



Year: 4	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 6 weeks
Topic theme title	Term 1: Anglo-Saxons and Scots		Term 2: Vikings		Term 3: UK parliament	
SECTION A: TITLE OVERVIEW						
RETURN FROM LOCK DOWN	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Return from lock down and pupil well-being:</p> <p><i>At the beginning of each term go over daily expectations and procedures.</i></p>	<p>Use PHSE sessions to go over topics related to hand-washing, hygiene, safety, family bereavement, worries and anxieties.</p> <p>Go over school and class expectations. Behaviour and learning expectations. Having positive growth mind-set.</p> <p>Discuss any changes to school procedures such as timetables and movement around school (playtimes/lunch times).</p> <p>To review topic entry and exit points and school trips.</p>	<p>Continue with PHSE sessions as required for class. See plans on Sharepoint.</p> <p>Deal with any worries or concerns raised by children or parents.</p> <p>Re-inforce positive growth mind-set. Continue to clarify behaviour and learning attitudes and expectations.</p> <p>Remind children about hygiene and movement around school.</p> <p>To review topic entry and exit points and school trips.</p>	<p>Continue with PHSE sessions as required for class. See plans on Sharepoint.</p> <p>Deal with any worries or concerns raised by children or parents.</p> <p>Re-inforce positive growth mind-set. Continue to clarify behaviour and learning attitudes and expectations.</p> <p>Remind children about hygiene and movement around school.</p> <p>To review topic entry and exit points and school trips.</p>	<p>Continue with PHSE sessions as required for class. See plans on Sharepoint.</p> <p>Deal with any worries or concerns raised by children or parents.</p> <p>Re-inforce positive growth mind-set. Continue to clarify behaviour and learning attitudes and expectations.</p> <p>Remind children about hygiene and movement around school.</p> <p>To review topic entry and exit points and school trips.</p>	<p>Continue with PHSE sessions as required for class. See plans on Sharepoint.</p> <p>Deal with any worries or concerns raised by children or parents.</p> <p>Re-inforce positive growth mind-set. Continue to clarify behaviour and learning attitudes and expectations.</p> <p>Remind children about hygiene and movement around school.</p> <p>To review topic entry and exit points and school trips.</p>	<p>Continue with PHSE sessions as required for class. See plans on Sharepoint.</p> <p>Deal with any worries or concerns raised by children or parents.</p> <p>Re-inforce positive growth mind-set. Continue to clarify behaviour and learning attitudes and expectations.</p> <p>Remind children about hygiene and movement around school.</p> <p>To review topic entry and exit points and school trips.</p>

Trips and experiences Entry point Exit point	Entry point: Visit to the Manor House to look at Deciduous trees and leaf variations.	Exit point: Visit to National History Museum visit to engage the children in Anglo-Saxon history.	Entry Visit: Visit to Mayesbrook Park and Valance house to look at historical buildings as part of our local area knowledge.	Exit point: Visit to historical buildings within the local area to provide a visual for children's work in art and DT.	Entry point: Visit to kidzania to link with PSHE, social skills, building independence and resilience.	Exit point: To design a business plan to sell sugar cane juice. Create an information leaflet on how sugar cane juice is processed and exported.
British values and Votes for Schools (check weekly)	Rule of law: Why do we have a school council? Votes for schools	Democracy: How do we decide who is in charge? Why is it important to work together? Votes for schools	Mutual respect and tolerance: Why do we learn about other cultures? How does this change the way we behave towards people who are different from us? Votes for schools	Individual liberty: Why is it important for us to be able to make our own choices? Votes for schools	Rule of law Why does our school have rules? How are these rules decided? Votes for schools	Mutual respect and tolerance: Votes for schools
Weekly celebration assembly focus: Eastbury values	Respect	Enthusiasm	Teamwork	Resilience	Aim High	Creativity
Year group whole school performance (RE assembly)	X	X	Chinese New Year assembly Year 4	X	X	X

PLEASE NOTE:

Curriculum: Schemes and plans below specify what pupils will do each half term. Please note due to **COVID-19** closure additional time will be allocated as transition weeks to manage and deal with some of the gaps in subjects such as English and maths. Wider curriculum subjects will start as stated below with the topics. Any knowledge gap for these subjects will be covered during special days or special weeks during the academic year where possible. In most cases missed topics and skills re-occur. Year groups will continue to ensure to create and plan links between subjects where possible to close the knowledge gap.

Assessment: Assessment judgements in the wider curriculum will continue to use a triangulation approach, using topic assessment questions, plenary exit questions at the end of lessons, end of topic evaluations and progress check list. These will support the teacher judgements made on SIMS (Spring 1 and Summer 1).

SECTION B: MATHS AND ENGLISH OVERVIEW OF TOPICS

ENGLISH Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Unit 1:	Unit 2:	Unit 3:	Unit 4:	Unit 5:	Unit 6:

