

Year 4 Curriculum Overview 2019 - 2020

	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
TOPI C	Disgusting Digestion	Oh no he isn't	Ancient Egypt	Light up the sky	Europe	Blue Planet
	Science PSHE	Art/design	History	DT Science	Geography	Science Geography
Lauda to Si	How can we make sure that no-one goes to bed hungry?	How can we reuse items to create new ones?	How do we understand and empathise with people?	How can we produce electricity without using fossil fuels?	How can we ensure that we respect people of different races and religions?	How can we clean up the oceans?
Story	James and the Giant Peach	Traditional Tales	The Mystery of the Egyptian Scroll	The Lighthouse Keeper's...	Aesop's Fables Greek myths	The Sea King's Daughter
Eng	Persuasion 1. Makes a case for particular viewpoint 2. Elaboration of key points 3. Present tense, persuasive devices and logical connectives	Poetry 1. To amuse, entertain, reflect or tell a story 2. Verses, Rhyme, Rhythm, rich vocabulary, sound effects, mood and imagery	Historical fiction 1. Opening, Characters, setting, Build-up, climax and resolution. 2. Mood, Paragraphs and Connectives	Explanation 1. How, what or why? 2. Sequential structure 3. Present tense, temporal and causal connectives, diagrams and formal voice	Fables/myths 1. Opening, Characters, setting, Build- up, climax and resolution. 2. Mood, Paragraphs and Connectives	Discussion 1. Reasoned and balanced overview 2. Providing two or more different views supported with evidence and examples
SPaG	Prefixes in- im- il- i-r, sub-,	Suffixes 1. Use and add -	Homophones Accept/except	Spell words with the 's' sound spelt	Place the possessive	Spell more complex Y3/4

<p>inter-, super-, anti-, auto- Spell words ending with the 'g' sound spelt 'gue' -rogue, tongue and the 'k' sound spelt '-que'- antique, unique Spell more complex Y3/4 words that are misspelt Use the first three or four letters of a words to check its spelling in a dictionary Write sentences dictated by the teacher that include words and punctuation taught so far <b>Grammar</b></p>	<p>ation, -ous 2. Add endings which sound the same like 'shun' spelt -tion- invention, -sion- tension, -ssion- discussion, -cian- magician Spell more complex Y3/4 words that are misspelt Use the first three or four letters of a words to check its spelling in a dictionary Write sentences dictated by the teacher that include words and punctuation taught so far <b>Grammar</b> 1. Use fronted</p>	<p>affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's Spell more complex Y3/4 words that are misspelt Use the first three or four letters of a words to check its spelling in a dictionary Write sentences dictated by the teacher that include words and punctuation taught so far <b>Grammar</b></p>	<p>'sc'-science, scene Spell more complex Y3/4 words that are misspelt Use the first three or four letters of a words to check its spelling in a dictionary Write sentences dictated by the teacher that include words and punctuation taught so far <b>Grammar</b> 1. Understand the grammatical difference between plural and possessive -s 2. Use standard English forms for verb inflections instead of local</p>	<p>apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's Write sentences dictated by the teacher that include words and punctuation taught so far Spell more complex Y3/4 words that are misspelt <b>Grammar</b> 1. Use fronted adverbials e.g. Later that day, I heard the bad news. 2. Use paragraphs</p>	<p>words that are misspelt Write sentences dictated by the teacher that include words and punctuation taught so far <b>Grammar</b> 1. Use inverted commas and other punctuation to indicate direct speech The conductor shouted, "Sit down!" 2. Use apostrophes to mark plural possession The girl's name The girls' names 3. Use commas after fronted</p>
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	<p>1. Understand the grammatical difference between plural and possessive -s</p> <p>2. Use standard English forms for verb inflections instead of local spoken forms e.g. we were <i>not</i> we was I did <i>not</i> I done</p> <p>3. Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases The teacher The strict maths teacher with curly hair</p>	<p>adverbials e.g. Later that day, I heard the bad news.</p> <p>2. Use paragraphs to organise ideas around a theme</p> <p>3. Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial</p>	<p>1. Use inverted commas and other punctuation to indicate direct speech The conductor shouted, "Sit down!"</p> <p>2. Use apostrophes to mark plural possession The girl's name The girls' names</p> <p>3. Use commas after fronted adverbials</p> <p>4. Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial</p>	<p>spoken forms e.g. we were <i>not</i> we was I did <i>not</i> I done</p> <p>3. Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases The teacher The strict maths teacher with curly hair</p>	<p>to organise ideas around a theme</p> <p>3. Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial</p>	<p>adverbials</p> <p>Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial</p>
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### Handwriting All Three Terms

1. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
2. Increase the legibility, consistency and quality of his/her handwriting e.g. down-strokes are parallel ascenders and descenders of letters do not touch

Math	Number/place value	Multiplication and division	Measurement	Geometry	Operations	Fractions
	<p>Ma4/2.1a count in multiples of 6, 7, 9, 25 and 1,000</p> <p>Ma4/2.1b find 1,000 more or less than a given number</p> <p>Ma4/2.1c count backwards through 0 to include negative numbers</p> <p>Ma4/2.1d recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s)</p> <p>Ma4/2.1e order and</p>	<p>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></p> <p>Ma4/2.3b use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers</p> <p>Ma4/2.3c recognise and use</p>	<p>convert between different units of measure</p> <p>Ma4/3.1b measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>Ma4/3.1c find the area of rectilinear shapes by counting squares</p> <p>Ma4/3.1d estimate, compare</p>	<p>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>Ma4/3.2b identify acute and obtuse angles and compare and order angles up to 2 right angles by size</p>	<p>Addition and subtraction</p> <p>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>Ma4/2.2b estimate and use inverse operations to check answers to</p>	<p>Ma4/2.4h round decimals with 1 decimal place to the nearest whole number</p> <p>Ma4/2.4i compare numbers with the same number of decimal places up to 2 decimal places</p> <p>Ma4/2.4j solve simple measure and money problems involving fractions and</p>

<p>compare numbers beyond 1,000</p> <p>Ma4/2.1f identify, represent and estimate numbers using different representations</p> <p>Ma4/2.1g round any number to the nearest 10, 100 or 1,000</p> <p>Ma4/2.1h solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> <p>Ma4/2.1i read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and</p>	<p>factor pairs and commutativity in mental calculations</p> <p>Ma4/2.3d multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>Ma4/2.3e solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</p>	<p>and calculate different measures, including money in pounds and pence</p> <p>Ma4/3.1e read, write and convert time between analogue and digital 12 and 24-hour clocks</p> <p>Ma4/3.1f solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days</p>	<p>Ma4/3.2c identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>Ma4/3.2d complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>Ma4/3.3b describe movements between positions as translations of a</p>	<p>a calculation</p> <p>Ma4/2.2c solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p>	<p>decimals to 2 decimal places</p>
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	place value			<p>given unit to the left/right and up/down</p> <p>Ma4/3.3c plot specified points and draw sides to complete a given polygon.</p>		
	<p>Addition and subtraction</p> <p>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>Ma4/2.2b estimate and use inverse operations to check answers to a calculation</p> <p>Ma4/2.2c solve addition and</p>	<p>Fractions</p> <p>recognise and show, using diagrams, families of common equivalent fractions</p> <p>Ma4/2.4b count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10.</p> <p>Ma4/2.4c solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <p>Ma4/2.4d add and subtract fractions with the same denominator</p> <p>Ma4/2.4e recognise and write decimal</p>	<p>Statistics</p> <p>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p>Ma4/4.1b solve comparison, sum and difference problems using information presented in bar charts,</p>	<p>Multiplication and division</p> <p>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></p> <p>Ma4/2.3b use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying</p>		

