Year 4 overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	**Reading Lessons** Iron Man - Ted Hughes **Writing** **Character description** The Lost Thing - Shaun Tan Iron Man - Ted Hughes **Non Chronological Reports** Anglo Saxons and Romans **Class Reader** The Butterfly Lion	**Reading Lessons** The Firework-Makers Daughter - Phillip Pullman **Writing** **Setting description** The Skull - Jon Klassen The Dark - Lemony Snicket **Explanation Text** Wallace and Gromit's cracking inventions **Class Reader** Railway Children	**Reading Lessons** Newspaper Reports - Non Fiction The Boy at the Back of the Room - Onjali Q. Raúf **Writing** **Writing a opening and build up** The Viewer - Shaun Tan **Newspaper reports.** Current Affairs - UK Children's issue **Class Reader** Vawjak Paw	**Reading Lessons** The Boy at the Back of the Room - Onjali Q. Raúf **Writing** **Writing a problem and a resolution** The Island - Armin Greder The Arrival - Shaun Tan **Poetry** Year 4 Poetry Festival Analysing and Performing Poems **Class Reader** Cloud Busting Love that Dog	**Reading Lessons** So you think you've got it bad, a kid's life in Ancient Greece - Chase Strathie **Writing** **Greek Mythology** Greek Myths - Meet the Heroes, Gods, Monsters of Ancient Greece (DK) Usborne - Illustrated Stories from the Greek Myths **Persuasive Leaflets** Usborne: A visitors Guide to Ancient Greece **Class Reader** The Last Bear	**Reading Lessons** The Lion the witch and the wardrobe **Writing** **Writing an opening and build up** Film Clip: Dream Giver **Letters** Writing with purpose **Class Reader** The Name Jar Nim's Island
Writing Skills	• To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • To always maintain an accurate tense throughout a piece of writing. • To create detailed settings and characters in narratives to engage the reader. • To open sentences in a variety of ways.	• To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. • To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. • To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).	• To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. • To consistently use apostrophes for singular and plural possession. • To create detailed settings, characters and plots in narratives to engage the reader. • use sophisticated connectives e.g. nevertheless, despite…	• To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. • To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. • To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. • To advise assertively but not confrontationally.	• To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear. • To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. • To advise assertively, although not confrontationally.	• To write a range of narratives that are well- structured and well-paced. • To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. • To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.
Reading Skills	• To be introduced to non-fiction books that are structured in different ways. • To discuss their favourite words and phrases • To check that the text makes sense to them as they read, and correct inaccurate reading. • To making inferences on the basis of what is being said and done	• To listen, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. • To answer and ask questions. • predicting what might happen on the basis of what has been read so far	• To discuss and clarify the meanings of words, linking new meanings to known vocabulary • To participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Summarise pieces of text, identifying the key points.	