<p>(Lit and Lang scheme)</p> <p>(See also Overview chart in the handbook)</p> <p><i>Deal with gaps during transition weeks: highlighted during lock down (via intervention, quality first teaching and support)</i></p>	<p>Fiction: Lost or stolen? By Narinder Dhama</p> <p>Genre: A dilemma story</p> <p>Fiction text: Explore the theme of relationships, suspicion and trust. Children to use story 'rollercoaster' to plan and write a new chapter for lost or stolen.</p> <hr/> <p>Genre: information text</p> <p>Non-fiction text: gadget magic Greatest gadget of them all? Children look at information text [resented in a variety of styles, in a magazine feature format, they create and present their own information text. Then they plan a presentation to pitch a new gadget to potential investors.</p>	<p>Fiction: 'The Balloons' by Oscar Wilde 'My Sari' by Debjani Chatterjee 'At the end of a school day' by Wes Magee</p> <p>Genre: Poetry</p> <p>Fiction text: Unit explores 3 poems with the theme moments to remember. The emphasis is enjoying the poet's use of language to create images and emotions. Children are encouraged to experiment with language and form to create their own poem in free verse.</p> <p>Genre: Journalistic recounts</p> <p>Non-fiction text: Children explore recounts and journalist's texts. They learn about the main features of recounts through reading and analysing some journalistic reports. They then write their own newspaper report.</p>	<p>Fiction: The Bogey Men and the Trolls Next Door by Kaye Umansky</p> <p>Genre: A story in narrative verse</p> <p>Fiction text: Children will read a story told in rhyming narrative verse. They use drama and discussion to look at some of the serious issues behind the humour in the story. Parts of the story are then picked out to form the basis of the children's own writing.</p> <p>Genre: Explanation Text</p> <p>Non-fiction text: 'Stellar Stage School' 'How the voice works' children explore the language and organisational features of an explanation texts through examples of visual, verbal and written explanations. They create their own explanation in a variety of forms culminating in the delivery of an explanatory lesson on</p>	<p>The fly and the Fool by Lou Kuenzler</p> <p>Genre: Play script</p> <p>Fiction text: Children will explore a playscript set in Vietnam. They look at the differences between how the characters see themselves and how others see them. The children then write an ending for a new play script based on the traditional tale of Rumpelstiltskin.</p> <hr/> <p>Genre: Evaluating evidence</p> <p>Non-fiction text: 'Junior detective!' children read an explanation about how the police use different sorts of evidence to prove who has committed a crime. Next they look at several pieces of evidence and evaluate them, choosing two to present to a 'court'.</p>	<p>Runaways! By Jim Eldridge</p> <p>Genre: A story with a historical setting</p> <p>Fiction text: Unit focuses on a story set in Victorian times. Children explores the setting and use it to immerse themselves in the story. The setting and period then provide inspiration for their own writing</p> <hr/> <p>Genre: Newspaper</p> <p>Non-fiction text: 'London Herald' Children broaden their knowledge of Victorian times by exploring journalistic texts that are typical of the period. They will learn about the features of newspaper articles and entries. Then they write their own entry for a class newspaper set during the Victorian era.</p>	<p>Sugarcane juice by Pratima Mitchell</p> <p>Genre: A story from another culture</p> <p>Fiction text: Explores a story from another culture, set in Pakistan. Children look closely at the vivid descriptions and actions so that they can borrow language, ideas and structure such as dialogue to use in their own writing. They then write an additional episode of the story using the ideas and techniques that they have explored.</p> <hr/> <p>Genre: Persuasive writing</p> <p>Non-fiction text: 'VIPER!' a critic's review 'VIPER!' a Film Trailer Children develop their understanding of persuasive techniques used in advertising so that they can create their own marketing campaign with a clear message. They analyse a film trailer and a poster and</p>
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			how to get the pop star look.			design their own versions for a new film.
Main grammar focus (Lit and Lang) <i>Deal with gaps during transition weeks: highlighted during lock down (via intervention, quality first teaching and support)</i>	Inverted commas Revise use of some punctuations from Year 3	Paragraphs	Adverbials including fronted adverbials	Plurals, possession and apostrophes	Standard English	Nouns and pronouns
MATHS Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics topics (Inspire scheme) <i>Transition topics: See also topics missed in Year 3 due to Lock down (March to July 2020).</i> <i>(Review any gaps)</i>	Whole numbers: unit 1 and 2 <ul style="list-style-type: none"> Numbers to 100 000 Comparing numbers within 100 000 Rounding numbers to the nearest ten Rounding numbers to the nearest hundred 	Whole Numbers unit 3 <ul style="list-style-type: none"> Estimation Factors Multiples Multiplication by a 1-digit number Multiplication by a 2-digit number Division by a 1-digit number Word problems Fractions: unit 5 <ul style="list-style-type: none"> Mixed numbers Improper fractions Conversion of fractions Adding and subtracting fractions Fractions of a set Word problems 	Decimals: unit 9 <ul style="list-style-type: none"> Fractions and decimals Understanding tenths Understanding hundredths Understanding thousandths Comparing decimals Rounding decimals Addition Subtraction Word problems Multiplication Division Estimation of decimals Word problems 	Tables and graph unit 4: <ul style="list-style-type: none"> Presenting and interpreting data in a table Angles: Unit 6 <ul style="list-style-type: none"> Drawing angles to 180° Understanding angles Turns and right angles 8-point compass acute and obtuse angles Perpendicular and parallel lines Unit 7 <ul style="list-style-type: none"> Drawing perpendicular lines Drawing parallel lines 	Area and perimeter: unit 12 <ul style="list-style-type: none"> Rectangles and squares Composite shapes Solving word problems Time: unit 11 <ul style="list-style-type: none"> 24-hour clock, 12 hour digital and analogue Seconds 	Geometry and symmetry: unit 8 and unit 13 <ul style="list-style-type: none"> Properties Squares and rectangles and triangles Lines of symmetry in 2D shapes with different orientation Tessellation: unit 14 <ul style="list-style-type: none"> Identifying tessellations More tessellations

				<ul style="list-style-type: none"> Horizontal and vertical lines 		
SECTION C: SUBJECTS WITH SCHEMES OVERVIEW OF TOPICS						
SCIENCE Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science (Collins Snap Science scheme)	<p>Sc4/2.1</p> <p>NC title: All Living Things</p> <p>Collins title: Human Impact</p> <p>Key knowledge:</p> <p>Sc4/2.1c To learn about some of the positive and negative ways that humans change the environment, locally and globally, with a particular focus on how this affects other living things.</p> <p>To understand that actions can have both positive and negative consequences, that situations are not black and white, and that decisions involve compromises.</p> <p>To consider how industry, housing and thoughtless behaviour can damage local habitats and also how humans can increase biodiversity by developing environments such as</p>	<p>Sc4/2.2</p> <p>NC title: Animals including humans</p> <p>Collins title: Where does all that food go?</p> <p>Key knowledge:</p> <p>To know the main body parts associated with the digestive system; the mouth, tongue, teeth, oesophagus, stomach, intestines, rectum and anus.</p> <p>Sc4/2.2a Know the role of the digestive system is to break down the food we eat so that the nutrients, energy and other requirements we derive from it can be used in the rest of the body.</p> <p>Sc4/2.2b Learn about how food can be broken down through mechanical and chemical processes. Learn in more detail about the roles of the different</p>	<p>Sc4/3.1</p> <p>NC title: States of Matter</p> <p>Collins title: In a state</p> <p>Key knowledge:</p> <p>To learn the characteristic properties of solids, liquids and gases, first through physically exploring typical materials and then by classifying examples, such as powders and very viscous liquids, which are harder to classify.</p> <p>To learn about changes of state and begin to understand freezing and boiling points as identifying characteristics of a material.</p> <p>To learn the names of some common gases.</p> <p>Key skills:</p>	<p>Sc4/3.1</p> <p>NC title: States of Matter</p> <p>Collins title: In a state (Continued from Spring 1):</p> <p>Key knowledge:</p> <p>Explore the expansion of liquids and gases when they are heated, using this to make a simple thermometer and explain how it works.</p> <p>Learn about the water cycle, modelling it in different ways and further developing their understanding of changes of state.</p> <p>Key skills:</p> <p>Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Sc4/4.1</p> <p>NC title: Sound</p> <p>Collins title: Good vibrations</p> <p>Develop vocabulary for describing sounds and identify different sound sources.</p> <p>Sc4/4.1b/c Learn that sounds are made by something vibrating and that these vibrations travel through a medium to the ear so that we hear them.</p> <p>Sc4/4.1e Learn that sounds get fainter as the distance from the sound source increases. They will explore ways to change the pitch and volume of sounds.</p> <p>Key skills:</p> <p>Sc4/4.1c Find patterns between the pitch of a sound and features of the object that produced it</p>	<p>Sc4/4.2</p> <p>NC title: Electricity</p> <p>Collins title: Switched on</p> <p>Key knowledge:</p> <p>Sc4/4.2a Identify electrical appliances, distinguishing between those which are powered by mains and battery (including those with integral rechargeable batteries) and recognising that electricity can be used to produce light, sound, heat and movement.</p> <p>Explore the production of light, sound and movement by making simple series circuits with cells, wires, bulbs, buzzers and motors, learning the names of the components.</p> <p>Work mostly with single components.</p>

