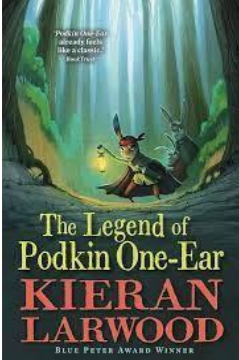
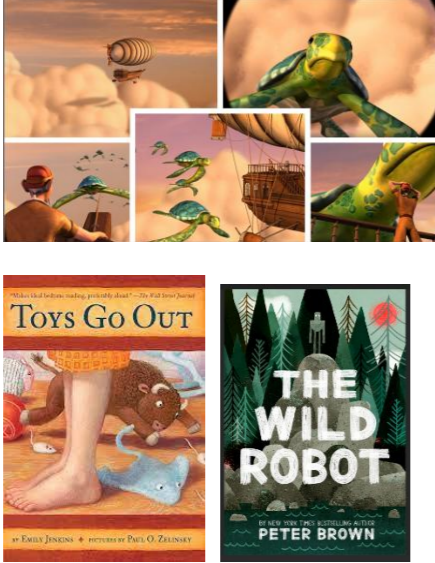


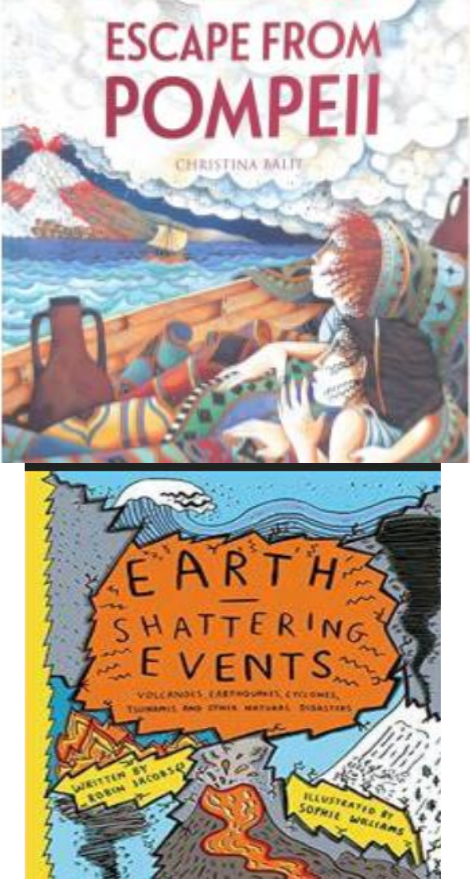




## Year 4 Curriculum Map

English Reading					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	Theme:	Theme:	Theme:	Theme:	Theme:
Topics	Topics	Topics	Topics	Topics	Topics
	 <p>'Toys Go Out' is for PSHE purposes and can be revisited throughout the year.</p>				
Skills	Skills	Skills	Skills	Skills	Skills
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.  Read further exception words, noting the unusual correspondences between	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.  Read further exception words, noting the unusual correspondences between	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.  Read further exception words, noting the unusual correspondences between	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.  Read further exception words, noting the unusual correspondences between	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.  Read further exception words, noting the unusual correspondences between	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.  Read further exception words, noting the unusual correspondences between

<p>spelling and sound, and where these occur in the word.</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Using dictionaries to check the meaning of words that they have read.</li> <li>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>Identifying themes and conventions in a wide range of books.</li> <li>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>Discussing words and phrases that capture the reader's interest and imagination.</li> </ul> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>Asking questions to improve their understanding of a text.</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>Predicting what might happen from details stated and implied.</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these.</li> <li>Identifying how language, structure, and presentation contribute to meaning.</li> <li>Retrieve and record information from non-fiction.</li> <li>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.</li> </ul>	<p>spelling and sound, and where these occur in the word.</p> <p>Develop positive attitudes to reading and understanding of what they 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books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Using dictionaries to check the meaning of words that they have read.</li> <li>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>Identifying themes and conventions in a wide range of books.</li> <li>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>Discussing words and phrases that capture the reader's interest and imagination.</li> </ul> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>Asking questions to improve their understanding of a text.</li> <li>Drawing inferences such as 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English Writing					
Topics	Topics	Topics	Topics	Topics	Topics
History – Ancient Egypt – Fact File History – Ancient Egypt – Artefacts  Pharaohs	Fantasy Stories  Poetry – Rivers  Explanation Texts – Rivers and the Water Cycle	English – Feast (Considine) - Description, Repetition, Similes, Verbs, Rhetorical Questions, Figurative Language, Fronted Adverbials, Relative Clauses and Speech.	Narrative – Write a New Chapter (butterfly lion).  Fronted adverbials, expanded noun phrases, speech marks, punctuation.	Assessed Writing – Narrative  Recount – Day in the Life of a Roman Soldier  History – Romans - Poetry Analysis	

