



| 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 |
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| Topic theme title | Term 2: Vikings | | Term 3: UK parliament | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Trips and cultural capital experiences Entry point Exit point (need to check) | Entry point: <ul style="list-style-type: none"> Visit to the Manor House to look at Deciduous trees and leaf variations. Visit a church. Visit British Museum Black History Month Science investigations | Exit point: <ul style="list-style-type: none"> Visit to National History Museum visit to engage the children in Anglo-Saxon history. Science investigations | Entry Visit: <ul style="list-style-type: none"> Visit to Mayesbrook Park and Valance house to look at historical buildings as part of our local area knowledge. Science museum Chinese New Year Science investigations | Exit point: <ul style="list-style-type: none"> Visit to historical buildings within the local area to provide a visual for children's work in art and DT. Swimming lessons. Science investigations | Entry point: <ul style="list-style-type: none"> Swimming lessons. Visit to Barking: Art Unit: Crafts Science investigations | Exit point: <ul style="list-style-type: none"> Parliament. Kingham Palace. Investigations |
| Diversity & Global Learning opportunities | RE- learning about Christians and the celebration of Christmas History- Black history month learning about the lives of significant black individuals from the around the world and the culture that makes them who they are e.g. Catherine Johnson. | Geography- learning about the 7 continents and discussion of how lives may be different for those around the world due to climate PSHE- children's rights day. Learning about life for those whose rights may not be respected and what we can do to help. | RE- learning about Christians and the celebration of Easter English- Reading stories from other cultures and reflecting on the life in other countries | PSHE- Peace day learning what life is like for those who are suffering from war | RE- learning about Judaism and the celebration of Bat Mitzvah/Bar Mitzvah and Passover. | Geography- Learning about climate and weather around the world how this effect the individuals that live there |

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| 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 |
| ENGLISH Y4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| English (Lit and Lang scheme) (See also Overview chart in the handbook) | Unit 1: Fiction: Lost or stolen? By Narinder Dhama Genre: A dilemma story 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. <hr/> Genre: information text Non-fiction text: gadget magic | Unit 2: Fiction: 'The Balloons' by Oscar Wilde 'My Sari' by Debjani Chatterjee 'At the end of a school day' by Wes Magee Genre: Poetry 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. | Unit 3: Fiction: The Bogey Men and the Trolls Next Door by Kaye Umansky Genre: A story in narrative verse 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. Genre: Explanation Text Non-fiction text: | Unit 4: The fly and the Fool by Lou Kuenzler Genre: Play script 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. <hr/> Genre: | Unit 5: Runaways! By Jim Eldridge Genre: A story with a historical setting Fiction text: Unit focuses on a story set in Victorian times. Children explore the setting and use it to immerse themselves in the story. The setting and period then provide inspiration for their own writing <hr/> Genre: Newspaper | Unit 6: Sugarcane juice by Pratima Mitchell Genre: A story from another culture 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. |

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| | 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. | Genre: Journalistic recounts 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. | ‘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 how to get the pop star look. | Evaluating evidence 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’. | 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. | Genre: Persuasive writing 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 design their own versions for a new film. |
| Main grammar focus (Lit and Lang) | 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 (White Rose) | Place Value <ul style="list-style-type: none"> Represent numbers to 1,000 Partition numbers to 1,000 Number line to 1,000 Thousands Represent numbers to 10,000 Partition numbers to 10,000 Flexible partitioning of numbers to 10,000 Find 1, 10, 100, 1,000 more or less | Area <ul style="list-style-type: none"> What is area? Count squares Make shapes Compare areas Multiplication and Division A <ul style="list-style-type: none"> Multiples of 3 Multiply and divide by 6 6 times-table and division facts Multiply and divide by 9 9 times-table and division facts | Multiplication and Division b <ul style="list-style-type: none"> Factor pairs Use factor pairs Multiply by 10 Multiply by 100 Divide by 10 Divide by 100 Related facts – multiplication and division Informal written methods for multiplication | Fractions <ul style="list-style-type: none"> Understand the whole Count beyond 1 Partition a mixed number Number lines with mixed numbers Compare and order mixed numbers Understand improper fractions Convert mixed numbers to improper fractions | Decimals B <ul style="list-style-type: none"> Make a whole with tenths Make a whole with hundredths Partition decimals Flexibly partition decimals Compare decimals Order decimals Round to the nearest whole number Halves and quarters as decimals | Shape <ul style="list-style-type: none"> Understand angles as turns Identify angles Compare and order angles Triangles Quadrilaterals Polygons Lines of symmetry Complete a symmetric figure Statistics <ul style="list-style-type: none"> Interpret charts |

