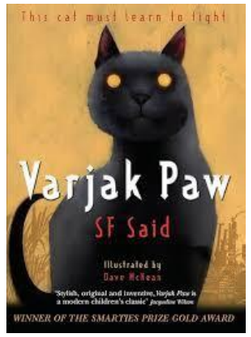
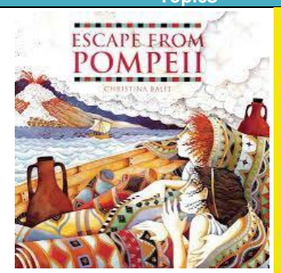
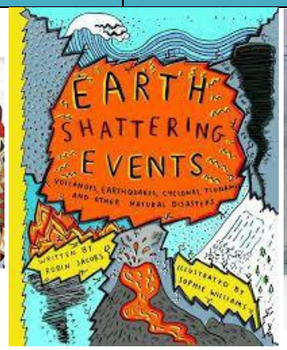
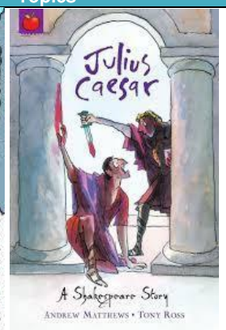
Year 4 Curriculum Map

English Reading					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Beginnings	**Theme:** Nature vs technology	**Theme:** Travel and Trade	**Theme:** Change	**Theme:** Power and Legacy	
Topics	Topics	Topics	Topics	Topics	Topics
				  	
Skills	Skills	Skills	Skills	Skills	Skills
Word reading and vocabulary: Apply knowledge of root words, prefixes and suffixes to read aloud and understand new words, and recognise exception words with unusual spelling patterns. Reading range and enjoyment: Listen to and discuss a wide range of texts including fiction, poetry, plays and non-fiction, and read books with different structures and for different purposes. Developing familiarity with texts: Become familiar with a wide range of books including fairy tales, myths and legends, identify themes and conventions, and discuss vocabulary that captures interest and meaning. Fluency and performance: Read aloud and perform poems and play scripts using appropriate intonation, tone, volume and	Word reading and vocabulary: Apply knowledge of root words, prefixes and suffixes to read aloud and understand new words, and recognise exception words and unusual spelling patterns. Reading range and engagement: Listen to and discuss a wide range of texts including fiction, poetry, plays and non-fiction, and read books with different structures and for a variety of purposes. Developing familiarity with texts: Become familiar with a range of books including fairy tales, myths and legends, identify themes and conventions, and discuss words and phrases that capture meaning and interest. Fluency and expression: Read aloud and perform poems and play scripts using appropriate intonation, tone, volume and expression to show understanding.	Word reading and vocabulary: Apply knowledge of root words, prefixes and suffixes to read aloud and understand new words, and recognise exception words and unusual spelling patterns. Reading range and engagement: Listen to and discuss a wide range of texts including fiction, poetry, plays and non-fiction, and read books with different structures and for a variety of purposes. Developing familiarity with texts: Become familiar with a wide range of books including fairy tales, myths and legends, identify themes and conventions, and discuss interesting words and phrases. Fluency and expression: Read aloud and perform poems and play scripts using appropriate intonation, tone and volume to demonstrate understanding.	Word reading and vocabulary: Apply knowledge of root words, prefixes and suffixes to read aloud and understand new words, recognise exception words and unusual spelling patterns, and use dictionaries to check meanings. Reading range and literary awareness: Listen to and discuss a wide range of texts including fiction, poetry, plays and non-fiction, read different text structures for a range of purposes, and recognise different forms of poetry. Developing familiarity with texts: Become familiar with a wide range of books including fairy tales, myths and legends, identify themes and conventions, and discuss words and phrases that capture interest and meaning. Fluency and performance: Read aloud and perform poems and play scripts using appropriate	Word reading and vocabulary: Apply knowledge of root words, prefixes and suffixes to read aloud and understand new vocabulary, recognise exception words and unusual spelling patterns, and use dictionaries to check meanings. Reading range and literary awareness: Listen to and discuss a wide range of texts including fiction, poetry, plays and non-fiction, read for different purposes, and recognise different forms of poetry. Developing familiarity with texts: Become familiar with a wide range of books including fairy tales, myths and legends, identify themes and conventions, and discuss interesting words and phrases. Fluency and performance: Read aloud and perform poems and play scripts using appropriate intonation, tone and volume to demonstrate understanding.	Word reading and vocabulary: Apply knowledge of root words, prefixes and suffixes to read aloud and understand new words, and recognise exception words and unusual spelling patterns. Reading range and engagement: Listen to and discuss a wide range of texts including fiction, poetry, plays and non-fiction, and read books with different structures and for different purposes. Developing familiarity with texts: Become familiar with a wide range of books including fairy tales, myths and legends, identify themes and conventions, and discuss words and phrases that capture interest and meaning. Fluency and performance: Read aloud and perform poems and play scripts using appropriate intonation,