• To answer and ask questions. • predicting what might happen on the basis of what has been read so far	• To discuss the sequence of events in books and how items of information are related. • To understand both the books that they can already read accurately and fluently and those that they listen to. • To making inferences on the basis of what is being said and done	• To become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. • To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths Topics	**Number** - place value (4 digit numbers) **Number** - addition and subtraction (4 digit numbers)	**Measurement** – Area **Number** – multiplication and division	**Number** - Multiplication and Division **Measurement** - Length and Perimeter	**Number** - Fractions **Number** – Decimal fractions	**Number** - Decimals **Measurement** - Money **Measurement** - Time	**Statistics** **Geometry** - Properties of shapes **Geometry** - Position and Direction **Consolidation**
Year 4 Skills	Number and Place Value ● Represent numbers to 1000 ● Partition numbers to 1000 ● Number line to 1000 ● Thousands ● Represent numbers to 10 000 ● Partition numbers to 10 000 ● Flexible partitioning of numbers to 10 000 ● Find 1, 10, 100, 1000 more or less ● Number line to 10 000 ● Estimate on a number line to 10 000 ● Compare numbers to 10 000 ● Order numbers to 10 000 ● Roman numerals ● Round to the nearest 10 ● Round to the nearest 100 ● Round to the nearest 1000 ● Round to the nearest 10, 100 or 1000 Addition and Subtraction ● 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 ● Subtracting two 4-digit numbers-no exchange ● Subtracting two 4-digit numbers-one exchange ● Subtracting two 4-digit numbers-more than one exchange ● Efficient subtraction ● Estimate answers ● Checking strategies	Area ● What is area? ● Counting squares ● Make shapes ● Compare area Multiplication and division ● 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 ● 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	Multiplication and division ● 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 ● 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 ● Divide a 3-digit number by a 1-digit number ● Correspondence problems ● Efficient multiplication Length and Perimeter ● 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 of rectilinear shapes ● Calculate perimeter of rectilinear shapes ● Perimeter of regular polygons ● Perimeter of polygons .	Fractions ● Understand 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 ● 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 Decimals ● Tenths as a fraction ● Tenths as decimals ● Tenths on a place value grid ● Tenths on a number line ● Divide 1-digit by 10 ● Divide 2-digits by 10 ● Hundredths as a fraction ● Hundredths as decimals ● Hundredths on a place value chart ● Divide 1 or 2-digit numbers by 100	Decimals ● 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 Money ● Write money using decimals ● Convert between pounds and pence ● Compare amounts of money ● Estimate with money ● Calculate with money ● Solve problems with money Time ● Years, months, weeks and days ● Hours, minutes and seconds ● Convert between analogue to digital times ● Convert to 24 hour clock ● Convert from 24 hour clock	Geometry - Shape ● Understand angles as turn ● Identify angles ● Compare and order angles ● Triangles ● Quadrilaterals ● Polygons ● Lines of symmetry ● Complete a symmetric figure Statistics ● Interpret charts ● Comparison, sum and difference ● Interpret line graphs ● Draw line graphs Geometry - Position and Direction ● Describe position using coordinates ● Plot coordinates ● Draw 2-D shapes on a grid ● Translate on a grid ● Describe translation on a grid