	<p>country parks and nature reserves.</p> <p>Key skills:</p> <p>Sc4/2.1a/b explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>To make survey data manageable and present their findings by constructing and labelling pictograms and bar charts.</p> <p>Present information as oral and written reports, posters and food chains.</p> <p>Weigh and present evidence, recognise statements that do and do not support an argument, and participate in a debate.</p> <p>Key vocabulary: Vertebrates, Fish, Amphibians, Reptiles, Birds, Mammals, Invertebrates, Snails, Slugs, Worms, Spiders, Insects, Habitats, environment, impact, positive, negative, litter, pollution, waste, biodiversity, habitat, derelict, graffiti, traffic,</p>	<p>types of teeth in breaking food down, and how to care for their teeth.</p> <p>They will also learn about milk teeth and permanent teeth. There are also opportunities for children to investigate questions around toothpastes. This module also explores what animals eat and how this information can be used to build food chains. There are opportunities to explore how the teeth of animals are adapted to the type of food that they eat.</p> <p>Key skills: Sc4/2.2c Ask and answer questions about teeth, digestion and food chains (identifying producers, predators and prey) by carrying out research using secondary sources.</p> <p>Group and classify teeth by their function and relate this to diet.</p> <p>Carry out comparative and fair tests on different types of toothpaste and to record and present data in a range of ways.</p> <p>Key vocabulary:</p>	<p>Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Sc4/3.1b observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Make careful observations and explain what they show.</p> <p>Observe and measure changes over time, first-hand and using secondary sources.</p> <p>Classify materials and record their sorting using Venn diagrams.</p> <p>Plan and carry out fair tests, learning to identify and control variables and drawing up tables to record their data. This will then be presented as bar or bar line graphs.</p> <p>Identify patterns in the data and use these to answer their</p>	<p>Make careful observations and explain what they show.</p> <p>Observe and measure changes over time, first-hand and using secondary sources.</p> <p>Classify materials and record their sorting using Venn diagrams.</p> <p>Plan and carry out fair tests, learning to identify and control variables and drawing up tables to record their data. This will then be presented as bar or bar line graphs.</p> <p>Identify patterns in the data and use these to answer their investigation questions and to make further predictions.</p> <p>Key vocabulary: solid, liquid, hard, soft, pour, flow, pile, pool, surface, horizontal, runny, viscous, sticky, grain, powder, ice, water, temperature, cool, cooling, warm, warming, hot, degree Celsius, melt, melting, freeze, freezing, solidify, solidifying, heating, states of matter,</p>	<p>Sc4/4.1d Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Key vocabulary: sound, loud, quiet, high, low, repeating, continuous, strike, blow, shake, pluck, vibration, vibrate, solid, gas, volume, strength of vibrations, sound source, fainter, distance, pitch, particles, question, investigation, fair test, change, measure, predict, prediction, explanation, observations, draw conclusions</p>	<p>Describe the flow of electricity round a circuit and give reasons why some circuits do not work.</p> <p>Learn to control their circuits with switches. They will test materials, classify them as electrical conductors or insulators and recognise that metals are good electrical conductors and plastics are good electrical insulators.</p> <p>Apply this knowledge when making own switches and electrical quiz boards. Throughout this module they will learn the safe use of electrical components and the dangers of mains electricity.</p> <p>Key skills: Sc4/4.2b construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Draw labelled and annotated drawings.</p> <p>Sc4/4.2c identify whether or not a lamp will light in a simple</p>
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	<p>destroy, create, location, food chain, producer, consumer, human impact, global issue, destruction, deforestation, rainforest, climate, climate change, zoo, endangered, breed, wild, natural, predator, prey, conservation, categories, tally chart, pictogram, bar chart, axes, scale, opinion, point of view, argument, viewpoint, debate</p>	<p>mouth, oesophagus, stomach, small intestine, large intestine, rectum, anus, digestive system, digestion, carbohydrate, fat, sugar, protein, roughage, dairy, fruit, vegetables, vitamins, minerals, balanced diet, healthy, mechanical process, chemical process, absorb, nutrients, water, saliva, chemicals, enzyme, teeth, canine, incisor, premolar, molar, jaw, cutting, tearing, grinding, dental hygiene, decay, dentist, brushing, toothpaste, floss, mouthwash, food, plants, animals, food chain, food web, producer, consumer, predator, prey, herbivore, omnivore, carnivore</p>	<p>investigation questions and to make further predictions.</p> <p>Key vocabulary: solid, liquid, hard, soft, pour, flow, pile, pool, surface, horizontal, runny, viscous, sticky, grain, powder, ice, water, temperature, cool, cooling, warm, warming, hot, degree Celsius, melt, melting, freeze, freezing, solidify, solidifying, heating, states of matter, change of state, melting point, freezing point, process, gas, air, carbon dioxide, helium, oxygen, bubbles, empty, particle, weight, compress, squash, shape, volume, dry, evaporate, evaporation, water vapour, boil, boiling, boiling point, steam, thermometer, condense, condensation, water, droplets, cycle, model, snow, expand, scale, calibrate, heat sensitive, sensor, observe, measure, fair test, variable, collect, present, interpret, data, axis, scale, interval, control, keep the same, evidence, annotate, accuracy, describe,</p>	<p>change of state, melting point, freezing point, process, gas, air, carbon dioxide, helium, oxygen, bubbles, empty, particle, weight, compress, squash, shape, volume, dry, evaporate, evaporation, water vapour, boil, boiling, boiling point, steam, thermometer, condense, condensation, water, droplets, cycle, model, snow, expand, scale, calibrate, heat sensitive, sensor, observe, measure, fair test, variable, collect, present, interpret, data, axis, scale, interval, control, keep the same, evidence, annotate, accuracy, describe, explain, evaluate, reliable, repeatable</p>		<p>series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Sc4/4.2d recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Sc4/4.2e recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Key vocabulary: electricity, electrical, mains, plugged in, battery, power, rechargeable, solar, wind up, sound, light, heat, movement, cell, wire, bulb, bulb holder, buzzer, motor, component, circuit, complete circuit, short circuit, flow, break, make, metal, connect, disconnect, terminal, positive, negative, switch, press switch, toggle switch, tilt switch, pendulum switch, property, electrical conductor, electrical</p>
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			explain, evaluate, reliable, repeatable			insulator, electron, filament, sets, Venn diagram, Carroll diagram, table, conclusion, evidence, annotate
COMPUTING Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing (Switched On scheme) Year 4	<p>Topic Title: Introduction to Computing (Autumn 1)</p> <p>Key knowledge: NC objectives: Introduction to Computing (Autumn 1) To use technology safely, respectfully and responsibly.</p> <p>Key Skills: Introduction to Computing: To understand input and output devices and recognise a keyboard as an input device. To learn how to type correctly using a QWERTY keyboard. Save and retrieve files on student shared drive.</p> <p>Key vocabulary: QWERTY Keyboard Touch type Input/output Device Respect</p>	<p>Topic Title: We are toy designers (Autumn 2)</p> <p>Key knowledge: NC objectives: We are toy designers (Autumn 2) To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts To use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Key Skills: We are toy designers: To design and make an on-screen prototype of a</p>	<p>Topic Title: Internet Safety (Spring 1)</p> <p>Key knowledge: NC objectives: Internet Safety (Spring 1) To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Key Skills: Internet Safety: Know what is appropriate and inappropriate content online Understand how to stay safe and be respectful online. Know where to get help and report problems Understand what personal information is and how to keep it secure.</p>	<p>Topic Title: We are HTML editors (Spring 2)</p> <p>Key knowledge: NC objectives: We are HTML editors (Spring 2) To 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 To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Key Skills: We are HTML: understand different ways to communicate online understand what the Internet is and how it works</p>	<p>Topic Title: We are meteorologists (Summer 1)</p> <p>Key knowledge: NC objectives: We are meteorologists (Summer 1) To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>To 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>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range</p>	<p>Topic Title: Hour of coding (Summer 2)</p> <p>Key knowledge: NC objectives: Hour of coding (Summer 2) To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Key Skills: Hour of coding: Understand what algorithm is Create programs, use sequence and select programming Debug programs</p> <p>Key vocabulary: Algorithm Sequence Select Repeat Debug</p>