<p>Diary Writing</p> <p>Portal Story – Time Slip Scarab</p>	<p>Wild Robot – newspaper article/ missing person</p>	<p>English – Feast (Considine) Narrative Write</p> <p>Assessed Writing – Narrative</p> <p>Geography – Persuasive and factual writing route through Saudi. Brochure about visiting Saudi – compared to writing about Canada – Non-fiction.</p>	<p>Learn poems. Write a nonsense poem.</p>	<p>History – Romans – Questioning</p> <p>History – Romans - Accounts</p> <p><b>Escape from Pompeii</b></p> <p>History – Romans - Setting Description</p> <p>History – Romans – Vivid Sentences</p> <p>History – Romans - Summary.</p> <p><b>Earth Shattering Facts</b></p> <p>History/Geography – Romans – Newspaper article about Vesuvius.</p> <p>Information text about volcanoes.</p>	
Skills	Skills	Skills	Skills	Skills	Skills
<p>Writing: Handwriting</p> <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</li> <li>Use further prefixes and suffixes and understand how to add them. (English Appendix 1)</li> <li>Spell further homophones.</li> <li>Spell words that are often miss-pelt. (English Appendix 1)</li> <li>Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p>Writing: Composition Plan their writing by:</p> <ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>Discussing and recording ideas.</li> </ul> <p>Draft &amp; write by:</p> <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a earn from its structure, vocabulary and grammar.</li> </ul>	<p>Writing: Handwriting</p> <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down-strokes of letters are parallel and equidistant; 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Punctuation Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Using the present perfect form of verbs in contrast to the past tense.</li> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>Using fronted adverbials.</li> </ul> <p>Learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>Using commas after fronted adverbials.</li> </ul>	

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Organising paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot.</p> <p>In non-narrative material, using simple organisational devices (for example, headings and sub-headings)</p> <p>Evaluate &amp; edit by:</p> <ul style="list-style-type: none"> <li>▪ Assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>▪ Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>▪ Proof-read for spelling and punctuation errors.</li> <li>▪ Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p>Writing: Vocabulary, Grammar &amp; Punctuation</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>▪ Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>▪ Using the present perfect form of verbs in contrast to the past tense.</li> <li>▪ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>▪ Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>▪ Using fronted adverbials.</li> <li>▪ Learning the grammar for Years 3 and 4 in English Appendix 2.</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>▪ Using commas after fronted adverbials. Indicating possession by using the possessive apostrophe with plural nouns.</li> <li>▪ Using and punctuating direct speech.</li> <li>▪ Use and understand the grammatical terminology in English, Appendix 2, accurately and appropriately when discussing their writing and reading.</li> </ul>	<p>headings)</p> <p>Evaluate &amp; edit by:</p> <ul style="list-style-type: none"> <li>▪ Assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>▪ Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p>Writing: Vocabulary, Grammar &amp; Punctuation</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>▪ Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>▪ Using the present perfect form of verbs in contrast to the past tense.</li> <li>▪ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>▪ Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>▪ Using fronted adverbials.</li> </ul> <p>Learning the grammar for Years 3 and 4 in English Appendix 2 Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>▪ Using commas after fronted adverbials.</li> <li>▪ Indicating possession by using the possessive apostrophe with plural nouns.</li> <li>▪ Using and punctuating direct speech.</li> <li>▪ Use and understand the grammatical terminology in English, Appendix 2, accurately and appropriately when discussing their writing and reading.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Indicating possession by using the possessive apostrophe with plural nouns.</li> <li>▪ Using and punctuating direct speech.</li> <li>▪ Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>
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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.  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	Topics
Electricity Make a 'Gorm Alarm'	States of Matter	Humans and Other Animals. Teeth and Digestion	Living Things and Habitats	Sound	
Skills	Skills	Skills	Skills	Skills	Skills
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	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	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.	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.	Make ear defenders.  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.	

<p>battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>temperature.</p>			
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Humanities					
Topics	Topics	Topics	Topics	Topics	Topics
Ancient Egypt	Rivers	North and South America/Routing	Map Skills	Roman Britain Natural Disasters/Volcanoes	
Skills	Skills	Skills	Skills	Skills	Skills
<p>Pupils should continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p> <p>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.</p> <p>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.</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p>	<p>Name and locate in the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Physical geography, including: rivers and the water cycle.</li> <li>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of Saudi Arabia the United Kingdom, a region in a European country and a region within North or South America.</p> <p><b>Human &amp; Physical Geography</b> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p><b>Human &amp; Physical Geography</b> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>	<p>Pupils should continue to 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.</p> <p>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.</p> <p>The Roman Empire and its impact on Britain.</p> <p><b>Human &amp; Physical Geography</b> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Physical geography, including: volcanoes and earthquakes.</li> </ul>	