	Science	Humanities	R.E.	Computing	PSHE	P.E.	Music	Art and Design /Design Technology	MFL
Term 1	**Living Things and their Habitats** **Key Learning:** ● Recognise living things can be grouped in various ways. ● Use classification keys to group, identify and name a variety of living things in local and wider environment ● Recognise that environments can change and this can pose dangers to living things. ● Give examples of habitats that have changed and the impact this has. ● Identify dangers to local wildlife. ● Explore positive and negative aspects of human impact in the local area. **Key Vocabulary:** characteristics, classification, environment, vertebrates, invertebrates, exoskeleton, endoskeleton, hydrostatic skeleton, mammals, amphibians, fish, birds, reptiles, insects, habitat, endangered **Working Scientifically** ● Record observations using ● Use a classification key to identify, sort and classify animal species ● Read and record findings using a carroll diagram ● Read and record findings using a venn diagram ● Create your own classification key. ● Use scientific evidence to answer questions. ● Ask and answer relevant Scientific questions. **Related Scientists** Gereld Durrell	**History** **Anglo Saxons** **Key Topics:** ● -Know who the Anglo-Saxons and Scots were and when and why they invaded Britain. ● -Explain how life in Britain changed as a result of the Anglo-Saxon and Scots invasions, recognising similarities and differences. ● -Analyse historical evidence and artefacts to make claims about Anglo-Saxon life and culture. ● -Demonstrate an understanding of how life in Britain has been shaped by the AngloSaxons by composing accurate, detailed accounts on Anglo-Saxon culture, religion and society using a range of evidence sources and artefacts to support their conclusions. **Key Skills:** ● -Cause and consequence ● -Significance ● -Historical interpretations ● ● **Key Vocabulary:** ● AD / CE, AD, BC / BCE, primary sources of evidence, secondary sources of evidence, century, invade, village, settlement, kingdom, religion, evidence, artefact, tribe, monk.	**Judaism** **How special is the relationship that Jews have with God?** I can give examples of agreements and contracts I can explain what makes a Jewish person's relationship with God special I can tell you some ways Jewish people express their special relationship with God	**Computing Systems and Networks - The Internet** To describe how networks physically connect to other networks To recognise how networked devices make up the internet To outline how websites can be shared via the World Wide Web To describe how content can be added and accessed on the World Wide Web To recognise how the content of the WWW is created by people Esafety **Self Image and Identity** Explain how my online identity can be different to my offline identity Describe positive way to interact with others online and understand how this can impact positively on how others perceive them ● Explain that some people online can pretend to be someone else. Suggest reasons why some people may do this.	**Diversity and equality:** ● What is a community? ● National, regional, religious and ethnic identities in the UK. ● The lives of people living in other places. ● What is diversity? ● Prejudice ● Discrimination ● Stereotyping. ● Challenging discrimination.	**Invasion Games Football/Tag Rugby** ● Send a ball and stop it with increasing accuracy, consistency and control. ● Hold a hockey stick correctly ● Move the ball whilst keeping it under control when changing direction ● Pass, shoot and receive a ball with increasing accuracy, control and success. ● Apply basic principles for attacking and defending - finding space (attacking) and challenging a player (defending) ● Develop control and technique **Dance (linked to Anglo Saxons)** ● Identify and repeat the movement patterns and actions of a chosen dance style ● Compose a dance that reflects the chosen dance style ● Use simple motifs and movement patterns to structure own dance phrases either on own, in partners or groups ● Develop awareness of the use of space in dance. ● Use formation, canon and unison to develop a dance. ● Refine, repeat and recall dance phrases. ● Demonstrate awareness of rhythm and spatial awareness **Performance** ● Perform dances clearly and fluently with accuracy and expression **Evaluate** Describe dances using appropriate dance	Berkshire Maestros Learning the guitar. -Play simple unison parts together with accuracy - maintain a consistent pulse -perform simple rhythms accurately -demonstrate correct posture and technique with some control over tempo and dynamics -identify and respond to basic musical symbols including standard western notation	**Art: Drawing:** Self portraits Frida Kahlo -Draw for a sustained period of time at an appropriate level. -Experiment with different grade of pencil and other implements to draw different forms and shapes. -Draw with increasing confidence adding finer detail and at times, indicating 3D objects. -Draw familiar objects with correct proportions. -Develop intricate patterns / marks with a variety of media. -Begin to show consideration in the choice of pencil grade they use. -Add finer detail when observational drawing. -Explore shading using different media. -Begin to add tone to their work to add depth.	 **Language Angels Phonics lesson 2 and The Classroom: La Clase I** **Unit Objective: To say what you have and not have in your pencil case In Spanish** **Skills we will develop:** To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in Spanish by completing a variety of written based activities. To improve oral work by learning to ask questions in Spanish as well as answering but progressing even further by including a possessive and negative reply. **Phonics & pronunciation we will see:** Recommended phonics focus: CA CE CI CO CU ● CA sound in calculadora & sacapuntas ● CU sound in calculadora & cuaderno ● Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. They can also indicate a question as seen in ¿qué tienes en tu estuche?
Term 2	**States of Matter** **Key Learning:** ● Describe properties of solids, liquids, gases ● Compare and group materials based on whether they are solids, liquids or gases	**Geography** **Rivers and the Water Cycle** **Content:** -The water cycle	**Christmas** **What is the most significant part of the nativity to Christians today?**	**Creating Media - Audio Editing (Purple Mash Unit 4.9)** ● To identify that sound can be digitally recorded:	**Positive relationships:** What is a positive, healthy relationship? How can a relationship be unhealthy?	lay	Berkshire Maestros Learning the guitar. Sing with correct posture Sing with increased pitch accuracy Understand call and response	D&T DT: design and make a working water wheel (Rivers) **Design:** -Select from and use a wider range of	 **Phonics lesson 1 and 2 Animals: Les Animaux E** **Unit Objective: To remember and recall**