		<p>computer-controlled toy. Understand different forms of input and output (such as sensors, switches, motors, lights and speakers).</p> <p>Key vocabulary:</p> <p>Algorithm Logical reasoning Program Control Simulate Debug</p>	<p>Key vocabulary:</p> <p>Internet safety Online Report problems Appropriate/ inappropriate Reliable/Unreliable</p>	<p>Begin recognise simple HTML codes.</p> <p>Key vocabulary:</p> <p>HTML WWW Tags/ lines of codes</p>	<p>of ways to report concerns about content and contact</p> <p>Key Skills:</p> <p>We are meteorologists: Understand different measurement techniques for weather, both analogue and digital. If possible, use computer-based data logging to automate the recording of some weather data.</p> <p>Use spreadsheets to create charts analyse data, explore inconsistencies in data and make predictions. Practise using presentation software and, optionally, video</p> <p>Key vocabulary:</p> <p>Data Weather Measurements Spreadsheets Charts Graphs Presentation</p>	
RE Y4	Autumn 1/2 (optional religious festivals - to also look at Diwali/Harvest/Guy Fawkes)		Spring 1/2 (optional religious festivals – to look at Chinese New Year/Vaisakhi for Sikhs/St Georges day/Mother’s Day) CHINESE NEW YEAR ASSEMBLY – YEAR 4		Summer 1/2 (optional religious festivals – to look at Ramadan/Eid/Father’s Day)	
RE (Discovery RE scheme)	Topic Title: : Judaism- Beliefs and Practices (T1) /	Complete topic not done in Autumn 1.	Title: Judaism – Passover (Term 1)	Complete topic not done in Spring 1.	Topic Title: Judaism - Beliefs and Practices (T1)	Complete topic not done in Summer 1.

<p>RE - topics taken from discovery RE scheme of work -areas of enquiry targets AT1 & AT2 targets or NC – national curriculum targets starting with Re have been selected.</p> <p>Key (T1) term 1 (T2) term 2</p> <p>Year 4</p>	<p>Christianity – Christmas (T2) RE1a: To make links and explain connections between beliefs, stories and practices RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities. AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging. AT1 C Forms of expressing meaning AT2 E Meaning, purpose and truth</p> <p>Key knowledge: To investigate how special is the relationship Jews have with God? Do sacred texts have to be ‘true’ to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community. (T1)</p> <p>To discuss and reflect on what is the most significant part of the nativity story for Christians today? (T2)</p> <p>Key Skills: To explore and understand the special</p>		<p>+ <u>Year 4 Chinese New Year Assembly preparations</u></p> <p>Christianity -Easter (Term 2) RE1a: To make links and explain connections between beliefs, stories and practices. RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities. RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. RE2a: To suggest lines of enquiry to address questions raised by the study of religions and beliefs. RE2b: To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence. RE2c: To recognise and explain diversity within religious expression, using appropriate concepts. AT1 B Practices and ways of life AT2 E Meaning, purpose and truth.</p>	<p>E.g. Christianity -Easter (Term 2)</p>	<p>Christianity - Prayer and Worship(T2)</p> <p>RE1a: To make links and explain connections between beliefs, stories and practices. RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities. RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. RE2a: To suggest lines of enquiry to address questions raised by the study of religions and beliefs. RE2b: To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence. RE2c: To recognise and explain diversity within religious expression, using appropriate concepts.</p> <p>AT1 B Practices and ways of life</p> <p>AT1 C Forms of expressing meaning</p>	
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	<p>relationship between Jews and God and the promises they make to each other, accomplished through a series of stories, research, discussions, and enquiries. (T1)</p> <p>To understand the symbolism in the Christmas story and think about what the different parts mean to Christians today. (T2)</p> <p>Key vocabulary: Jews, god, old testament, Abraham, synagogue, Torah(T1)</p> <p>Christmas, Jesus, Christingle, cross, bible, nativity</p> <p>Christmas concert performances</p>		<p>Key knowledge: This unit will focus on understanding how celebration Passover and keeping the Kashrut (Food Laws) help Jews show God they value their special relationship with him. (T1)</p> <p>To discuss and debate Is forgiveness always possible? (T2)</p> <p>Key Skills: This will be accomplished through a series of stories, research, discussions and enquiries. The children will use skills of engagement, expression, investigations and evaluation. (T1)</p> <p>To explore and understand how Jesus' life, death and resurrection teaches Christians about forgiveness. Accomplished through a series of stories, research, discussions and enquiries. (T2)</p>		<p>AT2 F Values and commitment</p> <p>AT2 D Identity, diversity and belonging</p> <p>What is the best way for a Jew to show commitment to God? (T1)</p> <p>Do people need to go to church to show they are Christians? (T2)</p> <p>Key knowledge: To explore different ways in which Jews show their commitment to God, comparing their practices to explore which shows the most commitment. (T1)</p> <p>to understand how important going to church is to show someone is a Christian. (T2)</p> <p>Key Skills: To revisit and recap learning from term 1 and 3. Looking at a series of stories, research, discussions and enquiries. (T1)</p> <p>To discuss and debate in groups and then present ideas in front of their peers to on how important going</p>	
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			<p>Key vocabulary: Judaism, Jews, Kashrut, (T1)</p> <p>Easter – Jesus, resurrection, Palm Sunday, crucifixion, bible, cross</p> <p>Whole school Easter hat parade.</p>		<p>to church is to show that you are a Christian. (T2)</p> <p>Key vocabulary: Jews, commitment, practices, synagogue, rabbi. (T1)</p> <p>Christians – church, vows, confession, priest/vicar, baptism.</p>	
MUSIC Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Music (Charanga scheme)</p> <p>Year 4</p>	<p>Topic Title: Mamma Mia & Christmas performance song</p> <p>Style: Pop & Festivals</p> <p>Key knowledge: Mu2/1.1/1.3</p> <p>To listen to and appraise songs by ABBA. Identify pulse and rhythm through listening and clapping. Learn the song ‘Mama Mia’ and perform as part of a group or solo to the peers.</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with</p>	<p>Topic Title: Mamma Mia & Christmas performance song</p> <p>Style: Pop & Festivals</p> <p>Key knowledge: Mu2/1.1/1.3</p> <p>To listen to and appraise songs by ABBA. Identify pulse and rhythm through listening and clapping. Learn the song ‘Mama Mia’ and perform as part of a group or solo to the peers.</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with</p>	<p>Topic Title: Glockenspiel stage 2 & Stop! - One class learning Djemba and 3 classes learning the other 2 units</p> <p>Style: Learning basic instrumentals skills by playing tunes & Grime</p> <p>Key knowledge: Mu2/1.1/1.2</p> <p>This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel.</p> <p>The learning is focused around exploring and</p>	<p>Topic Title: Glockenspiel stage 2 & Stop! - One class learning Djemba and 3 classes learning the other 2 units</p> <p>Style: Learning basic instrumentals skills by playing tunes & Grime</p> <p>Key knowledge: Mu2/1.1/1.2</p> <p>This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel.</p> <p>The learning is focused around exploring and</p>	<p>Topic Title: Lean on Me & Blackbird - One class learning Djemba and 3 classes learning the other 2 units</p> <p>Style: Gospel & The Beatles/Pop</p> <p>Key knowledge: Mu2/1.4/1.5</p> <p>This is a six-week Unit of Work. All the learning is focused around one soul song: Lean on Me. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch</p>	<p>Topic Title: Lean on Me & Blackbird - One class learning Djemba and 3 classes learning the other 2 units</p> <p>Style: Gospel & The Beatles/Pop</p> <p>Key knowledge: Mu2/1.4/1.5</p> <p>This is a six-week Unit of Work. All the learning is focused around one soul song: Lean on Me. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and</p>