Computing					
Topics	Topics	Topics	Topics	Topics	Topics
Core Skills + 4.1 Coding	4.2 - Internet Safety 4.3 - Spreadsheets	4.3 - Spreadsheets	4.8 - Hardware Investigator	4.9 Making Music	4.11 - AI
Skills	Skills	Skills	Skills	Skills	Skills
<p><b>Speed Typing</b></p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Design, write and debug programs that accomplish specific goals, including</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Numbers can be formatted for currency or decimal.</p> <p>To add formulae to a cell.</p> <p>To combine tools to make number games.</p> <p>To use the timer, random number and spin button.</p> <p>To use the line graphing tool in 2Calculate with appropriate data.</p> <p>To interpret a line graph to estimate values between data readings.</p> <p>To use 2Calculate to create a model of a</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>

	controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.			real-life situation.	
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Art					
Topics	Topics	Topics	Topics	Topics	Topics
Formal Elements of Art Inca - South America	Inca – South America (Continued) Weaving	Saudi Art (Linked to Ithra trip)	Famous Artists Composition	Formal Elements of Art Principles of Design	
Skills	Skills	Skills	Skills	Skills	Skills
Explain the story behind llamas at Machu Picchu and the importance of textiles to the Inca people.  Use watercolour paint and oil pastel to create a wax resist Peruvian blanket.  Use pattern to imitate the designs seen in aguayo fabric.  Control chalk to draw a llama and add areas of shadow.  Cross-curricular; South America.	Tie single and double knots. Create a hook for a wall decoration.  Use the colour wheel to choose contrasting colours for the weaving.  Improve fine motor skills when weaving over and under a warp.  Cross-curricular; South America.	Recognize the artwork of Sanda Silberzweig and draw a large portrait in her style.  Control use of soft pastels to create different tones in an artwork.	Be able to carve an image into Styrofoam using the correct hand pressure.  Apply the correct amount of ink with roller to get an even print.  Keep workstation tidy and papers clean when printing. Organize supplies in a way to succeed in having 3 clean prints at the end of the lesson.  Distinguish between positive and negative space when carving the second layer of the Styrofoam.	Achieve depth and perspective in a painting using line and shape.  Control the use of acrylic when applying colour to a piece of art.  Choose the correct size brush for larger and smaller areas of a piece of art.  Cross-curricular; English, listening to stories and folklore about forests.	Use line and shape to create intricate patterns in black and white.  Refine drawing skills by using more detail in the artwork.  Cross-curricular; PSHE mindfulness.

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.  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.	Copy, identify and notate rhythms using stick notation.  Compose rhythm phrases.  Understand that rhythm is the sub-division of the beat.  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.	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.  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.	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.  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 different musical elements (melody, harmony, rhythm, dynamics, timbre).  Recognise various genres and styles of music.  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	Recognise and distinguish between different musical patterns and textures.  Identify the use of ostinato in various musical contexts.  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.

Listen to, then compose a rondo. Exploring phrases in 'Amazing Egyptians'.	Use Italian terms – f, p, mf, mp, crescendo, diminuendo.			peers.	
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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
<b>Fitness (improve Physical Fitness)</b> <b>Football</b> 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 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.	<b>Handball</b> <b>Netball</b> 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 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.	<b>Athletics</b> 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.  <b>Basketball</b> 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 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.	<b>Tag Rugby</b> 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 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. ( <i>tag rugby</i> ) To work as part of a team when defending, keeping in a line, and spreading out. ( <i>tag rugby</i> ) Successfully score. Develop physical characteristics needed for the game, e.g. speed, fitness, agility.  <b>Cricket/Rounders</b> 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.	<b>Swimming (*)</b> 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.  <b>Badminton</b> 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 chasse movement in isolation and in games. Perform basic skills needed for the games with control and accuracy, 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.	<b>Dodgeball</b> 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.  <b>Dance</b> 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.



			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.	
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Spanish					
Topics	Topics	Topics	Topics	Topics	Topics
Pets and Animals The Colours Pets 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.

DT					
Topics	Topics	Topics	Topics	Topics	Topics
Electrical Circuit Alarms to stop the Gorm		Cooking and Nutrition	Design, Make and Evaluate. Textiles/Construction Make a lion		Sewing - Sew a Roman Banner/ Tapestry
Skills	Skills	Skills	Skills	Skills	Skills
<b>Design</b>  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.  <b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.  Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  <b>Evaluate</b> Investigate and analyse a range of		Understand and apply the principles of a healthy and varied diet.  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.  Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	<b>Design</b>  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.  <b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.  Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities.  <b>Evaluate</b> Investigate and analyse a range of		Design with purpose by identifying opportunities to design.  Cut materials accurately and safely by selecting appropriate tools.  Measure and mark out to the nearest millimetre.  Understand the need for a seam allowance.  Join textiles with appropriate stitching.  Make products by working efficiently (e.g. by carefully selecting materials).

<p>existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p><b>Technical Knowledge</b> Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors).</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>			<p>existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p><b>Technical Knowledge</b> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</p>		
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