expression to demonstrate understanding. Comprehension skills: Check that texts make sense, explain word meanings in context, ask questions, make inferences, predict outcomes, and identify main ideas and summaries across paragraphs. Analysis and discussion: Identify how language, structure and presentation contribute to meaning, retrieve information from non-fiction, and participate in discussions by listening carefully and responding to others.	Comprehension skills: Check that texts make sense, explain word meanings in context, ask questions, make inferences supported by evidence, predict what might happen, and identify main ideas and summaries. Analysis and discussion: Identify how language, structure and presentation contribute to meaning, retrieve information from non-fiction, and participate in discussion by listening carefully and responding appropriately.	Comprehension skills: Check that texts make sense, explain word meanings in context, ask questions, make inferences with evidence, predict what might happen, and identify main ideas and summaries across paragraphs. Analysis and discussion: Identify how language, structure and presentation contribute to meaning, retrieve information from non-fiction, and participate in discussions by listening carefully and responding appropriately.	intonation, tone, volume and expression to show understanding. Comprehension skills: Check that texts make sense, explain word meanings in context, ask questions, make inferences with evidence, predict what might happen, and identify main ideas and summaries across paragraphs. Analysis and discussion: Identify how language, structure and presentation contribute to meaning, retrieve information from non-fiction, and participate in discussion by listening carefully and responding appropriately.	Comprehension skills: Check that texts make sense, explain word meanings in context, ask questions, make inferences with evidence, predict what might happen, and identify main ideas and summaries across paragraphs. Analysis and discussion: Identify how language, structure and presentation contribute to meaning, retrieve information from non-fiction, and participate in discussion by listening carefully and responding appropriately.	tone and volume to demonstrate understanding. Comprehension skills: Check that texts make sense, explain word meanings in context, ask questions, make inferences with evidence, predict what might happen, and identify main ideas and summaries across paragraphs. Analysis and discussion: Identify how language, structure and presentation contribute to meaning, retrieve information from non-fiction, and participate in discussion by listening carefully and responding appropriately.