	<p>increasing accuracy, fluency, control and expression To listen with attention to detail and recall sounds with increasing aural memory</p> <p>Topic and cross curricular links: Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.</p> <p>Links to other units: Other units that relate to the 80s Livin' On A Prayer - KS2/ages 7-11 (Scheme Year 5) Don't Stop Believin' - KS2/ages 7-11 (see Freestyle)</p> <p>Key Skills:</p> <p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p>	<p>increasing accuracy, fluency, control and expression To listen with attention to detail and recall sounds with increasing aural memory</p> <p>Topic and cross curricular links: Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.</p> <p>Links to other units: Other units that relate to the 80s Livin' On A Prayer - KS2/ages 7-11 (Scheme Year 5) Don't Stop Believin' - KS2/ages 7-11 (see Freestyle)</p> <p>Key Skills:</p> <p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p>	<p>developing playing skills through the glockenspiel or if you have previous knowledge, the recorder.</p> <p>This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Stop! - a rap/song about bullying. You will learn about the interrelated dimensions of music through games, singing and composing.</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Topic and cross</p>	<p>developing playing skills through the glockenspiel or if you have previous knowledge, the recorder.</p> <p>This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Stop! - a rap/song about bullying. You will learn about the interrelated dimensions of music through games, singing and composing.</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Topic and cross curricular links:</p>	<p>etc.), singing and playing instruments are all linked.</p> <p>This term we will be focusing on songs by 'The Beatles'. The children will explore history of 'The Beatles' through various songs. The children will build on knowledge and understanding of interrelated dimensions of music through games, instruments, learning and performing. To use and understand staff and other musical notations To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Topic and cross curricular links: Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.</p> <p>Links to other units: A New Year Carol - Gospel version - KS2/ages 7-11</p>	<p>playing instruments are all linked.</p> <p>This term we will be focusing on songs by 'The Beatles'. The children will explore history of 'The Beatles' through various songs. The children will build on knowledge and understanding of interrelated dimensions of music through games, instruments, learning and performing. To use and understand staff and other musical notations To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Topic and cross curricular links: Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.</p>
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	<p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p> <p>Key vocabulary:</p> <p>Pulse – the regular heartbeat of the music; its steady beat.</p>	<p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p> <p>Key vocabulary:</p> <p>Pulse – the regular heartbeat of the music; its steady beat.</p>	<p>curricular links:</p> <ul style="list-style-type: none"> - Introduction to the language of music, theory and composition. <p>Links to other units: Using scores / notation in all units</p> <ul style="list-style-type: none"> - Composition, Bullying. <p>Links to other units: The Fresh Prince Of Bel-Air - KS2/ages 7-11 (Scheme Year 5)</p> <p>Key Skills:</p> <p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other</p>	<ul style="list-style-type: none"> - Introduction to the language of music, theory and composition. <p>Links to other units: Using scores / notation in all units</p> <ul style="list-style-type: none"> - Composition, Bullying. <p>Links to other units: The Fresh Prince Of Bel-Air - KS2/ages 7-11 (Scheme Year 5)</p> <p>Key Skills:</p> <p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>(Scheme Year 6) Reflect, Rewind and Replay - History of Music</p> <p>Blackbird – coming soon</p> <p>Key Skills:</p> <p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p>	<p>Links to other units: A New Year Carol - Gospel version - KS2/ages 7-11 (Scheme Year 6) Reflect, Rewind and Replay - History of Music</p> <p>Blackbird – coming soon</p> <p>Key Skills:</p> <p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To sing in unison and in simple two-parts.</p>
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	<p>Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Texture – layers of sound. Layers of sound working together make music very interesting to listen to. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. Keyboard</p> <p>Electric guitar</p> <p>Drums</p>	<p>Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Texture – layers of sound. Layers of sound working together make music very interesting to listen to. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. Keyboard</p> <p>Electric guitar</p> <p>Drums</p>	<p>people’s thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being ‘in tune’.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p> <p>To treat instruments carefully and with respect.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p>	<p>When you talk try to use musical words.</p> <p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being ‘in tune’.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p> <p>To treat instruments carefully and with respect.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p> <p>Help create at least one simple melody using one,</p>	<p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being ‘in tune’.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p> <p>To treat instruments carefully and with respect.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p> <p>Help create at least one simple melody using one, three or all five different notes.</p> <p>Key vocabulary:</p> <p>Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between.</p>	<p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being ‘in tune’.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p> <p>To treat instruments carefully and with respect.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p> <p>Help create at least one simple melody using one, three or all five different notes.</p> <p>Key vocabulary:</p> <p>Pulse – the regular heartbeat of the music; its steady beat.</p>
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			<p>Help create at least one simple melody using one, three or all five different notes.</p> <p>Key vocabulary:</p> <p>Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Texture – layers of sound. Layers of sound working together make music very interesting to listen to. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p> <p>Grime</p>	<p>three or all five different notes.</p> <p>Key vocabulary:</p> <p>Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Texture – layers of sound. Layers of sound working together make music very interesting to listen to. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p> <p>Grime</p>	<p>Dynamics – how loud or quiet the music is. Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Texture – layers of sound. Layers of sound working together make music very interesting to listen to. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p> <p>Gospel</p>	<p>Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Texture – layers of sound. Layers of sound working together make music very interesting to listen to. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. Gospel</p>
PHSE Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>PHSE Y4 (JigSaw Scheme)</p> <p>(Check also additional sessions to complete due to return from Lock-down) – See Sharepoint and read notes above.</p> <p>Year 4</p>	<p>Topic Title: Being me in my world</p> <p>Key knowledge: To know how attitudes and actions affect a team. To understand who is the school community and the role of themselves in it. To understand democracy. Understand that their actions affect others and to develop empathy. Understand how groups make decisions. Understand the role of school council</p> <p>Key Skills: To be a team player, to be empathetic. To help the school community by giving our opinion</p> <p>Key vocabulary: Team work, empathy, opinion, democracy, community, roles</p>	<p>Topic Title: Celebrating Difference</p> <p>Key knowledge: Understand that we sometimes make assumptions about people based on how they look. Understand the influences for these assumptions. Understand that bullying is difficult to spot and what to do. Understand why sometimes individuals join in the bullying. Understand that each individual is special</p> <p>Key Skills: Critical thinking. Assertiveness, appreciating others</p> <p>Key vocabulary: Similar, different, culture, hobbies, bullying, friend, friendship, witness, hurtful words</p>	<p>Topic Title: Dreams and Goals</p> <p>Key knowledge: Understand what hopes and dreams are. Understand that not all dreams and goals happen. Understand how to make new plans and set new goals. Understand the step to take to achieve a goal.</p> <p>Key Skills: Set simple goals or dreams. Overcoming difficult and hurtful situations. Reevaluate and set new goals. Braking down problems</p> <p>Key vocabulary: Goals, targets, barriers, challenges, realistic, preserving, ambitious, evaluate</p>	<p>Topic Title: Healthy me</p> <p>Key knowledge: Understand how difference friendships are formed and how I fit into them and the friends I value the most. Understand the roles within friendship groups. Understand the affects of smoking. Understand the affects of alcohol. Understand when people are putting pressure on me and explain ways to resist. Understanding morals</p> <p>Key Skills: Leadership skills, making healthy choices, assertiveness, dealing with peer pressure.</p> <p>Key vocabulary: Friendship, roles, leadership, cigarette, smoking, lungs, heart, alcohol, drunk, wasted, peer pressure, assertiveness.</p>	<p>Topic Title: Relationships</p> <p>Key knowledge: Understand situations that cause jealousy. Identify people they love and why they are special. Understand how to cope with people I no longer see. Understand how friendship change and how to manage a fall out with friends. Understand what is meant by boyfriend and girlfriend and special relationships</p> <p>Key Skills: Coping with jealousy, appreciation of those around me, coping with lost, conflict resolution strategies,</p> <p>Key vocabulary: Jealously, love, appreciate, death bereavement, loss, moved away, conflict, resolution, boyfriend, girlfriend</p>	<p>Topic Title: Changing me</p> <p>Key knowledge: Understand the human lifecycle and the changes our bodies go through as we get older. Understand some of the changes our bodies go through during puberty. Beginning to relate puberty to reproduction.</p> <p>Key Skills: Self care, empathy towards the opposite gender.</p> <p>Key vocabulary: Baby, child, teenage, adult, elderly, puberty, hair, voice breaking, breasts, menstruation</p>
<p>PE Y4</p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>PE</p> <p>Year 4</p>	<p>Topic Title: Sport and games, Team games</p>	<p>Topic Title: Sport and games, Team games</p>	<p>Topic Title: Gymnastic and Dance</p>	<p>Topic Title: Striking and fielding</p>	<p>Topic Title: Team Games and Sports day Preparation (Swimming – TBC due</p>	<p>Topic Title: Athletics and Sports day Preparation (Swimming – TBC due</p>