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| | <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract 1s, 10s, 100s and 1,000s. Add up to two 4-digit numbers – no exchange Add two 4-digit numbers – one exchange Add two 4-digit numbers – more than one exchange Subtract two 4-digit numbers – no exchange Subtract two 4-digit numbers – one exchange Subtract two 4-digit numbers – more than one exchange Efficient subtraction Estimate answers Checking strategies | <ul style="list-style-type: none"> The 3, 6 and 9 times-tables Multiply and divide by 7 7 times-table and division facts 11 times-table and division facts 12 times-table and division facts Multiply by 1 and 0 Divide a number by 1 and itself Multiply three numbers <p>Consolidation week</p> | <ul style="list-style-type: none"> Multiply a 2-digit number by a 1-digit number Multiply a 3-digit number by a 1-digit number Divide a 2-digit number by a 1-digit number (1) Divide a 2-digit number by a 1-digit number (2) Divide a 3-digit number by a 1-digit number Correspondence problems Efficient multiplication <p>Length and Perimeter</p> <ul style="list-style-type: none"> Measure in kilometres and metres Equivalent lengths (kilometres and metres) Perimeter on a grid Perimeter of a rectangle Perimeter of rectilinear shapes Find missing lengths in rectilinear shapes Calculate perimeter of rectilinear shapes Perimeter of regular polygons Perimeter of polygons | <ul style="list-style-type: none"> Convert improper fractions to mixed numbers Equivalent fractions on a number line Equivalent fraction families Add two or more fractions Add fractions and mixed numbers Subtract two fractions Subtract from whole amounts Subtract from mixed numbers <p>Decimals A</p> <ul style="list-style-type: none"> Tenths as fractions Tenths as decimals Tenths on a place value chart Tenths on a number line Divide a 1-digit number by 10 Divide a 2-digit number by 10 Hundredths as fractions Hundredths as decimals Hundredths on a place value chart Divide a 1- or 2-digit number by 100 | <p>Money</p> <ul style="list-style-type: none"> Write money using decimals Convert between pounds and pence Compare amounts of money Estimate with money Calculate with money Solve problems with money <p>Time</p> <ul style="list-style-type: none"> Years, months, weeks and days Hours, minutes and seconds Convert between analogue and digital times Convert to the 24-hour clock Convert from the 24-hour clock | <ul style="list-style-type: none"> Comparison, sum and difference Interpret line graphs Draw line graphs <p>Position and Direction</p> <ul style="list-style-type: none"> Describe position using coordinates Plot coordinates Draw 2-D shapes on a grid Translate on a grid Describe translation on a grid <p>Consolidation week</p> |
| SCIENCE Y4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |

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| <p>Science (Developing Experts scheme)</p> | <p>NC title: Living things and their habitats DE title: Living things and their habitats-Conservation</p> <p>Key knowledge: To learn how to recognise that environments can change and how this can sometimes pose dangers to living things.</p> <p>Key skills: Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Record findings using simple scientific</p> | <p>NC/DE title: Living things and their habitats</p> <p>Key knowledge: 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</p> <p>Key skills: Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes</p> | <p>NC title: Animals including humans</p> <p>Key knowledge: 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</p> <p>Key skills: Set up simple practical enquiries, comparative and fair tests</p> <p>Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> | <p>NC title: States of Matter</p> <p>Key knowledge: Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p>Key skills: Make systematic and careful observations and, where appropriate, taking accurate</p> | <p>NC title: Sound</p> <p>Key knowledge: Identify how sounds are made, associating some of them with something vibrating</p> <p>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> | <p>NC title: Electricity</p> <p>Key knowledge: Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and</p> |
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| | <p>language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Use straightforward scientific evidence to answer questions or to support their findings</p> <p>Key vocabulary:</p> <p>Ecosystem Northern Hemisphere Southern Hemisphere migrate monsoon rainforest deforestation drought biodiversity recycling fossil fuels pollution greenhouse gases emissions climate change chemicals sewage contaminate</p> | <p>Key vocabulary:</p> <p>habitat microhabitat conditions adapted camouflage coastal grassland environment climate exposure classify characteristics vertebrate invertebrate species sub-groups identify criteria classification keys organism adapted region features colouring blubber ecosystem oxygenised flowering plant non-flowering plant pond dipping</p> | <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Key vocabulary:</p> <p>digestive system oesophagus stomach small intestine large intestine saliva peristalsis absorb liver gall bladder incisors canines molars jaw gum enamel plaque tooth decay cavity fluoride ecosystem producer consumer prey predator</p> | <p>measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Key vocabulary:</p> <p>matter solid liquid gas volume particle bond arranged cooled heated particle melting melting point temperature thermometer freezing reverse boiling sublimation deposition</p> | <p>Key skills:</p> <p>Set up simple practical enquiries, comparative and fair tests</p> <p>Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> | <p>associate metals with being good conductor</p> <p>Key skills:</p> <p>Ask relevant questions and using different types of scientific enquiries to answer them</p> <p>Set up simple practical enquiries, comparative and fair tests</p> <p>Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Report on findings from enquiries, including oral and written explanations,</p> |
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| | pesticides water treatment plant conserve drought freshwater pure water butt endangered marine sanctuaries protect conservation areas recycling | | food web tundra hide interdependence threatened | evaporation condensation absorb water vapour process water cycle precipitation surface runoff transpiration groundwater | Key vocabulary: vibration medium waves eardrum signals source energy particles echo vacuum materials reflect absorb insulate defenders volume decibels decibel metre amplitude power pitch high pitch low pitch instruments orchestra energy particles travel sound source fade | displays or presentations of results and conclusions Use straightforward scientific evidence to answer questions or to support their findings Key vocabulary: electricity batteries mains electricity appliance socket circuit series circuit component cell voltage current power battery wire bulb conductor insulator metal copper rubber switch current control complete circuit incomplete circuit non-renewable energy renewable energy wind turbines solar panels hydropower |
| COMPUTING Y4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |

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| <p>Computing (Kapow)</p> <p>Year 4</p> | <p>Topic Title: Computing systems and networks 1</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To understand that software can be used collaboratively online to work as a team. To know what type of comments and suggestions on a collaborative document can be helpful. To know that you can use images, text, transitions and animation in presentation slides. <p>Key Skills:</p> <ul style="list-style-type: none"> Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication and collaboration. Use online software for documents, presentations, | <p>Topic Title: Programming Scratch</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To understand that a variable is a value that can change (depending on conditions) and know that you can create them in Scratch. To know what a conditional statement is in programming. To understand that variables can help you to create a quiz on Scratch. <p>Key Skills:</p> <ul style="list-style-type: none"> Using decomposition to solve a problem by finding out what code was used. Using decomposition to understand the purpose of a script of code. Creating algorithms for a specific purpose. Coding a simple game. Incorporating variables to make | <p>Topic Title: Creating media website design</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that a website is a collection of pages that are all connected. To know that websites usually have a homepage and subpages as well as clickable links to new pages, called hyperlinks. To know that websites should be informative and interactive. <p>Key Skills:</p> <ul style="list-style-type: none"> Building a web page and creating content for it. Designing and creating a webpage for a given purpose. Using software to work collaboratively with others. <p>Key vocabulary: assessment, audience, collaboration, content, contribution, create, design, embed, evaluate, features, hyperlinks, images, insert,</p> | <p>Topic Title: Skills showcase HTML</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To understand and identify examples of HTML tags. To understand what changing the HTML and CSS does to alter the appearance of an object on the web. To understand that copyright means that those images are protected and to understand that we should do a “creative commons” image search if we wish to use images from the internet. To know what “fake news” is and ways to spot websites that carry this type of misinformation. To know what the “inspect” elements tool is | <p>Topic Title: Computational thinking</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that combining computational thinking skills can help you to solve a problem. To understand that pattern recognition means identifying patterns to help them work out how the code works. To understand that algorithms can be used for a number of purposes e.g. animation, games design etc. <p>Key Skills:</p> <ul style="list-style-type: none"> Using decomposition to solve a problem by finding out what code was used. Using decomposition to understand the purpose of a script of code. Identifying patterns through unplugged activities. Using past experiences to help | <p>Topic Title: Data handling: Investigating weather</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that computers can use different forms of input to sense the world around them so that they can record and respond to data (‘sensor data’). To know that a weather machine is an automated machine that respond to sensor data. To understand that weather forecasters use specific language, expression and pre-prepared scripts to help create weather forecast films. <p>Key Skills:</p> <ul style="list-style-type: none"> Using tablets or digital cameras to film a weather forecast. Understanding that weather stations use sensors to gather and record data that predicts the weather. Using keywords to effectively search for information on the internet. Searching the internet for data. |
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| | <p>forms and spreadsheets.</p> <ul style="list-style-type: none"> Using software to work collaboratively with others. Understanding that software can be used collaboratively online to work as a team. Recognising what appropriate behaviour is when collaborating with others online. <p>Key vocabulary: animations, average, bar chart, collaboration, comment, conditional formatting, contribution, data, edited, email account, format, freeze, icon, images, insert, link, multiple choice, numerical data, pie chart, presentations, resolved, reviewing comments, share, slides, software, spreadsheets, suggestions, survey, teamwork, themes, transitions (Microsoft version add in: rating)</p> | <p>code more efficient.</p> <ul style="list-style-type: none"> Remixing existing code. <p>Key vocabulary: broadcast block, code blocks, conditional, coordinates, decomposition, features, game, information, negative numbers, orientation, parameters, position, program, project, script, sprite, stage, tinker, variables</p> | <p>online, plan, progress, review, web page, website, World Wide Web (Google version add in: checklist, Google Sites, hobby, homepage, published, record, style, subpage, tab, theme) (Microsoft version add in: design view, information, Microsoft Sway, stack, storyline view, style, transform, web browser)</p> | <p>and ways of using it to explore and alter text and images.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Remixing existing code. Building a web page and creating content for it. Understanding that information found by searching the internet is not all grounded in fact. Recognising that information on the Internet might not be true or correct and that some sources are more trustworthy than others. <p>Key vocabulary: code, component, content, copyright, CSS, end tag, fake news, hacking, heading, headline, hex code, HTML, input, internet browser, output, paragraph, permission, remixing, script, start tag, tags, text, URL, webpage</p> | <p>solve new problems.</p> <ul style="list-style-type: none"> Using abstraction to identify the important parts when completing both plugged and unplugged activities. Creating algorithms for a specific purpose. Using abstraction and pattern recognition to modify code. <p>Key vocabulary: accurate, backdrop, climate zone, cold, collaboration, condensation, cylinder, degrees, evaporation, extreme weather, forecast, heat sensor, lightning, measurement, pinwheel, presenter, rain, satellite, script, sensitive, sensor data, solar panel, tablet/digital camera, temperature, thermometer, tornado, warm, weather, weather forecast, wind</p> | <ul style="list-style-type: none"> Designing a device that gathers and records sensor data. Recording data in a spreadsheet independently. Sorting data in a spreadsheet to compare using the 'sort by...' option. Understanding that data is used to forecast weather. <p>Key vocabulary: accuracy, advantages, advertisements, belief, bot, chatbot, computer, distractions, fact, hashtag, implications, in-app purchases, influencer, opinion, program, recommendations, reliable, risks, screen time, search results, snippets, sponsored, trustworthy</p> |
| RE Y4 | Spring 1/2 | | Summer 1/2 | | | |