Science	Geography	RE	Computing	PSHE	PE	Music	Art/DT	MFL
● Observe materials changing state when they are heated or cooled ● Explain how heating and cooling changes a material ● Measure or research temperatures (°C) when changes in state occur ● Identify role of evaporation and condensation in the water cycle ● Associate rate of evaporation with temperature. **Key Vocabulary:** evaporation, condensation, temperature, heating, cooling, particles Liquid, solid, gas, melt, freeze, condense, evaporate, process, state, water, ice, water vapour. **Working Scientifically** ● Use scientific evidence to answer questions and support findings. ● Use results to draw conclusions, make predictions, suggest improvements and raise further questions. ● Identify differences, similarities or changes related to simple scientific processes. ● Record findings using graphs. ● Take accurate measurements using data loggers. ● Identify variables **Related Scientists** Lord Kelvin	-Evaporation and condensation -Flooding -States of matter -Cleaning water -Types of Clouds -River erosion -River features -River uses **Key Skills:** -Systems -Challenges **Key Vocab:** Freezing, evaporation, condensation, flood, bacteria, dam, reservoir, melting, solid, liquid, gas, vapour, tides, Source of a river, Mouth of a river, Upper, Middle, Lower, Course, Meander, Deposition, Erosion, Current, Bank, Confluence, Delta, Dam, Estuary, Floodplain, Gouge, Sediment.	Can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. Can describe one thing a Christian might learn about Jesus from a Christmas symbol. Can ask questions about what Christmas means to Christians and compare this with what it means to me.	To use a digital device to record sound: ● To explain that a digital recording is stored as a file: ● To explain that audio can be changed through editing: ● To show that different types of audio can be combined and played together ● To evaluate editing choices made E-safety **Online Relationships** Describe strategies for safe and fun experience in a range of online social environments Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours Explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs.	Skills to form and maintain positive relationships. Your actions affect you and others. Online relationships.		Create simple rhythms, melodies and accompaniments. Improvise melodic ideas.	materials, tools and components, including construction materials according to their functional properties and aesthetic qualities **Make:** -Apply their understanding of how to strengthen, stiffen and reinforce more complex structures -Apply a range of finishing techniques with some accuracy -Assemble, join and combine materials and components with some accuracy **Evaluate:** Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	**from memory 10 common animals in French with the correct article/determiner.** **Skills we will develop:** We will work on improving our memory skills so that we remember the animals in French after the lesson. Remembering to look out for cognates such as lion (lion) using pictures to help. Learning how to build a short simple sentence in French using 1st person conjugated verb je suis (I am), an indefinite article/determiner (un or une) and a noun (in this unit an animal). **Phonics & pronunciation we will see:** Recommended phonics focus: CH OU ON OI ● CH sound in cheval. ● OU sound in souris & mouton. ● ON sound in cochon & mouton. ● OI sound in oiseau. ● Silent letters. The 'D' is not pronounced in canard and the last 's' is not pronounced in souris. ● Nasal sounds. Starting to explore the four French nasal sounds (on, un, in, and an). This sound does not exist in English and is made through the nose not the mouth! Words like cochon, singe and mouton.
Term 3 **Animals Including Humans** **Key Learning:** ● Name parts of the digestive system ● Describe basic functions of basic parts of the digestive system. ● Identify different types of teeth in humans and their simple functions.	**Geography** Exploring Eastern Europe Identify countries in Europe Important physical features of an area of eastern Europe; Climate of an area of eastern Europe	**Buddha's Teachings (Buddhism)** Can suggest why there may be problems in the world and how people could help solve them. Can recall one of the Buddha's stories and start to explain what	**Programming A - Repetition in Shapes (Purple Mash Unit 4.5)** ● To identify that accuracy in programming is important ● To create a program in a text-based language ● To explain what 'repeat' means	**Mental and Emotional Health:** Positive and negative impacts on my mental and emotional health. Good and not so good feelings. Dealing with conflicting emotions.	**Net and Wall Badminton** ● Watch, track and catch a shuttle successfully and throw a shuttle ● Hit a shuttle when thrown into the air ● Improve control of the shuttle with and without racket, developing different movements and skills to	Berkshire Maestros Learning the guitar. -Play simple unison parts together with accuracy - maintain a consistent pulse -perform simple rhythms accurately -demonstrate correct posture and technique with some control over tempo and dynamics	Art: **Painting** Georgia O'Keefe -Create different effects by using a variety of tools and techniques i.e. bleeds, scratches, washes, splashes. -Explore light and dark within painting and begin to show understanding of complimentary colours.	Spanish **Language Angels unit: My home: Mi Casa I** **Unit Objective: To describe what rooms there are and are not in your home in Spanish** **Skills we will develop:** To speak and write using longer more interesting

