outside a classroom.
	<b>Audience and Purpose</b> To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures	Identifying themes and conventions in a wide range of books					
	<b>Punctuation</b> Accurate use of capital letters and full stops.  Making some use of: Exclamation marks Inverted commas Apostrophe for possession	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  Discussing words and phrases that capture the reader's interest and imagination					
	<b>Appropriate use of language and grammatical terminology</b>	Discussing words and phrases that capture the reader's interest and imagination					
	<b>Letter and number formation</b> All letters are sized appropriately	Asking questions to improve their understanding of a text					
	Letters are consistently joined using diagonal and horizontal strokes where appropriate	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence					
		Predicting what might happen from details stated and implied					
		<b>Science</b>					
		<b>Digestive system</b> Writing linked to digestive system - story/recount of food travelling through the digestive system.					
		Investigate the effects of different drinks on a tooth like substance. - Place eggshells into beakers containing a range of different liquids. Observe effects					
			<b>Personal Education</b>				
			<b>Living in the wider world</b> <b>Making decisions about money; using and keeping money safe</b> How people make different spending decisions based on their budget, values and needs.  How to keep track of money and why it is important to know how much is being spent.  About different ways to pay for things such as cash, cards, e-payment and the reasons for using them.  How people spend money can have positive or negative effects on others e.g. charities, single use plastics	<b>Music</b>	<b>Play and perform: Glockenspiels</b> <b>Controlling sound through singing and playing</b> Sustain a rhythmic ostinato/drone/melodic ostinato on an instrument.  Perform parts from memory and from notation (at least 3 notes on a glockenspiels)		
					<b>French</b>		
					<b>French speaking countries</b> Who speaks French Vocabulary  Develop an accurate pronunciation so others can understand.  Distinguish between masculine and feminine nouns.		
					<b>Art</b>		
					<b>Painting</b> Using watercolours to create warm and cold colours.	<b>Rail Project Design</b> To generate ideas, considering the purpose for which they are designing.  To evaluate products and identify criteria that can be used for their own designs.  <b>Working with tools</b> To apply their understanding of how to strengthen, stiffen and reinforce more complex structures eg by adding strengthening cardboard triangles to wooden frames.  To understand and use electrical systems in their products.  To measure, mark out, cut and shape a range of materials accurately, using appropriate tools, equipment and techniques.  <b>Evaluate</b> To evaluate their work, both during and at the end of the project, against the original design criteria, identifying strengths and possible changes they might make.	<b>National weeks</b> Dentist Day (March) National Science Week (March)
						<b>Events / Visits /Visitors</b> Dentist Visit to school  Nurse or Doctor Visit  First Aid Lesson	



Text-led approach	Writing	Reading	Maths	Geography	History	ICT	P.E
	<p><b>Handwriting</b> All letters are sized appropriately Letters are consistently joined using diagonal and horizontal strokes where appropriate</p> <p><b>Composition/Vocabulary, Grammar, Punctuation</b> Write paragraphs themed by ideas Features of text type and genre are mostly appropriate for purpose e.g. layout, verb form and formality Non phrases are expanded by the addition of modified adjectives, nouns and prepositional phrases Fronted adverbials are consistently marked with comma Mark connecting adverbs accurately Subordinating clauses, that start with a subordinating conjunction, are marked with a comma Appendix 3 Use non -finite subordinate clauses Some variation of sentence structure through a range of openings e.g. fronted adverbials, subordinating clauses, subject reference, speech Describe setting and characters Edit writing Direct speech is consistently punctuated accurately Indicate possession using an apostrophe with plural nouns Pronouns link paragraphs Adverbials link paragraphs Use present progressive tense Use present perfect tense consistently Use past perfect tense</p>	<p>Apply 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</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Retrieve and record information from non-fiction.</p> <p>Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Identify main ideas drawn from more than one paragraph and be able to summarise these.</p> <p>Participate 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> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>	<p><u>Properties of Shape</u></p> <p>Identify acute and obtuse angles and compare and order angles up to 2 right angles by size</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p><u>Compare and classify</u></p> <p>Geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p><u>Position and Direction</u></p> <p>Describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>Describe movements between positions as translations of a given unit to the left/right and up/down</p> <p>Plot specified points and draw sides to complete a given polygon.</p>	<p><b>Rivers</b> Investigate how rivers are formed. Use appropriate vocabulary to explain the process of a river. Investigate how the water cycle impacts on rivers. Investigate and use vocabulary linked to how rivers are formed and their impact on the surrounding regions.</p> <p>Ask and answer questions through the use of self-conducted research e.g. How does the River Nile support the surrounding area? Study maps, aerial photos, ordnance surveys to begin to draw conclusions on their findings.</p>	<p><b>Ancient Egyptians</b> To plot events on a timeline using centuries - Compare how long ago events occurred. To explain how the lives of wealthy people were different from the lives of poorer people. To explain how historic items and artefacts can be used to help build up a picture of life in the past. To research what it was like for children in a given period of history and present my findings to an audience (ICT link). Explain the life of a child in the period studied. Compare children's lives in different periods studied so far.</p>	<p><b>Information Technology</b> I can collect and present data I can organise data in different ways I can use a data logger to record readings and share with my peers</p> <p>To know how to store and retrieve data from the school network.</p>	<p><b>Striking and fielding</b> Cricket/rounders Demonstrates accuracy in throwing and catching activities Vary skills and actions that suit the game being played. To show confidence using ball skills in various ways. Uses skills with coordination, control and fluency. Takes part in competitive games and has an understanding of tactics. Works well in group. Apply basic skills in attacking and defence</p>
					<p><b>Science</b></p> <p><b>Electricity</b> To identify common appliances that run on electricity To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers To 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 To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit To recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><b>Plan an investigation to find the best conductor. Using an ammeter to measure the current flowing through the circuit.</b></p>	<p><b>RE</b></p> <p><b>Express insights about the nature, significance and impact of religions and worldviews.</b></p>	
					<p><b>French</b></p> <p>To use quantifiers when describing the weather Eg. tres/ un peu</p>	<p><b>DT</b></p> <p><b>Sewing skills</b> (Link to Egyptians and the 'Weighing of the heart' ceremony)</p> <p>To join and combine materials and components accurately in temporary and permanent ways.</p> <p>To sew using a range of different stitches, to weave and knit.</p> <p>To measure, tape or pin, cut and join fabric with some accuracy.</p>	<p><b>National weeks</b></p> <p>Drugs / Red Ribbon Day (Jan)</p>
				<p><b>Music</b></p> <p><b>Listening and appraising</b> To use (relevant and targeted) musical vocabulary in an appropriate way.</p> <p>Create and repeat extended rhythmical patterns using a range of percussion and tuned instruments.</p> <p>(Create a piece to mimic a river)</p>		<p><b>Events / Visits /Visitors</b></p> <p>Partake theatre - Egyptians</p>	
					<p><b>Art</b></p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p><b>Sculpture</b> Building and decoration (canopic jars) To begin to sculpt clay and other mouldable materials. (papier mache, mod rock, chicken wire)</p>		