English Writing					
Topics	**Topics**	**Topics**	**Topics**	**Topics**	**Topics**
Explanation text Comic strip (direct speech) Setting Description	Missing Person - 'Wanted' Poster Newspaper Report Nonsense poetry	Informal letter Narrative – Next chapter	Narrative – Twisted Tale River Poem	Explanation text Newspaper report Diary Entry	Biography Playscript
Skills	**Skills**	**Skills**	**Skills**	**Skills**	
Handwriting and presentation: Write legibly and consistently using joined handwriting, maintaining clear letter formation, spacing and overall presentation. Spelling and word knowledge: Apply prefixes and suffixes, spell common and tricky words including homophones, use dictionaries to check spelling, and write simple sentences from memory with accurate spelling and punctuation. Sentence structure and grammar: Write sentences with more than one clause using conjunctions such as when, if, because and although, and choose nouns and pronouns carefully to ensure clarity and cohesion. Language and cohesion: Use a range of vocabulary and sentence structures, including conjunctions, adverbs, prepositions and fronted adverbials to express time and cause. Punctuation and accuracy: Use commas after fronted adverbials, use apostrophes accurately for possession including plural forms, and punctuate direct speech correctly.	Handwriting and presentation: Write legibly using joined handwriting, maintaining consistent size, spacing and alignment. Spelling and word knowledge: Apply prefixes and suffixes, spell common and tricky words including homophones, use dictionaries to check spelling, and write simple sentences from memory with accurate spelling and punctuation. Sentence structure and grammar: Write sentences with more than one clause using conjunctions such as when, if, because and although, and choose nouns and pronouns carefully to ensure clarity and cohesion. Language and cohesion: Use a range of vocabulary and sentence structures, including conjunctions, adverbs, prepositions and fronted adverbials to express time and cause. Punctuation and accuracy: Use commas after fronted adverbials, use apostrophes accurately for possession including plural forms, and punctuate direct speech correctly. Composition and editing: Plan writing by discussing ideas and models, organise writing into paragraphs and appropriate structures, develop narratives and non-fiction, and evaluate, edit, proofread and read writing aloud clearly.	Handwriting and presentation: Write legibly using joined handwriting and maintain consistent size, spacing and alignment. Spelling and word knowledge: Apply prefixes and suffixes, spell common and tricky words including homophones, use dictionaries to check spelling, and write simple dictated sentences with accurate spelling and punctuation. Sentence structure and grammar: Write sentences with more than one clause using conjunctions such as when, if, because and although, and choose nouns and pronouns carefully for clarity and cohesion. Language and cohesion: Use a range of vocabulary and sentence structures including the present perfect tense, and use conjunctions, adverbs, prepositions and fronted adverbials to express time and cause. Punctuation and accuracy: Use commas after fronted adverbials, use apostrophes accurately for possession including plural forms, and punctuate direct speech correctly. Composition and editing: Plan writing by discussing ideas and models, organise writing into paragraphs and appropriate structures, develop narratives and non-fiction writing, and evaluate, edit, proofread and read writing aloud clearly.	Spelling and word knowledge: Apply prefixes and suffixes, spell common and tricky words including homophones, use dictionaries to check spelling, and write simple sentences from memory with accurate spelling and punctuation. Sentence structure and grammar: Write sentences with more than one clause using conjunctions such as when, if, because and although, and choose nouns and pronouns carefully for clarity and cohesion. Language and vocabulary development: Use a range of vocabulary and sentence structures, including the present perfect tense, and use conjunctions, adverbs, prepositions and fronted adverbials to express time and cause. Punctuation and accuracy: Use commas after fronted adverbials, use apostrophes accurately for possession including plural nouns, and punctuate direct speech correctly. Composition and organisation: Plan writing by discussing models and ideas, rehearse sentences orally, organise writing into paragraphs, and develop narratives and non-fiction using appropriate structures such as headings. Editing and presenting writing:	Spelling and word knowledge: Apply prefixes and suffixes, spell common and tricky words including homophones, use dictionaries to check spelling, and write simple sentences from memory with accurate spelling and punctuation. Sentence structure and grammar: Write sentences with more than one clause using conjunctions such as when, if, because and although, and choose nouns and pronouns carefully for clarity and cohesion. Language and vocabulary development: Use a range of vocabulary and sentence structures, including the present perfect tense, and use conjunctions, adverbs, prepositions and fronted adverbials to express time and cause. Punctuation and accuracy: Use commas after fronted adverbials, use apostrophes accurately for possession including plural nouns, and punctuate direct speech correctly. Composition and organisation: Plan writing by discussing and recording ideas and learning from model texts, rehearse sentences orally, organise writing into paragraphs, and develop narratives and non-fiction using appropriate structures such as headings. Editing and presenting writing: Evaluate and improve writing by editing grammar and vocabulary, proofread for spelling and punctuation errors, and read writing aloud clearly with appropriate tone and expression.	

Composition and editing: Plan writing by discussing models and ideas, organise work into paragraphs and appropriate structures, develop narratives and non-fiction, and evaluate, edit, proofread and read writing aloud clearly.			Evaluate and improve writing by editing grammar and vocabulary, proofread for errors, and read writing aloud clearly using appropriate tone and expression.	