| Compare teeth of carnivores and herbivores and consider reasons for differences.
• Construct and interpret a variety of food chains, identifying producers, predators and prey.

Key Vocabulary:
Incisors, canines, molars, digestion, saliva, oesophagus, stomach, acid, enzymes, small intestine, large intestine, colon, producer, prey, predator, herbivore, carnivore, omnivore, digestive system, digestion.

Working Scientifically
• Generate scientific questions
• Use scientific evidence to answer questions
• Make predictions based on existing knowledge.
• Make observations, record findings using scientific language.
• Use results to draw simple conclusions and make further predictions.
• Record findings by drawings and labelled diagrams
• Identify dependent and independent variables
• Explain how to control variables to make a fair test.
• Identify differences, similarities or changes related to simple scientific processes | Human geography of an area of eastern Europe;
Countries affected by the Chernobyl nuclear disaster
Nuclear power and electricity. | the Buddha was teaching through it. Can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place. | • To modify a count-controlled loop to produce a given outcome
• To decompose a program into parts
• To create a program that uses count-controlled loops to produce a given outcome

E-safety
Online Reputation

• Describe how to find out about information about others by searching online
• Explain the ways that some information about anyone online could have been created, copied, shared by others. | | play varied types of shots including forehand and lift.2
• Hit shuttle when in the air varying height, speed and direction
• Begin to direct the shuttle into space to beat the opponent.
• Work with a partner to keep a rally going and return the shuttle
• With increasing accuracy perform forehand and backhand serves
• Demonstrate a good stance when throwing and hitting the shuttle
• Move around the court with purposeful movement and pace.

Yoga

To explore yoga and mindfulness.
To copy and repeat yoga poses.
To develop an awareness of strength when completing yoga poses.
To be able to copy and remember poses.
To develop an awareness of flexibility when completing yoga poses.
To develop flexibility when holding poses.
To copy and remember actions linking them into a flow.
To develop balance whilst holding poses.
To create yoga poses using a hoop.
To create a flow and teach it to a partner.
To explore poses and create a yoga flow.
To create a yoga flow with a partner. | -identify and respond to basic musical symbols including standard western notation

Sing with correct posture
Sing with increased pitch accuracy
Understand call and response
Create simple rhythms, melodies and accompaniments.
Improvise melodic ideas | -Begin to choose appropriate media to work with.
-Mix colour, shades and tones with increasing confidence.
-Work in the style of a selected artist.
-Develop understanding of colour identifying warm and cold colours.
-Explore ways to lighten a primary colour e.g. using white, and water.
-Understand how to create a background using a wash.
-Use a range of brushes to show increasing control over the types of marks made.
-Start to explore different effects and textures including washes, blocking in colour, thickened paint to make texture effects. | sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge.