	<p>subtraction two-step problems in contexts, deciding which operations and methods to use and why</p>	<p>equivalents of any number of tenths or hundredths</p> <p>Ma4/2.4f recognise and write decimal equivalents to <math>\frac{1}{4}</math>; <math>\frac{1}{2}</math>; <math>\frac{3}{4}</math></p> <p>Ma4/2.4g find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p>	<p>pictograms, tables and other graphs</p>	<p>together 3 numbers</p> <p>Ma4/2.3c recognise and use factor pairs and commutativity in mental calculations</p> <p>Ma4/2.3d multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>Ma4/2.3e solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by</p>	
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					1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	
Science	Animals and humans.	Sound	States of matter	Electricity	Name that living thing Living things and habitats	
	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.	identify how sounds are made, associating some of them with something vibrating  Sc4/4.1b recognise that vibrations from sounds travel through a medium to the ear  Sc4/4.1c find patterns between the pitch of a sound and features of the object that produced it	Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases  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)  Sc4/3.1c identify	4/4.2a identify common appliances that run on electricity  Sc4/4.2b construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  Sc4/4.2c identify whether or not a	.1a recognise that living things can be grouped in a variety of ways  Sc4/2.1b explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  Sc4/2.1c recognise that environments can change and that this can sometimes pose dangers to living things	

		<p>Sc4/4.1d find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Sc4/4.1e recognise that sounds get fainter as the distance from the sound source increases</p>	<p>the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>lamp will light in a simple 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>		
Scien	Animals and humans.	Sound	States of matter	Electricity	Name that living	Living things and

ce skills	<ul style="list-style-type: none"> <li>• <b>OPE 1</b> to make observations and comparisons of relevant features in a variety of contexts;</li> <li>• <b>CEE 1</b> to identify simple trends and patterns in results presented in tables, charts and graphs and to suggest explanations for some of these;</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ISP 1</b> to suggest questions that can be tested and make predictions about what will happen, some of which are based on scientific knowledge; to design a fair test or plan how to collect sufficient evidence;</li> <li>• <b>ISP 2</b> in some contexts, to choose what apparatus to use and what to measure</li> <li>• <b>OPE 3</b> to begin to think about why measurements of length should be repeated</li> <li>• <b>OPE 4</b> to</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ISP 1</b> to suggest questions that can be tested and make predictions about what will happen, some of which are based on scientific knowledge; to design a fair test or plan how to collect sufficient evidence;</li> <li>• <b>ISP 2</b> in some contexts, to choose what apparatus to use and what to measure</li> <li>• <b>OPE 2</b> to make measurements of temperature, time and force as well as measurements of length;</li> <li>• <b>CEE 2</b> to explain what the</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ISP 1</b> to suggest questions that can be tested and make predictions about what will happen, some of which are based on scientific knowledge; to design a fair test or plan how to collect sufficient evidence;</li> <li>• <b>ISP 2</b> in some contexts, to choose what apparatus to use and what to measure</li> </ul>	thing <ul style="list-style-type: none"> <li>• <b>OPE 1</b> to make observations and comparisons of relevant features in a variety of contexts;</li> <li>• <b>CEE 1</b> to identify simple trends and patterns in results presented in tables, charts and graphs and to suggest explanations for some of these;</li> </ul>	habitats <ul style="list-style-type: none"> <li>• <b>OPE 1</b> to make observations and comparisons of relevant features in a variety of contexts;</li> <li>• <b>CEE 1</b> to identify simple trends and patterns in results presented in tables, charts and graphs and to suggest explanations for some of these;</li> </ul>
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		present results in bar charts and tables	evidence shows and whether it supports any prediction made; <ul style="list-style-type: none"> <li>to link the evidence to scientific knowledge and understanding in some contexts</li> </ul>			
<b>IES 1</b> to collect evidence in a variety of contexts to test an idea or prediction based on their scientific knowledge and understanding						
Art	Draw familiar obj	Scenery - techniques such as washes, bleeds	Use techniques	Create mood feeling movement	Sculpture	Print on fabrics
	Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and design techniques, including drawing and painting	Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting	Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting	Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and design techniques,	Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and design techniques,	Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and design techniques,