Mathematics					
Topics	**Topics**	**Topics**	**Topics**	**Topics**	**Topics**
Addition and Subtraction	Area Multiplication and Division A	Multiplication and Division B Length and Perimeter	Fractions Decimals A	Decimals B Money Time	Time Times Table Assessment Shape Statistics
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Count in multiples of 6, 7, 9, 25 and 1000. Find 1000 more or less than a given number. Count backwards through zero to include negative numbers. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). Order and compare numbers beyond 1000. Identify, represent and estimate numbers using different representations · round any number to the nearest 10, 100 or 1000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers. 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. Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	Find the area of rectilinear shapes by counting squares. Recall multiplication and division facts for multiplication tables up to 12 × 12. 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.	Recall multiplication and division facts for multiplication tables up to 12 × 12. 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. Recognise and use factor pairs and commutativity in mental calculations · multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.	Recognise and show, using diagrams, families of common equivalent fractions Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number Add and subtract fractions with the same denominator Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to 1/4 , 1/2 , 3/4. Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to 1/4, 1/2, 3/4. Find the effect of dividing a one- or two- digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal places up to two decimal places. Solve simple measure and money problems involving fractions and decimals to two decimal places. Convert between different units of measure (for example, kilometre to metre; hour to minute). Estimate, compare and calculate different measures, including money in pounds and pence.	Convert between different units of measure (for example, kilometre to metre; hour to minute). Estimate, compare and calculate different measures, including money in pounds and pence. Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify acute and obtuse angles and compare and order angles up to two right angles by size. Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graph. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Science

Topics	Topics	Topics	Topics	Topics	
Living things and habitats	Electricity	Humans and other animals; Teeth and digestion	States of Matter	Sound	
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches, and buzzers. Identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.	Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators, and prey.	Compare and group materials together, according to whether they are solids, liquids, or gases. 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). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.	Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.

Humanities

Topics	Topics	Topics	Topics	Topics
History: Early civilisations	Geography: Landforms (Islands and Coasts)	Geography: Routing and Map Skills (North America and Saudi)	Geography: The Water Cycle and Rivers	History: Romans Geography: Volcanoes and Natural Disasters
Skills	**Skills**	**Skills**	**Skills**	**Skills**
Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. Pupils should note connections, contrasts and trends overtime and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. The achievements of the earliest civilizations (including Mesopotamia and the Indus Valley) - an overview of where and when the first civilizations appeared.	Develop their knowledge of physical geographical features such as islands coasts and beaches. Pupils will use maps, atlases and digital maps to locate and describe different landforms. Pupils will compare different islands and coastal regions developing their ability to compare geographical features and understand the diversity of landforms. Pupils will examine how human activity impacts coastal environments.	Plan journeys across North and South American using maps, route planners and digital mapping apps. Select suitable routes based on distance, terrain, transport links or climates. Measure distances between points using scales or online tools and analyse map symbols, scales and keys to interpret features along a route. Describe routes using geographical vocabulary.	Identify major rivers around the world, including name their source, course and mouth. Describe the main stages of the water cycle and how they link to weather and rainfall. Explain how rivers change the land through processes such as erosion, transport and deposition. Use maps, globes and digital sources to locate rivers and track their courses.	Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends overtime and develop the appropriate use of historical terms. Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. The Roman Empire and its impact on Britain. Human & Physical Geography Describe and understand key aspects of: Physical geography, including: volcanoes and earthquakes.