| | (optional religious festivals – to look at Chinese New Year/Vaisakhi for Sikhs/St Georges day/Mother’s Day) | (optional religious festivals – to look at Ramadan/Eid/Father’s Day) | | | | |
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| <p>RE (Discovery RE scheme)</p> <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>Topic Title: : Judaism- Beliefs and Practices (T1)</p> <p>RE1a: To make links and explain connections between beliefs, stories and practices</p> <p>AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging.</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>Key Skills: To explore and understand the special 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>Topic Title: Christianity – Christmas (T2)</p> <p>RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>AT1 C Forms of expressing meaning AT2 E Meaning, purpose and truth</p> <p>Key knowledge: To discuss and reflect on what is the most significant part of the nativity story for Christians today? (T2)</p> <p>Key Skills: To understand the symbolism in the Christmas story and think about what the different parts mean to Christians today. (T2)</p> <p>Key vocabulary: Christmas, Jesus, Christingle, cross, bible, nativity</p> | <p>Topic Title Judaism – Passover (Term 1)</p> <p>RE1a: To make links and explain connections between beliefs, stories and practices.</p> <p>RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p> <p>RE2a: To suggest lines of enquiry to address questions raised by the study of religions and beliefs.</p> <p>AT1 B Practices and ways of life AT2 E Meaning, purpose and truth.</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>Topic Title: Christianity - Easter (Term 2)</p> <p>RE2b: To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.</p> <p>RE2c: To recognise and explain diversity within religious expression, using appropriate concepts.</p> <p>AT1 B Practices and ways of life AT2 E Meaning, purpose and truth.</p> <p>Key knowledge: 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>Key Skills: This will be accomplished through a series of stories, research, discussions and enquiries. The children will use skills of engagement,</p> | <p>Topic Title: Judaism - Beliefs and Practices (T1)</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.</p> <p>AT1 B Practices and ways of life AT1 C Forms of expressing meaning AT2 F Values and commitment AT2 D Identity, diversity and belonging</p> | <p>Topic Title: Christianity - Prayer and Worship(T2)</p> <p>RE2b: To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.</p> <p>RE2a: To suggest lines of enquiry to address questions raised by the study of religions and beliefs.</p> <p>RE2c: To recognise and explain diversity within religious expression, using appropriate concepts.</p> <p>AT1 B Practices and ways of life AT1 C Forms of expressing meaning AT2 F Values and commitment AT2 D Identity, diversity and belonging</p> <p>Key Skills: Do people need to go to church to show they are Christians? (T2)</p> |

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| | <p>Key vocabulary: Jews, god, old testament, Abraham, synagogue, Torah(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>Key vocabulary: Judaism, Jews, Kashrut, (T1)</p> | <p>expression, investigations and evaluation.</p> <p>Key vocabulary: Easter – Jesus, resurrection, Palm Sunday, crucifixion, bible, cross</p> | <p>Key Skills: What is the best way for a Jew to show commitment to God? (T1)</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>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>Key vocabulary: Jews, commitment, practices, synagogue, rabbi. (T1)</p> | <p>Key knowledge: To understand how important going to church is to show someone is a Christian. (T2)</p> <p>Key Skills: To discuss and debate in groups and then present ideas in front of their peers to on how important going to church is to show that you are a Christian. (T2)</p> <p>Key vocabulary: 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</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</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>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>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>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> |