	Ar2/1.3 about great artists, architects and designers in history.			including drawing, painting	including drawing, painting and sculpture with a range of materials	including drawing, painting and sculpture with a range of materials
Art Skills	<p><b>EDI 1</b> - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p><b>EDI 2</b> - Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p><b>EDI 3</b> - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p><b>EDW 1</b> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p><b>EDW 2</b> - Adapt their work according to their views and describe how they might develop it further</p> <p><b>BoS 1</b> - Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p><b>BoS 2</b> - Use ICT</p> <p><b>BoS 3</b> - Investigate different kinds of art, craft and design.</p>					
	<p><b>D 1</b> - Make informed choices in drawing inc. paper and media.</p> <p><b>D 2</b> - Alter and refine drawings and describe changes using art vocabulary.</p> <p><b>D 3</b> - Collect images and information independently in a sketchbook.</p> <p><b>D 4</b> - Use research to inspire drawings</p>	<p><b>P 1</b> - Make and match colours with increasing accuracy.</p> <p><b>P 2</b> - Use more specific colour language e.g. tint, tone, shade, hue.</p> <p><b>P 3</b> - Choose paints and implements appropriately.</p> <p><b>P 4</b> - Plan and create different effects and</p>	<p><b>D 5</b> - Explore relationships between line and tone, pattern and shape, line and texture.</p> <p><b>P 3</b> - Choose paints and implements appropriately.</p> <p><b>P 4</b> - Plan and create different effects and textures with paint according to what</p>	<p><b>P 3</b> - Choose paints and implements appropriately.</p> <p><b>P 4</b> - Plan and create different effects and textures with paint according to what they need for the task.</p>	<p><b>3D 1</b> - Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p><b>3D 2</b> - Explore sculpture with a range of malleable media, especially clay.</p> <p><b>3D 3</b> - Experiment with,</p>	<p><b>PR 1</b> - Research, create and refine a print using a variety of techniques.</p> <p><b>PR 2</b> - Select broadly the kinds of material to print with in order to get the effect they want</p> <p><b>PR 3</b> - Resist printing including</p>

	<p>from memory and imagination.</p> <p><b>D 5</b> - Explore relationships between line and tone, pattern and shape, line and texture.</p> <p><b>P 1</b> - Make and match colours with increasing accuracy.</p> <p><b>P 2</b> - Use more specific colour language e.g. tint, tone, shade, hue.</p> <p><b>P 3</b> - Choose paints and implements appropriately.</p> <p><b>P 4</b> - Plan and create different effects and textures with paint according to what they need for the task.</p> <p><b>P 5</b> - Show increasing independence and</p>	<p>textures with paint according to what they need for the task.</p> <p><b>P 5</b> - Show increasing independence and creativity with the painting process.</p> <p><b>TC 1</b> - Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</p> <p><b>TC 2</b> - How to thread a needle, cut, glue and trim material.</p> <p><b>TC 3</b> - Create images from imagination, experience or observation.</p> <p><b>TC 4</b> - Use a wide</p>	<p>they need for the task.</p>		<p>construct and join recycled, natural and man-made materials.</p> <p><b>3D 4</b> - Explore shape and form.</p>	<p>marbling, silkscreen and coldwater paste. Match the tool to the material.</p> <p>Combine skills more readily.</p> <p>Choose collage or textiles as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and</p>
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**DPCI 2** - to make labelled drawings from different views showing specific features