Computing

Topics	Topics	Topics	Topics	Topics	Topics
Online Safety Unpacking Hardware & Software	Online Safety Animation	Online Safety Sound Stories Composing beats	Online Safety Logo	Online Safety Coding Effective Searching	Online Safety Introduction to AI
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Identify the main components of a computer system, including input, output, storage and processing devices. Distinguish between hardware and software, giving everyday examples of each. Explain how hardware and software work together. Identify online risks and use respectful behaviour when sharing or communicating.	Recognise that animation is made by showing a series of images in sequence. Explain how drawings, photos, or shapes can be combined in software to create movement. Create short animations using frames, timelines, and editing tools to refine clarity and flow. Evaluate finished animations, considering how well they meet their intended purpose or audience.	Recognise how sounds, rhythms and beats can be used to tell a story or create a mood. Explain how digital tools and musical elements such as rhythm, tempo and dynamics can be used in composition. Create short pieces by recording, layering and arranging sounds or beats to suit a purpose.	Explain how simple commands, sequences and repetitions can be written to draw shapes or designs.	Create simple programs by writing, editing and debugging code to achieve specific goals. Use focused searches to locate reliable information and evaluate its relevance.	Create simple activities that explore how AI tools can sort, predict, or respond to information. Explain how AI is used in everyday life and how it differs from standard computer programs.

Art

Topics	Topics	Topics	Topics	Topics	Topics
Early Civilisations; Indus Valley and Mesopotamian Artefacts	Exploring and Developing Art Skills	North America to South America; Journey through Art	Rivers - Weaving	Romans	
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Explore patterns, symbolism and design in ancient artefacts. Study Indus Valley seals, Mesopotamian reliefs and archaeological discoveries. Create artwork inspired by artefacts from early civilisations using drawing, printing and modelling techniques. Experiment with texture, shape and repeated patterns found in ancient art. Reflect on how artefacts help us understand the lives, beliefs and achievements of people in the past. Cross-curricular: Humanities – Early Civilisations	Use drawing, painting, and sculpture to develop and share ideas, experiences, and imagination. Improve mastery of techniques such as colour mixing, brushwork, texture, and 3D construction. Learn about a range of artists, craft makers, and designers, describing the differences and similarities in their work. Evaluate and adapt own work and that of others, explaining preferences and choices.	Explore a range of artistic traditions across North and South America, including Indigenous, folk, and contemporary styles. Experiment with colour, pattern, and texture inspired by different cultures. Develop skills in drawing, painting, and collage to represent landscapes, animals, and cultural motifs. Reflect on how art expresses cultural identity and tells stories. Cross-curricular: Humanities	Observe and record the colours, textures, and shapes of rivers from source to mouth. Experiment with weaving, layering, and textile techniques to represent flowing water. Explore colour blending and pattern-making to convey movement and depth. Reflect on how materials and design choices can represent natural landscapes. Cross-curricular: Humanities	Explore Roman mosaic patterns and designs. Develop skills in arranging shapes and colours to create repeating patterns. Experiment with cutting, layering, and assembling materials to make a small mosaic. Reflect on how design choices affect the overall visual impact. Cross-curricular: Humanities - English	Study Roman sculpture and portraiture, focusing on facial features and expressions. Develop observational drawing and modelling skills using clay or other materials. Experiment with proportion, texture, and decorative details. Reflect on how Roman art conveyed identity, status, and power. Cross-curricular: Humanities - English

Music

Topics	Topics	Topics	Topics	Topics	Topics
Exploring Descriptive Sounds	Exploring Rhythmic Patterns Performance	Exploring Arrangements Composers	Exploring Pentatonic Scales	Exploring Sound Colours Musical Elements	Exploring Singing Games Ostinato
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Explore the voice as an instrument, and beatbox drum kit sounds. Learn to sing a song and add beatbox sounds.	Copy, identify and notate rhythms using stick notation. Compose rhythm phrases. Understand that rhythm is the sub-division of the beat.	Sort instruments by timbre into groups to depict the four seasons. Compose and perform four seasons music. Listen to Vivaldi's musical description of the four seasons.	Sing, play and compose c-d-e-f-g pentatonic melodies. Use rhythm g f to notate short melodic patterns. Compose actions for a song.	Identify different musical elements (melody, harmony, rhythm, dynamics, timbre). Recognise various genres and styles of music.	Recognise and distinguish between different musical patterns and textures. Identify the use of ostinato in various musical contexts.