	<p>Key knowledge: To use running, jumping, throwing and catching in isolation and in combination and play competitive games.</p> <p>Key Skills: Master basic movements including running, jumping, throwing and catching, balance, agility and co-ordination, and apply these in a range of activities.</p> <p>Develop understanding of special awareness, work on each individual skill and then apply their skills to varying movements. Begin improve their personal best through self and peer evaluation and set different challenges for improvement. Learn simple attacking and defending tactics with a variety of equipment. Begin to think about how to use tactics, skills and strategies to outwit the opponent. Review and describe others' performances, as well as their own, and make suggestions on improvements that will help them and others to play better.</p> <p>Key vocabulary: Catching and throwing, Target throwing, Co-ordination,</p>	<p>Key knowledge: To use running, jumping, throwing and catching in isolation and in combination and play competitive games.</p> <p>Key Skills: Master basic movements including running, jumping, throwing and catching, balance, agility and co-ordination, and apply these in a range of activities.</p> <p>Develop understanding of special awareness, work on each individual skill and then apply their skills to varying movements. Begin improve their personal best through self and peer evaluation and set different challenges for improvement. Learn simple attacking and defending tactics with a variety of equipment. Begin to think about how to use tactics, skills and strategies to outwit the opponent. Review and describe others' performances, as well as their own, and make suggestions on improvements that will help them and others to play better.</p> <p>Key vocabulary: Catching and throwing, Target throwing, Co-ordination,</p>	<p>Key knowledge: To develop flexibility, strength, technique, control and balance. To perform dances using a range of movement patterns.</p> <p>Key Skills: To perform a variety of floor and vault movements, learn straight jump full turns, cat leap half turns, straddle rolls, lunges into cartwheels and the straddle on vault while developing their understanding of the necessary flexibility, strength and control needed to perform the movements successfully. To develop free movement while creating shapes with their body and expressing emotion to music. Move between high and low shapes in singular and combination movements, both slow and fast movements to the rhythm of the music. Participate in peer and self-evaluation, give positive feedback for improvement. Develop confidence and perform in front of their peers.</p>	<p>Key knowledge: To use running, jumping, throwing and catching in isolation and in combination and play competitive games.</p> <p>Key Skills: Catch and throw a ball accurately, use correct throwing techniques, use correct body position, understand the different characteristics of fielding positions, directional play, use a range of fielding techniques and apply game rules.</p> <p>Key vocabulary: Striking, fielding, hand-eye coordination, cooperation, accuracy, target overarm, underarm, opposition, runs, long barrier stop, two-handed pick-up, fielder, movement, stretch, rebound, dynamic, expression, speed, control, pace, Pass, throw, catch, pivot, strike, opposition, team work.</p>	<p>COVID – 19 Lockdown swimming lesson cancellation in 2019 2020)</p> <p>Key knowledge: To use running, jumping, throwing and catching in isolation and in combination and play competitive games</p> <p>Key Skills: Recap on essential universal skills needed to play a range of games, such as dodging, dribbling, passing and marking an opponent. It focuses specifically on attacking and defending skills, such as fake dodging, interception and goalkeeping and develop their understanding of both attacking and defending strategies. Develop existing running, jumping and throwing skills. Refine sprint technique, work as a relay team and practice an effective baton changeover. Learn the technique for throwing the javelin (pull throw) and how to do the standing triple jump in preparation for sports day at the end the summer term.</p>	<p>COVID – 19 Lockdown swimming lesson cancellation in 2019 2020)</p> <p>Key knowledge: To use running, jumping, throwing and catching in isolation and in combination and play competitive games</p> <p>Key Skills: Develop existing running, jumping and throwing skills. Refine sprint technique, work as a relay team and practice an effective baton changeover. Learn the technique for throwing the javelin (pull throw) and how to do the standing triple jump in preparation for sports day at the end the summer term.</p> <p>Swimming -Front crawl, back stroke, breast stroke, Pool safety</p> <p>Key vocabulary: Athletics, event, track, field, running, jumping, throwing, fundamental movement skills, fundamentals, Form,</p>
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	Innings, Field, Fielding, Position, Passing, Game area, possession, communication, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate.	Innings, Field, Fielding, Position, Passing, Game area, possession, communication, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate.	Key vocabulary: Accuracy, Formation, rhythm, movement, stretch, motif, dynamic, expression, tempo, pulse, speed, control, pace, synchronise and unison, Team work, group performance and solo performance.		Swimming -Front crawl, back stroke, breast stroke, Pool safety Key vocabulary: Athletics, event, track, field, running, jumping, throwing, fundamental movement skills, fundamentals, Form, Catching and throwing, Target throwing, Co-ordination. Stroke, kick, front, back, push, glide, breathe, breath, alternating leg kicks.	Catching and throwing, Target throwing, Co-ordination. Stroke, kick, front, back, push, glide, breathe, breath, alternating leg kicks. Reflect and improve To be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.
SPANISH Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spanish Year 4	Topic Title: Revision- Colours (year 3) Body parts Key Knowledge: To understand and say the name of colours and the parts of the body with accurate pronunciation and recognise these words in written form To recite a nursery rhyme from memory (Heads, shoulders, knees and toes) in Spanish Key skills:	Topic Title: Animals- Zoo animals Family members Navidad Key Knowledge: To understand and say the zoo animals/family members with accurate pronunciation and recognise these words in written form To learn and understand how Christmas is celebrated in Spain. (Food)	Topic Title: Animals- Pets The five vowels sounds Key Knowledge: To understand and say the names of pets with accurate pronunciation and recognise these words in written form To say the 5 vowel sounds in Spanish with correct pronunciation Key skills:	Topic Title: Semana Santa Key Knowledge: To learn and understand how Easter is celebrated in different parts of Spain. Key skills: Develop an understanding of Spanish traditions and customs across various regions of Spain.	Topic Title: Hobbies and Opinions Spanish numbers (0 -30) Key Knowledge: To understand and say the names of hobbies with accurate pronunciation and recognise these words in written form To express opinions and preferences To understand and say numbers 0 -30 with accurate pronunciation	Topic Title: Weather Consolidating learning Key Knowledge: To talk about the weather conditions in Spanish To use the Spanish learnt in all areas of the study of a modern foreign language (listening, speaking, reading and writing) Key skills:

	<p>Understand that all nouns have a gender (masculine, feminine)</p> <p>Understand how plural work in Spanish</p> <p>Identify adjectives and recognise that they can change spellings</p> <p>Ask how to say something in Spanish</p> <p>Listen for specific words and phrases</p> <p>Pronounce most of key vocabulary accurately</p> <p>Listen to and join in singing a Spanish song, using actions to accompany the lyrics</p> <p>Key vocabulary:</p> <p>una cabeza, una nariz, unos dientes, unos ojos, una boca, unas orejas, el pelo, la pierna, el pie, el estómago, la mano, el brazo, el hombro, la rodilla</p> <p>¿Cómo se diceen español?</p>	<p>Key skills:</p> <p>Listen for specific words and phrases</p> <p>Pronounce most of key vocabulary accurately</p> <p>Follow a story using visual clues</p> <p>Scan a text and identify key words</p> <p>Ask and answer questions</p> <p>Understand that there is a food culture difference at Christmas between England and Spain.</p> <p>Use books/ computers/ iPads to research, collect and record information about Christmas food in Spain.</p> <p>Join in singing Spanish carols</p> <p>Experimenting with writing (Christmas menu)</p> <p>Key vocabulary:</p> <p>El tigre, el elefante, el hipopótamo, el flamenco, el oso, el ratón, el león, la jirafa, el mono, el</p>	<p>Pronounce most of key vocabulary accurately</p> <p>Understand simple rules for converting singular nouns into plurals</p> <p>Ask and answer questions about pets</p> <p>Identify the sound of the letter j in several words</p> <p>Write simple sentences</p> <p>Understand the gist of a short piece of writing</p> <p>Know how to say the 5 vowels sounds in Spanish</p> <p>Key vocabulary:</p> <p>Un gato, un ratón, un perro, un hámster, un conejo, un pez, un pájaro, un conejo de indias, una tortuga</p> <p>Las vocales: a, e, i, o, u</p>	<p>To use books/ computers/ iPads to research, collect and record information about Easter in Spain.</p> <p>To present their findings to a range of audiences</p> <p>Experimenting with writing (Easter presentation- a leaflet, a powerpoint, posters etc.)</p> <p>Key vocabulary:</p> <p>*Notice the vocabulary can vary depends on what children find in their research (IPads, books, dictionaries etc.)</p> <p>Semana Santa, los capirotos, los caramelos, las procesiones, los tronos, la monas, los nazarenos, las flores</p>	<p>and recognise these words in written form</p> <p>Key skills:</p> <p>Identify a common sound for a list of verbs (ar, er ,ir)</p> <p>Identify strategies for learning vocabulary</p> <p>Pronounce most of key vocabulary accurately</p> <p>Attempt to write sentences from memory</p> <p>Recognise positive and negative statements</p> <p>Read and understand a short paragraph with familiar vocabulary and structures</p> <p>Memorise and present one or two sentences, possibly with a connective</p> <p>Key vocabulary:</p> <p>Bailar, nadar, jugar al fútbol, comer en un restaurante, leer, ver la tele, ir al parque</p> <p>Me gusta, me encanta no me gusta, detesto, odio</p>	<p>Pronounce key vocabulary accurately</p> <p>Talk, ask, answer questions on different topics</p> <p>Follow a short text as it is read aloud</p> <p>Read aloud with appropriate expression</p> <p>Write simple sentences/paragraphs using structures learnt</p> <p>Key vocabulary:</p> <p>El tiempo Hace calor, hace frío, hace sol, hace viento, hay niebla, está lloviendo, está nevando</p> <p>Quantifiers- mucho, poco</p>
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		<p>cocodrilo, el pingüino, el cerdo</p> <p>El padre, la madre, el hermano, la hermana, el abuelo, la abuela, yo</p> <p>*Notice the vocabulary can vary depends on what children find in their research (IPads, books, dictionaries etc.)</p> <p>El cocido de pelotas, el pavo, las uvas, el roscón de Reyes, el marisco (las gambas, el pulpo, los calamares, las almejas, los cangrejos etc.), los postres (el pijama)</p>			<p>Los números 0-30</p> <p>Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta</p>	
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SECTION D: HISTORY AND GEOGRAPHY OVERVIEW OF TOPICS

HISTORY Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>History</p> <p>Year 4</p>	<p>Topic Title: Anglo-Saxons / Scots</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in CE 410 and the fall of the western Roman Empire. • Scots invasions from Ireland to north Britain (now Scotland). • Anglo-Saxons invasions, settlements and kingdoms; place names and village life culture and Christianity (eg. 		<p>Topic Title: Vikings</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Viking raids and the resistance of Alfred the Great and Athelstan. • Edward the Confessor and his death in 1066 - prelude to the Battle of Hastings. <p>Key Skills:</p> <ul style="list-style-type: none"> • Choose reliable sources of information 		<p>Topic Title: UK Parliament</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Establishment of the parliament - division of the Houses of Lords and Commons. <p>Key Skills:</p> <ul style="list-style-type: none"> • Choose reliable sources of information to find out about the past. • Give own reasons why changes may have 	

	<p>Canterbury, Iona, and Lindisfarne)</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Choose reliable sources of information to find out about the past. • Give own reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between people, events and artefacts. • Describe how historical events affect/influence life today. <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BCE and CE. • Order significant events and dates on a timeline. • Describe the main changes in a period of history. • Development of political system from CE 1600-Present day, including the English Civil War/Oliver Cromwell and the establishment of a constitutional monarchy. 		<p>to find out about the past.</p> <ul style="list-style-type: none"> • Give own reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between people, events and artefacts. • Describe how historical events affect/influence life today. <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BCE and CE. • Order significant events and dates on a timeline. • Describe the main changes in a period of history. • Development of political system from CE 1600-Present day, including the English Civil War/Oliver Cromwell and the establishment of a constitutional monarchy. <p>Key vocabulary:</p> <p>Chronological order, BCE/CE, Anglo-Saxon,</p>		<p>occurred, backed up by evidence.</p> <ul style="list-style-type: none"> • Describe similarities and differences between people, events and artefacts. • Describe how historical events affect/influence life today. <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BCE and CE. • Order significant events and dates on a timeline. • Describe the main changes in a period of history. • Development of political system from CE 1600-Present day, including the English Civil War/Oliver Cromwell and the establishment of a constitutional monarchy. <p>Key vocabulary:</p> <p>Chronological order, BCE/CE, Anglo-Saxon, Vikings, Scots, Jutland, longboat, Lindisfarne, continuity, legacy, resistance, kingdoms, invasion, conversion, raids, settlers, democracy, Danegeld, settlements, Christianity, culture, parliament, civil war, Oliver</p>	
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	<p>Key vocabulary:</p> <p>Chronological order, BCE/CE, Anglo-Saxon, Vikings, Scots, Jutland, longboat, Lindisfarne, continuity, legacy, resistance, kingdoms, invasion, conversion, raids, settlers, democracy, Danegeld, settlements, Christianity, culture, parliament, civil war, Oliver Cromwell, Charles I, constitutional monarchy.</p>		<p>Vikings, Scots, Jutland, longboat, Lindisfarne, continuity, legacy, resistance, kingdoms, invasion, conversion, raids, settlers, democracy, Danegeld, settlements, Christianity, culture, parliament, civil war, Oliver Cromwell, Charles I, constitutional monarchy.</p>		<p>Cromwell, Charles I, constitutional monarchy.</p>	
GEOGRAPHY Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Geography</p> <p>Year 4</p>		<p>Topic Title: Anglo Saxons and Scots</p> <p>Key knowledge: To locate the world's countries, using maps to focus on Asia – e.g. India, Pakistan, Bangladesh, China - concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Ge2/1.4 Geographical Skills and Fieldwork</p> <p>Ge2/1.4a To use maps, atlases, globes and digital/computer mapping</p>		<p>Topic Title: Vikings</p> <p>Key knowledge: To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes</p> <p>Ge2/1.4a To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.3a To describe and understand key aspects</p>		<p>Topic Title: UK parliament</p> <p>Key knowledge: To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p>Ge2/1.2 Place Knowledge</p> <p>Ge2/1.2a To understand geographical similarities and differences through the study of human and</p>