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| | <p>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 increasing accuracy, fluency, control and expression</p> <p>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>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 increasing accuracy, fluency, control and expression</p> <p>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</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 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</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 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>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 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.</p> <p>To use and understand staff and other musical notations</p> <p>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>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 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.</p> <p>To use and understand staff and other musical notations</p> <p>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:</p> |
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| <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>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>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>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>using the interrelated dimensions of music</p> <p>Topic and cross 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>To improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Topic and cross 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</p> | <p>Topic and cross curricular links:</p> <p>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:</p> <p>A New Year Carol - Gospel version - KS2/ages 7-11 (Scheme Year 6)</p> <p>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>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:</p> <p>A New Year Carol - Gospel version - KS2/ages 7-11 (Scheme Year 6)</p> <p>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> |
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| <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>Rhythm – long and short sounds or patterns that happen over the pulse.</p> <p>Pitch – high and low sounds.</p> <p>Tempo – the speed of the music; fast or slow or in-between.</p> <p>Dynamics – how loud or quiet the music is.</p> <p>Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</p> <p>Texture – layers of sound. Layers of sound working together make music very interesting to listen to.</p> <p>Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p> <p>Keyboard</p> <p>Electric guitar</p> <p>Drums</p> | <p>Pulse – the regular heartbeat of the music; its steady beat.</p> <p>Rhythm – long and short sounds or patterns that happen over the pulse.</p> <p>Pitch – high and low sounds.</p> <p>Tempo – the speed of the music; fast or slow or in-between.</p> <p>Dynamics – how loud or quiet the music is.</p> <p>Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</p> <p>Texture – layers of sound. Layers of sound working together make music very interesting to listen to.</p> <p>Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p> <p>Keyboard</p> <p>Electric guitar</p> <p>Drums</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>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>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>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 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>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>To treat instruments carefully and with respect.</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, three or all five different notes.</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, three or all five different notes.</p> |
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| | | | <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>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. 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.</p> | <p>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. 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>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. Gospel</p> |
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| | | | | an introduction, verse and chorus ending. | Gospel | |
| | | | | Grime | | |
| PHSE Y4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| PHSE Y4 (JigSaw Scheme) Year 4 | | <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,</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> |

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| PE Y4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| PE Year 4 | <p>Topic Title: Sport and games, Team games</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.</p> | <p>Topic Title: Sport and games, Team games</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</p> | <p>Topic Title: Gymnastic and Dance</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</p> | <p>Topic Title: Striking and fielding</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,</p> | <p>Topic Title: Team Games and Sports day Preparation Swimming</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</p> | <p>Topic Title: Athletics and Sports day Preparation Swimming</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, kick, front, back, push, glide, breathe, breath, alternating leg kicks.</p> |

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| | <p>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, Innings, Field, Fielding, Position, Passing, Game area, possession, communication, attacking, defender, midfielder, position, dodging, weaving, marking, intercepting, opponent, anticipate.</p> | <p>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, Innings, Field, Fielding, Position, Passing, Game area, possession, communication, attacking, defender, midfielder, position, dodging, weaving, marking, intercepting, opponent, anticipate.</p> | <p>improvement. Develop confidence and perform in front of their peers.</p> <p>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.</p> | <p>Pass, throw, catch, pivot, strike, opposition, team work.</p> | <p>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, kick, front, back, push, glide, breathe, breath, alternating leg kicks.</p> <p>Key vocabulary: Athletics, event, track, field, running, jumping, throwing, fundamental movement skills, fundamentals, Form, Catching and throwing, Target throwing, Co-ordination.</p> | <p>Key vocabulary: Athletics, event, track, field, running, jumping, throwing, fundamental movement skills, fundamentals, Form, Catching and throwing, Target throwing, Co-ordination.</p> <p>Reflect and improve To be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> |
| HISTORY Y4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| History Year 4 | <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). | | <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>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> | |

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| | <ul style="list-style-type: none"> • Anglo-Saxons invasions, settlements and kingdoms; place names and village life culture and Christianity (eg. Canterbury, Iona, and Lindisfarne) <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 | | <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>Key vocabulary:</p> <p>Chronological order, BCE/CE, Anglo-Saxon, Vikings, Scots, Jutland, longboat, Lindisfarne, continuity,</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>Key vocabulary:</p> | |
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| | <p>a constitutional monarchy.</p> <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>legacy, resistance, kingdoms, invasion, conversion, raids, settlers, democracy, Danegeld, settlements, Christianity, culture, parliament, civil war, Oliver Cromwell, Charles I, constitutional monarchy.</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> | |
| GEOGRAPHY Y4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Geography Year 4 | | <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</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</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> |