Identify and respond to four well-known instruments in a song. Combine singing four songs together in a performance. Classify the dance band instruments playing 'In the Mood'. Learn a song and use actions to demonstrate its structure. Sing 'Hey, Mr Miller' as a three-part round. Accompany a movie using paper sounds and performance art. Watch a demonstration of making sounds from paper and create a groove. Identify typical features of jazz song structure and follow a score. Listen to, then compose a rondo. Exploring phrases in 'Amazing Egyptians'.	Recognise and use rest beats. Recognise and begin to use semi- quavers. Begin to use standard notation. Build up layers of sound and ostinati. Combine pulse and rhythm(s) to create effects. Watch the performance of the poem Hand on the bridge. Learn an ostinato to accompany the poem. Learn a beatbox accompaniment to a rap. Record a complete performance of Write-a-rap rap. Use Italian terms – f, p, mf, mp, crescendo, diminuendo.	Learn to sing a song in a minor key. Accompany the song Global warming with a drone and ostinato. Listen to extracts of two pieces of music called Antarctic symphony. Learn to sing a song about global warming. Compose an introduction to a song inspired by listening extracts.	Recognise and use echo and call and response structures. Performing a pentatonic song with tuned and untuned accompaniment. Exploring the pentatonic Scale. Playing in steps using graphic notation. Identifying the metre in a piece of music. Playing independent parts in more than one metre simultaneously.	Identify a song's structure and learn the chorus. Create simple melodies or rhythms. Experiment with combining different musical elements. Change dynamics by adding layers of sound. Identify the metre of the song Canterbury bells and learn the verse. Read and write basic musical notation. Understand the staff, clefs, notes, and rests. Work effectively in groups to create music. Share and discuss musical ideas with peers.	Develop pitch accuracy and vocal control while singing games. Explore different vocal timbres and dynamics in singing. Understand and perform rhythmic patterns associated with singing games. Clap or tap along to the beat and identify simple ostinato rhythms. Create and perform simple ostinato patterns using voice or instruments. Experiment with layering ostinato parts in groups. Work together in small groups to create and perform singing games. Share ideas and feedback during group activities.

PE					
Topics	**Topics**	**Topics**	**Topics**	**Topics**	**Topics**
Fitness - Football	Handball - Netball	Athletics - Basketball	Tag Rugby - Cricket/Rounders	Swimming (*) - Badminton	Dodgeball - Dance
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Fitness (improve Physical Fitness) **Football** Pass in different ways e.g. high, low, fast, slow. Find and use space in game situations and work well as part of a team. Explain simple tactics in game situations. Move the ball keeping it under control whilst changing direction. Apply basic attacking and defending principles such as finding and using space in game situations. Pass, shoot and receive a ball with increasing accuracy, control and success. Challenge a player in possession of the ball. Pass the ball using different techniques. Develop set moves that can be used in attacking play. Show growing control and consistency during games. Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. Collaborate with others and use tactics to keep possession. Get into good positions to pass, receive, and shoot the ball. Pass the ball using different techniques.	**Handball - Netball** Pass in different ways e.g. high, low, fast, slow. Find and use space in game situations and work well as part of a team. Explain simple tactics in game situations. Move the ball keeping it under control whilst changing direction. Apply basic attacking and defending principles such as finding and using space in game situations . Pass, shoot and receive a ball with increasing accuracy, control and success. Challenge a player in possession of the ball. Pass the ball using different techniques. Develop set moves that can be used in attacking play. Show growing control and consistency during games. Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. Collaborate with others and use tactics to keep possession. Get into good positions to pass, receive, and shoot the ball. Pass the ball using different techniques. Shoot and score with increasing accuracy.	**Athletics** Combine basic jump actions to form a jump combination, using a controlled jumping technique. Perform a throwing technique with control, coordination, and consistency. Perform competitively with others. **Basketball** Pass in different ways e.g. high, low, fast, slow. Find and use space in game situations and work well as part of a team. Explain simple tactics in game situations. Move the ball keeping it under control whilst changing direction. Apply basic attacking and defending principles such as finding and using space in game situations. Pass, shoot and receive a ball with increasing accuracy, control and success. Challenge a player in possession of the ball. Pass the ball using different techniques. Develop set moves that can be used in attacking play. Show growing control and consistency during games. Choose and adapt techniques and	**Tag Rugby** Pass in different ways e.g. high, low, fast, slow. Find and use space in game situations and work well as part of a team. Explain simple tactics in game situations. Move the ball keeping it under control whilst changing direction. Apply basic attacking and defending principles such as finding and using space in game situations. Pass, shoot and receive a ball with increasing accuracy, control and success. Challenge a player in possession of the ball. Pass the ball using different techniques. Develop set moves that can be used in attacking play. Show growing control and consistency during games. Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. Collaborate with others and use tactics to keep possession. Get into good positions to pass, receive, and shoot the ball. Pass the ball using different techniques. Shoot and score with increasing accuracy. Use a range of tactics, including finding and using space, to keep possession of the ball	**Swimming (*)** Understand the benefits of swimming. Understand the principles of safe self-rescue. Develop confidence in the water. Develop skills to enable them to swim on front and back. Each pupil to be able to swim at least 25 metres and reach all elements of Key Stage 2 national curriculum swimming requirements. **Badminton** Continue to improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot including a forehand and a lift. Can hit the shuttle, when in the air, varying height, speed and direction into space to beat an opponent. Use different skills to try and win games. Work together to keep a rally going, returning the ball/shuttle to a partner. With increasing accuracy, perform a forehand and backhand serve, hitting the shuttle with confidence and control. Can move around the court with purpose. Can demonstrate a fast-paced chase movement in isolation and in games. Perform basic skills needed for the games with control and accuracy,	**Dodgeball** Get in good positions to throw and receive the ball. Send a ball with accuracy, control, and consistency, whilst moving at different speeds. Practice and improve the underarm throw and side shot throw. Participate in games using skills learnt in previous lessons, including striking, dodging and ball handling skills. Demonstrate good teamwork and communication skills. **Dance** Explore and create characters and narratives in response to a range of stimuli. Perform dances using a range of movement patterns – accurately, fluently, consistently and with control. Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction. Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. Work well as part of a team.