**DPCI 3** - to develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail

**DPCI 4** - to evaluate products and identify criteria that can be used for their own designs

**TEM 5** - to select appropriate tools and techniques for making their product

**TEM 6** - to use simple graphical communication techniques

**EPP 1** -to evaluate their products carrying out appropriate tests

**EPP 2** -to evaluate their work both during and at the end of the assignment

Geog				Visit to Portland Bill	Position of countries	oceans
				use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including

				<p>physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>understand geographical similarities and differences through the study of human and physical geography of a</p>	<p>day and night) 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>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy,</p>
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					region of the United Kingdom, a region in a European country, and a region in North or South America use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	food, minerals and water
<p><b>GE1</b> - Ask and respond to questions and offer their own ideas.</p> <p><b>GE2</b> - Extend to satellite images, aerial photographs</p> <p><b>GE3</b> - Investigate places and themes at more than one scale</p> <p><b>GE4</b> - Collect and record evidence with some aid</p> <p><b>GE5</b> - Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p> <p><b>CDW 1</b> - Writing - poetry, newspaper, e-mail, letter, charts, graphs</p> <p><b>CDW 2</b> - Identify and explain different views of people including themselves.</p> <p><b>CDW 3</b> - <i>They develop the use of appropriate vocabulary to communicate their findings</i></p> <p><b>CDW 4</b> - Explore geographical issues through discussion or through drama using role play eg views on building new quarry</p> <p><b>VAR 1</b> - Suggest what to record for their investigation.</p> <p><b>VAR 2</b> - Commentate on the recording, describing and suggesting explanations of what they see.</p>						
Skills				<b>FW 1</b> - Labelled field sketches.	<b>Q 1</b> - Suggest questions to ask	<b>MK 1</b> - Begin to identify significant places

				<p><b>FW 2</b> - Take photograph.</p> <p><b>FW 3</b> - Make sound recording</p> <p><b>FW 4</b> - Interview local person</p> <p><b>FW 5</b> - Questionnaire</p> <p><b>FW 6</b> - Make standard or non - standard measurements</p> <p><b>FS 1</b> - Pick out the key lines and features of a view in the field using a viewfinder to help.</p> <p><b>FS 2</b> - Annotate their sketch with descriptive and explanatory labels.</p> <p><b>FS 3</b> - Add</p>	<p>as part of an investigation.</p> <p><b>Q 2</b> - Use appropriate geographical vocabulary.</p> <p><b>Q 3</b> - Record the main points shortly after <i>E.g. Asks questions to a policeman about road safety issues in a town.</i></p> <p><b>Q 4</b> - Use a database to present findings.</p> <p><b>P 1</b> - Suggest how photos provide useful evidence for their investigations.</p> <p><b>P 3</b> - Locate a photo on a map.</p> <p><b>P 4</b> - Annotate the photo.</p>	<p>and environments stated within KS2 N.C.</p> <p><b>SM 1</b> - Use large and medium scale OS maps.</p> <p><b>SM 2</b> - Use junior atlases.</p> <p><b>SM 3</b> - Use map sites on internet.</p> <p><b>SM 4</b> - Identify features on aerial/oblique photographs</p>
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				<p>title, location and direction to sketch.</p> <p><b>P 1</b> - Suggest how photos provide useful evidence for their investigations.</p> <p><b>P 2</b> - Use a camera independently</p> <p><b>P 3</b> - Locate a photo on a map.</p> <p><b>P 4</b> - Annotate the photo.</p> <p><b>DL 1</b> - Use 4 compass points well:</p> <p><b>DL 2</b> - Begin to use 8 compass points;</p> <p><b>DL 3</b> - Use letter/no. co-ordinates to locate features</p>	<p><b>M 1</b> - Use easy to read instruments <i>E.g. rain gauge or metre tape.</i></p> <p><b>M 2</b> - Count and record different types at the same time using a tally <i>E.g. counting types of shops.</i></p> <p><b>M 2</b> - Organise results in a spreadsheet.</p> <p><b>UM 1</b> - Locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p><b>SD 1</b> - Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</p>	
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				<p>on a map confidently.</p> <p><b>DM1</b> - Make a map of a short route experienced, with features in correct order;</p> <p><b>DM 2</b> - Make a simple scale drawing.</p> <p><b>R 1</b> - Know why a key is needed.</p> <p><b>R 2</b> - Begin to recognise symbols on an OS map.</p> <p><b>UM 1</b> - Locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p><b>UM 1</b> - Follow a route on a large scale map.</p> <p><b>P 1</b> - Draw a sketch map from</p>	<p><b>MK 1</b> - Begin to identify significant places and environments stated within KS2 N.C</p> <p><b>SM 1</b> - Use large and medium scale OS maps.</p> <p><b>SM 2</b> - Use junior atlases.</p> <p><b>SM 3</b> - Use map sites on internet.</p> <p><b>SM 4</b> - Identify features on aerial/oblique photographs.</p>	
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				a high view point. <b>SM 1</b> - Use large and medium scale OS maps. <b>SM 2</b> - Use junior atlases. <b>SM 3</b> - Use map sites on internet. <b>SM 4</b> - Identify features on aerial/oblique photographs		
History			Egyptians	Lighthouses in history	History of EU - relate to Brexit and effect	
			Pupils should be taught about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following:			
Skills			<ul style="list-style-type: none"> <li><b>CU 1</b> Place</li> </ul>	<ul style="list-style-type: none"> <li><b>CU 2</b> Use</li> </ul>	<ul style="list-style-type: none"> <li><b>CU 2</b> Use</li> </ul>	