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| | | <p>mapping 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)</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.</p> <p>Use junior atlases.</p> <p>Use map sites on internet.</p> <p>Identify features on</p> | | <p>To describe and understand key aspects 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)</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.</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)</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.</p> <p>Use junior atlases.</p> |
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| | | <p>aerial/oblique 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 characteristics, countries, cities</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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| ART Y4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Art and design Year 4</p> | <p>Topic Title: Drawing: Power prints</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know how to use basic shapes to form more complex shapes and patterns. To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. To know that tone can be used to create contrast in an artwork. <p>Key Skills:</p> <ul style="list-style-type: none"> Generating ideas from a range of stimuli, using research and evaluation of techniques to develop ideas and planning | | <p>Topic Title: Painting and mixed media: Light and dark</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that adding black to a colour creates a shade. To know that adding white to a colour creates a tint. To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know how to use texture more purposefully to achieve a specific effect or to replicate a natural surface. To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork. <p>Key Skills:</p> <ul style="list-style-type: none"> Generating ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and | <p>maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique</p> | <p>Topic Title: Craft and design: Fabric of nature</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know how to use basic shapes to form more complex shapes and patterns. To know that symmetry can be used to create repeating patterns. To know that patterns can be irregular, and change in ways you wouldn't expect. <p>Key Skills:</p> <ul style="list-style-type: none"> Generating ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. Using sketchbooks purposefully to improve understanding, | |

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| | <p>more purposefully for an outcome.</p> <ul style="list-style-type: none"> • Using sketchbooks purposefully to improve understanding, developing ideas and planning for an outcome. • Using growing knowledge of different drawing materials, combining media for effect. • Demonstrating greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. • Evaluating their work more regularly and independently during the planning and making process. <p>Key vocabulary: Abstract, collaborate, collage, composition, cross-hatching, gradient, highlight, monoprint, parallel, precision, proportion, shadow, 3D, block print, combine, figurative, mixed media, observational drawing, pattern, print making...</p> | | <p>plan more purposefully for an outcome.</p> <ul style="list-style-type: none"> • Using sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. • Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. • Exploring the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint. • Developing greater skill and control when using paint to depict forms, e.g. beginning to use tone by mixing tints and shades of colours to create 3D effects. • Using subject vocabulary confidently to describe and compare creative works. • Building a more complex vocabulary when discussing their own and others' art. • Evaluating their work more regularly and independently during | | <p>develop ideas and plan for an outcome.</p> <ul style="list-style-type: none"> • Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. • Using growing knowledge of different drawing materials, combining media for effect. • Demonstrating greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. • Showing an understanding of appropriate finish and presenting work to a good standard. • Learning new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. | |
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| | | | <p>the planning and making process.</p> <p>Key vocabulary: Abstract, contrasting, detailed, formal, landscape, muted, patterned, portrait, shadow, technique, 3D, composition, dabbing paint, figurative, grid, mark-making, paint wash, pointillism...</p> | | <ul style="list-style-type: none"> • Designing and making art for different purposes and beginning to consider how this works in creative industries. • Using subject vocabulary confidently to describe and compare creative works. • Using their own experiences of techniques and making processes to explain how art works may have been made. • Building a more complex vocabulary when discussing their own and others' art. • Evaluating their work more regularly and independently during the planning and making process. <p>Key vocabulary: Batik, craft, design, designer, industry, mood board, pattern, repeating, symmetrical, colour pallet, develop, imagery, inspiration, organic, repeat,</p> | |
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| DT Y4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Design and technology (DT)</p> <p>Year 4</p> | | <p>Topic Title: Structure: Pavilions</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To understand what a frame structure is. To know that a 'free-standing' structure is one that can stand on its own. To know that a pavilion is a decorative building or structure for leisure activities. To know that cladding can be applied to structures for different effects. To know that aesthetics are how a product looks. <p>Key Skills:</p> <ul style="list-style-type: none"> Design a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect. Build frame structures designed to support weight. Create a range of different shaped frame structures. | | <p>Topic Title: Mechanical systems: making a slingshot car</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To understand that all moving things have kinetic energy. To understand that kinetic energy is the energy that something (object/person) has by being in motion. To know that air resistance is the level of drag on an object as it is forced through the air. To understand that the shape of a moving object will affect how it moved due to air resistance. <p>Key Skills:</p> <ul style="list-style-type: none"> Design a shape that reduces air resistance. Draw a net to create a structure from. Choose shapes that increase or decrease speed as a result of air resistance. | rainforest, texture, theme... | <p>Topic Title: Cooking and nutrition: Adapting a recipe</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that the amount of an ingredient in a recipe is known as the 'quantity'. To know that it is important to use oven gloves when removing hot food from an oven. To know the following cooking techniques: sieving, creaming, rubbing method, cooling. <p>To understand the importance of budgeting while planning ingredients for biscuits.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Design a biscuit within a given budget, drawing upon previous taste testing. Follow a baking recipe. |