Shoot and score with increasing accuracy. Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score. Move in different directions learning to move away from your opponent and keep control of the ball when running. Learn how to pass, catching successfully and improving skills whilst on the move. Successfully score. Develop physical characteristics needed for the game, e.g. speed, fitness, agility.	Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score. Move in different directions learning to move away from your opponent and keep control of the ball when running. Learn how to pass, catching successfully and improving skills whilst on the move. Successfully score. Develop physical characteristics needed for the game, e.g. speed, fitness, agility.	tactics to keep possession of the ball and give you a chance to shoot or score. Collaborate with others and use tactics to keep possession. Get into good positions to pass, receive, and shoot the ball. Pass the ball using different techniques. Shoot and score with increasing accuracy. Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score. Move in different directions learning to move away from your opponent and keep control of the ball when running. Learn how to pass, catching successfully and improving skills whilst on the move. Successfully score. Develop physical characteristics needed for the game, e.g. speed, fitness, agility.	to shoot/score. Move in different directions learning to move away from your opponent and keep control of the ball when running. Learn how to pass, catching successfully and improving skills whilst on the move. Move forward to attack as part of a team – running in a line. *(tag rugby)* To work as part of a team when defending, keeping in a line, and spreading out. *(tag rugby)* Successfully score. Develop physical characteristics needed for the game, e.g. speed, fitness, agility. **Cricket/Rounders** Show control, coordination and consistency when throwing and catching a ball. Hit a ball with increasing control from a tee and progress to without a tee. Take up spaces/positions that make it difficult for the opposition. Hit a ball with increasing control, accurately towards a target. Communicate, collaborate, and compete with others, following the rules of the game. Chose fielding skills which make it difficult for your opponent.	including hitting a ball towards a target. Perform a basic forehand action with control and accuracy. Send/hit a ball/shuttle into space, at different speeds and heights to make it difficult for your opponent. Begin to apply basic movements in a range of activities and in combination. Apply basic principles for attacking including finding and using space in game situations. Keep a rally going using a range of shots. Apply basic principles suitable for attacking and defending. Choose the appropriate hitting and throwing technique to meet the demands of the task. Adopt a good 'ready position' to move and catch a ball. Intercept and stop the ball consistently.	