			<p>events from period studied on time line</p> <ul style="list-style-type: none"> <li>• <b>CU 2</b> Use terms related to the period and begin to date events</li> <li>• <b>CU 3</b> Understand more complex terms eg BC/AD</li> <li>• <b>RDHK 1</b> Use evidence to reconstruct life in time studied</li> <li>• <b>RDHK 2</b> Identify key features and events of time studied</li> <li>• <b>RDHK 3</b> Look for links and effects in time studied</li> <li>• <b>RDHK 4</b> Offer a reasonable explanation for some events</li> <li>• <b>IH 1</b> Look at the</li> </ul>	<p>terms related to the period and begin to date events</p> <ul style="list-style-type: none"> <li>• <b>RDHK 1</b> Use evidence to reconstruct life in time studied</li> <li>• <b>IH 3</b> Use text books and historical knowledge</li> <li>• <b>HE 1</b> Use evidence to build up a picture of a past event</li> <li>• <b>HE 3</b> Ask a variety of questions</li> <li>• <b>HE 4</b> Use the library and internet for research</li> </ul> <p><b>OC 2</b> Communicate their knowledge and</p>	<p>terms related to the period and begin to date events</p> <ul style="list-style-type: none"> <li>• <b>RDHK 4</b> Offer a reasonable explanation for some events</li> <li>• <b>IH 3</b> Use text books and historical knowledge</li> <li>• <b>HE 1</b> Use evidence to build up a picture of a past event</li> <li>• <b>HE 3</b> Ask a variety of questions</li> <li>• <b>HE 4</b> Use the library and internet for research</li> </ul> <p><b>OC 2</b> Communicate their knowledge</p>	
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			<p>evidence available</p> <ul style="list-style-type: none"> <li>• <b>IH 2</b> Begin to evaluate the usefulness of different sources</li> <li>• <b>IH 3</b> Use text books and historical knowledge</li> <li>• <b>HE 1</b> Use evidence to build up a picture of a past event</li> <li>• <b>HE 2</b> Choose relevant material to present a picture of one aspect of life in time past</li> <li>• <b>HE 3</b> Ask a variety of questions</li> <li>• <b>HE 4</b> Use the library and internet for research</li> <li>• <b>OC 1</b> Recall,</li> </ul>	understanding	and understanding	
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			select and organise historical information • <b>OC 2</b> Communicate their knowledge and understanding			
ICT	Word		Powerpoint		Excel	
	Edit and Redraft Insert table Header and footer for titles and page numbers Alter margins Insert shapes		Create a slide transition between 2 slides Use a picture/image as slide background Change/adjust slide transition		Label graphs and charts Produce appropriate chart for data Use Autosum	
INTERNET SAFETY	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  Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  Co2/1.6 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.  Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact					