		<p>to locate countries and describe features studied</p> <p>Key Skills: Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p> <p>Locate places on large scale maps, (e.g. Find UK or India on globe)^[SEP]</p> <p>Follow a route on a large scale map. Begin to match boundaries (E.g. find same boundary of a county on different scale maps.</p> <p>Begin to identify significant places and environments Use large and medium scale OS maps.^[SEP]</p> <p>Use junior atlases.^[SEP]</p> <p>Use map sites on internet.</p> <p>Identify features on aerial/oblique</p>		<p>of physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes</p> <p>Key Skills: Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p> <p>Locate places on large scale maps, (e.g. Find UK or India on globe)^[SEP]</p> <p>Follow a route on a large scale map. Begin to match boundaries (E.g. find same boundary of a county on different scale maps.</p> <p>Begin to identify significant places and environments Use large and medium scale OS maps.^[SEP]</p>		<p>physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p>Key Skills: Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p> <p>Locate places on large scale maps, (e.g. Find UK or India on globe)^[SEP]</p> <p>Follow a route on a large scale map. Begin to match boundaries (E.g. find same boundary of a county on different scale maps.</p> <p>Begin to identify significant places and environments Use large and medium scale OS maps.^[SEP]</p>
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		<p>photographs.</p> <p>Key vocabulary:</p> <p>Similarities, differences, human, physical, region</p> <p>Rivers, mountains, aerial/oblique, scales, north, south, east, west, north-east, south-east, north-west, south-west</p> <p>Rivers, mountains, volcanoes, desert, grassland, tundra, rainforest, temperate forest</p>		<p>Use junior atlases.</p> <p>Use map sites on internet.</p> <p>Identify features on aerial/oblique photographs.</p> <p>Key vocabulary:</p> <p>Rivers – Upper: waterfall, rapids, gorges Middle: bend, wider, shallow, valley, meander, oxbow lake Lower: wide flat-bottomed valleys, floodplain, delta Erosion</p> <p>Mountains: summit, slope, steep valley = gorge</p> <p>Volcanoes: Tectonic plates, movement, inner core, outer core, mantle, crust</p> <p>Water cycle: precipitation, collection, evaporation, condensation</p> <p>environmental regions, physical, human</p>		<p>Use junior atlases.</p> <p>Use map sites on internet.</p> <p>Identify features on aerial/oblique photographs.</p> <p>Key vocabulary:</p> <p>Similarities, differences, human, physical, region, boundaries</p> <p>Rivers, mountains, aerial/oblique, scales, north, south, east, west, north-east, south-east, north-west, south-west</p> <p>Rivers, mountains, volcanoes, desert, grassland, tundra, rainforest, temperate forest</p>
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				characteristics, countries, cities		
				maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique		
SECTION E: ART AND DT						
ART Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Art and design</p> <p>Year 4</p>	<p>Beginning of the year, all year groups must recap on primary/secondary colours, colour mixing, and teaching techniques to shade and tint.</p> <p>Topic Title: Still life</p> <p>Key knowledge: Ar2/1.1: To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Create sketchbook. • Still life drawing. • Sketching. • Shading. • Shadow definition. • Colour and tone. • Develop close observational skills using a variety of view finders. 		<p>Topic Title: Vincent Van Gogh</p> <p>Key knowledge: Ar2/1.2: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Creating depth using lines. • Creating movement using lines. • Portraits. • Painting (use brush techniques and the qualities of paint to create texture). • Using a range of materials (pencil, oil pastel, paint). 		<p>By the end of year all pupils must have knowledge of colour, painting, drawing and sculpting. They should also have had the opportunity to study artists' lives and their work.</p> <p>Topic Title: Famous architects</p> <p>Key knowledge: Ar2/1.3: To learn about great artists, architects and designers in history.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Learning about great architects through time (Sir Christopher Wren, Zaha Hadid, Antoni Gaudi, Renzo Piano, Santiago Calatrava etc.) • Finding out about architectural 	

	<ul style="list-style-type: none"> Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. <p>Key vocabulary: Sketchbook, drawing, sketching, shading, defining, definition, cross hatching, highlighting, colour...</p>		<ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. <p>Key vocabulary: Vincent Van Gogh, artist, painter, paint, draw, portrait, movement, lines, materials, depth...</p>		<p>features through history.</p> <ul style="list-style-type: none"> Pupils designing their own building. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. Visit local historical buildings like Manor house and Valence house to learn about local arts and buildings. Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources. <p>Key vocabulary: Architects, architecture, buildings, design, features, history, create...</p>	
DT Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Design and technology (DT)		Topic Title: Anglo Saxons and Scots		Topic Title: Boats Key knowledge:		Topic Title: Super seasonal cooking (twinkl)

<p>Year 4</p>		<p>Key knowledge: DT2/1.1a: To 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</p> <p>DT2/1.2a: To select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.3b: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Design • Plan material needed • Design • Label • Construction – Anglo Saxon money carrier • Evaluate the outcome of project <p>Key vocabulary: Anglo Saxon, design, money carrier, plan, construct, fabric, material, evaluate.</p>		<p>DT2/1.1a: To 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</p> <p>DT1/1.2b: To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>DT2/1.2a: To select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.1a: To 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.</p> <p>DT2/1.3b: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Key Skills:</p>		<p>Key knowledge: DT2/2.1a: To understand and apply the principles of a healthy and varied diet DT2/2.1b: To cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet DT2/2.1c: To become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; DT2/2.1c: To understand the source, seasonality and characteristics of a broad range of ingredients DT1/1.3b: To evaluate their ideas and products against design criteria</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Research-seasonal foods • Annotate • Plan
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				<ul style="list-style-type: none"> • Design • Plan material needed • Design - boat • Label • Construction – boat • Evaluate the outcome of project <p>Key vocabulary: Boat, float, construction, material, Viking longship, prototype, stable, design, evaluate, model, structure, reinforce.</p>		<ul style="list-style-type: none"> • Design-seasonal meal • Make • Evaluate • Cooking and nutrition <p>Key vocabulary: Nutrition, protein, carbohydrate, dairy, design, evaluate, sustainable, reared, caught, ripe, seasonal, winter, autumn, summer, spring.</p>
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SPANISH NOTES:

*Notes on key knowledge

The progression plan incorporates the Four areas of learning a foreign language (half termly) in every topic learnt: speaking, listening, reading and writing in which The National Curriculum objectives are presented in line with the KS2 Languages programmes of study where pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.