Spanish					
Topics	**Topics**	**Topics**	**Topics**	**Topics**	**Topics**
Pets and Animals The Colours Wild and Farm Animals Hispanic Wildlife	Healthy Living Parts of the Body and Face Illness and Pains Remedies and Medications to buy at the Pharmacy Hispanic Festivities	Nationalities and Descriptions Nationalities and Languages Physical Descriptions The Hispanic world: Bolivia	Languages and Descriptions Nationalities and Languages Physical Descriptions The Hispanic world: Argentina	Countries and Housing Countries of the World and Where You Are From Types and Parts of a House My Bedroom and Furniture	Countries and Housing Items in the House Full Revision The Hispanic world: The Inca Civilisation
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Recap the colours in Spanish. Name pets using the correct gender. Describe pets, farm and wild animals using the correct gender. Apply the correct verb to 'ser' and the verb 'es' (is) and 'hay' (there is/are). Use adjectives when naming animals.	Name parts of the face and body using the definitive and indefinite article and adjectives. Say what hurts you using the correct gender and nouns. Know what medications you need from the pharmacy. Familiarise with Hispanic end of year festivities.	Say your nationality and ask others using the verb 'soy' (to be) and the correct gender form. Say what language/s you speak using the verb 'hablo'. Describe the colour of your eyes and hair. Familiarise with facts about Bolivia.	Recap saying your nationality, languages that you speak and physical descriptions. Complete end of term assessment. Familiarise with facts about Argentina.	Say what country you are from and ask others using the verb 'soy' (to be) and 'eres'. Say the type of accommodation you live in using the indefinite article 'un/una'. Say where you live using the verb 'vivo' and describe your house. Name the parts of your house using 'hay'. Describe your bedroom and furniture.	Recap where you are from, type and parts of your house, including your bedroom using the correct verbs 'soy', 'vivo' and 'hay', the indefinite articles and gender. Complete end of term assessment. Familiarise with facts about the Inca civilization.

STEM		
Topics	**Topics**	**Topics**
Cooking and Nutrition – Healthy wraps Electrical Circuit – Wild Robot 'Warning' Alarm	Khobar 2030: Bridge Building	Building a Roman aqueduct
Skills	**Skills**	**Skills**
Design Recognise the purpose of a warning alarm and plan a simple electrical system, selecting appropriate components such as batteries, buzzers, switches and connecting wires. **Make** Create a working alarm by safely assembling a series circuit, attach components like a buzzer, cell and swith and test conductivity and polarity to ensure it operates correctly. **Evaluate** Assess how effectively the circuit meets its intended purpose, identify faults such as poor connections or loose terminals and suggest improvements. **Technical Knowledge** Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors). Apply their understanding of computing to program, monitor and control their products.	**Design** Recognise the principles of a balanced diet and plan a healthy wrap by selecting appropriate ingredients, considering flavour, texture and nutritional value. **Make** Prepare ingredients safely and hygienically, use tools such as knives, graters and peelers correctly and assemble a wrap that combines taste, appearance and nutritional balance. **Evaluate** Assess how well the wrap meets its design criteria, taste and judge the flavour, texture and presentation and suggest improvements. **Technical Knowledge** Understand the principles of a varied and balanced diet. Know how to handle food safely and hygienically.	**Design** Generate ideas with a clear purpose, considering who the structure is for and what problem it solves. Produce labelled drawings from different views, showing features such as arches, channels, supports and materials. Plan the process; use simple graphical communication and develop design criteria. **Make** Select appropriate tools and techniques for cutting, shaping and joining materials; measure, mark out, cut and shape materials accurately; join and combine materials securely; apply understanding of strengthening, stiffening and reinforcing and follow a planned sequence of steps. **Evaluate** Test the product; compare the final product to design criteria; consider the views of others and explain how the structure could be improved. **Technical Knowledge** Understand the principles making strong structures; consider the properties of materials used and understand the purpose of the project in a real-world context.