Coding	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>		
Music	Brass lessons	Singing	Carnival of Animals
	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>Recognise rhythmic patterns.</p> <p>Perform a repeated pattern to a steady pulse.</p> <p>Identify and recall rhythmic and melodic patterns.</p> <p>Identify repeated patterns used in a variety of music. (Ostinato)</p>	<p>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>Sing with confidence using a wider vocal range.</p> <p>Sing in tune.</p> <p>Sing with awareness of pulse and control of rhythm.</p> <p>Recognise simple structures. (Phrases)</p> <p>Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</p> <p>Sing songs and create different vocal effects.</p> <p>Understand how mouth shapes can</p>	<p>Mu2/1.6 develop an understanding of the history of music.</p> <p>Identify melodic phrases and play them by ear.</p> <p>Create sequences of movements in response to sounds.</p> <p>Explore and chose different movements to describe animals.</p> <p>Demonstrate the ability to recognise the use of structure and expressive elements through dance.</p> <p>Identify phrases that could be used as an introduction, interlude and ending.</p>

			<p>affect voice sounds.</p> <p>Internalise sounds by singing parts of a song 'in their heads.'</p>			
PE	Invasion games	Gymnastics	Dance	Net Games	Swimming	Tennis Athletics
	play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best	perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best	play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	<p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>PE2/1.2b use a range of strokes effectively</p> <p>PE2/1.2c perform safe self-rescue in different water-based situations.</p>	take part in outdoor and adventurous activity challenges both individually and within a team
PSHE / THRIVE	New beginnings	Getting on and falling out	Good to be me	Relationships	Choices	Changes
RE	Creation Feasts and saints	Sacraments Advent	Christmas & Epiphany Revelation	Lent Holy Week	Easter Pentecost & mission	Sacraments Other faiths

	<p>Describe, with increasing detail and accuracy</p> <ul style="list-style-type: none"> <li>- a range of religious beliefs</li> <li>- the life and work of key figures in the history of the People of God</li> <li>- those actions of believers which arise as a consequence of their beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used</li> </ul> <p>Describe, with increasing detail and accuracy</p> <ul style="list-style-type: none"> <li>- a range of religious beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used</li> </ul>	<ul style="list-style-type: none"> <li>• Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used</li> </ul>	<ul style="list-style-type: none"> <li>• Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used</li> </ul> <p>Describe, with increasing detail and accuracy</p> <ul style="list-style-type: none"> <li>- religious symbols and the steps involved in religious actions and worship</li> <li>- those actions of believers which arise as a consequence of their belief</li> </ul>	<p>Describe, with increasing detail and accuracy</p> <ul style="list-style-type: none"> <li>- those actions of believers which arise as a consequence of their beliefs</li> </ul>
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	<ul style="list-style-type: none"> <li>• Make links between:               <ul style="list-style-type: none"> <li>- beliefs &amp; sources, giving reasons for beliefs</li> <li>- beliefs &amp; worship, giving reasons for actions and symbols</li> <li>- beliefs &amp; life, giving reasons for actions and choices</li> </ul> </li> </ul> <p>Use a wider range of religious vocabulary</p> <p>Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</p> <ul style="list-style-type: none"> <li>• Make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul> <p>AT3</p> <ul style="list-style-type: none"> <li>• Use a given source to support a point of view</li> <li>• Express a point of view</li> <li>• Express a preference</li> </ul>					