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| | | <ul style="list-style-type: none"> • Make a variety of free-standing frame structures of different shapes and sizes. • Select appropriate materials to build a strong structure and for the cladding. • Reinforce corners to strengthen a structure. • Create a design in accordance with a plan. • Learn to create different textural effects with materials. <p>Key vocabulary: aesthetic, cladding, design criteria, evaluation, frame structure, function, inspiration, pavilion, reinforce, stable, structure, target audience, target customer, texture, theme.</p> | | <ul style="list-style-type: none"> • Personalise a design. • Measure, mark, cut, and assemble with increasing accuracy. • Make a model based on a chosen design. • Evaluate the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance. <p>Key vocabulary: chassis, energy, kinetic, mechanism, air resistance, design, structure, graphics, research, model template</p> | | <ul style="list-style-type: none"> • Cook safely, following basic hygiene rules. • Adapt a recipe. • Evaluate a recipe, considering: taste, smell, texture and appearance. • Describe the impact of the budget on the selection of ingredients. • Evaluate and compare a range of products. • Suggest modifications. <p>Key vocabulary: design criteria, texture, aesthetic, cross-contamination, processed, research, innovative, measure, diet, packaging</p> |
| BSL | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | | <p>Topics: The Balloons My Sari BSL Basic Skills.</p> <p>Key Knowledge: To engage with English topic through BSL.</p> <p>To ask and answer questions in BSL.</p> | <p>Topics: The Bogeyman and the Trolls Next Door Non-fiction about the voice BSL Basic Skills.</p> <p>Key Knowledge: To engage with English topic through BSL.</p> | To be added | | |

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| | | <p>To build upon basic, functional skills.</p> <p>Key skills: Receptive: To understand everyday and topic-based BSL.</p> <p>Productive: To sign everyday and topic-based BSL.</p> <p>To combine both skills by engaging in conversation using BSL.</p> <p>Key topic vocabulary: The Balloons Oscar Wilde What is the weather like? Turbid What colour is the sky? Turquoise Describe how the balloons move. Like satin moons Like silken butterflies Like dancing girls Like strange transparent pearls Like silver dust What does the string look like? Thin spider's web Where do the balloons climb? Up into the tall tress Who wrote the poem?</p> | <p>To ask and answer questions in BSL.</p> <p>To build upon basic, functional skills.</p> <p>Key skills: Receptive: To understand everyday and topic-based BSL.</p> <p>Productive: To sign everyday and topic-based BSL.</p> <p>To combine both skills by engaging in conversation using BSL.</p> <p>Key topic vocabulary: The Bogeyman and the Trolls next Door</p> <p>Person A: How does the voice work? Person B: Well, first your diaphragm squeezes air out of your lungs. Person A: Then where does the air go? Person B: It goes up your trachea. Person A: How does that allow us to talk and sing? Person B: The vocal cords change the sound. Person A: Really?! How?</p> | | | |
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| | | <p>My Sari Debjani Chatterjee Where are the saris? Hanging on the washing-line What do the saris look like? A rainbow Why do they look like a rainbow? Because they are colourful What does it feel like to wear the sari? Like sunshine What does the sari make her do? Stand tall? Why does she stand tall? Because she is proud to wear her sari</p> | <p>Person B: The flaps of skin in our throats open and close. Person A: Can you sing beautifully? Person B: No! I'm Deaf! I can sign beautifully!</p> | | | |
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