Phonics & pronunciation we will see:
Recommended phonics focus: GA GE GI GO GU
• GA sound in garaje
• Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ciu-dad, la-va-de-ro and ga-ra-je.
• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sa-lón.
• Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter not just another phoneme as in baño and montaña. |
| **Term 4** | **Sound**

Key Learning:
• Identify how songs are made.
• Associate sounds with something vibrating
• Recognise that vibrations from sounds travel through a medium to the ear. | **History**

Riotous Royalty-William the Conqueror to Queen Victoria

Key Topics:
-Look at a map of the British Empire to understand why the UK | **Easter**

• Can talk about what sort of help I might need to show forgiveness.
• Can describe what a Christian might learn about forgiveness from a Biblical text. | **Data and Information - Data Logging**

• To explain that data gathered over time can be used to answer questions
• To use a digital device to collect data automatically | **Stereotypes:**

What is a stereotype? How can I recognise stereotypes? Discrimination. Challenging stereotypes. | **Net and Wall Tennis**

• Perform basic skills needed for tennis with control and accuracy, including hitting a ball towards a target, throwing and stopping the ball.
• Perform a basic forehand action with control and | Developing Pulse and Groove through Improvisation

• Hand Jive
• Singing in groups
• Pitch, bass and bass-line | **D&T**

Design and make an instrument (link to Science: Sounds)

Design:
• Use research and develop design criteria to inform the design of | French
Presenting myself: JE ME PRÉSENTE E

Unit Objective: To say your name, age, how you are feeling and where you live in French. |

Science	History	RE	Computing	Finances	PE	Music	DT / Art	MFL
• Find patterns between the pitch of a sound and the object that produces 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. • Investigate which material is best for absorbing sound. **Key Vocabulary:** pitch, volume, sound, vibrate, vibration, particles, medium, hearing, insulate **Working Scientifically** • Make systematic and careful observations. • Take accurate measurements using data loggers. • Ask relevant questions and use scientific enquiry to answer them. • Set up simple practical enquiries. • Record findings using bar charts. • Report findings through presentation of results and written conclusion. • Use results to raise further questions and suggest improvements. • Identify dependent and independent variables • Explain how to control variables to make a fair test.	was such a powerful nation in the Victorian era. - Have a chronological understanding of which monarch reigned in relation to another. - Knowing that the Magna Carta was an important document. - Describe how different monarchs fought to become powerful, whilst others used dynasties to secure their position as head of the country. -Have an understanding of the importance of an heir to the throne through comparing different generations of monarchy. **Key Skills:** -significance -chronological order -compare and contrast -working with historical sources **Key vocabulary** Monarch, king, queen, rule, reign, heir, parliament, assaination, commonwealth, invade, Magna Carta, monarch, rebels, revolt.	• Can show an understanding of how Christians believe God can help them show forgiveness.	• To explain that a data logger collects 'data points' from sensors over time • To use data collected over a long duration to find information • To identify the data needed to answer questions • To use collected data to answer questions E-safety **Online Bullying** Recognise when someone is upset, hurt or angry online. Describe the ways people can be bullied through a range of media (image, video, text, chat, game) Explain why people need to think carefully about content they post and the impact it can have on others and one's own reputation. **Health, Well-being and Lifestyle.** Explain how using technology can be a distraction from other things (both positively and negatively) Identify times or situations when someone may need to limit the amount of time they use technology • Suggest strategies to limit technology usage.		accuracy. • Throw, send, hit a ball into space, at different speeds and heights to make it difficult for your opponent. • Begin to apply basic movements in a range of activities and in combination • Apply basic principles for attacking including finding space in game situations. • Keep a rally going using a range of shots. • Compete with others - keeping and following the rules of the game. **Fitness** **Circuit Training** • follow instructions to complete a set of exercises • describe the different effects of aerobic and anaerobic exercise • identify the parts of the upper body and participate in exercises that use their upper body muscles • identify the parts of the lower body and participate in exercises which use their lower body muscles • identify the core muscles and participate in exercises which use these muscles • participate in a range of exercises • set their own realistic targets for improvement notice how they are progressing towards their personal targets and try hard to reach them	• Walking Bass Line track • Playing with notation • Playing from aural memory • Rhythmic patterns • Percussion • Performance	innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Investigate and analyse a range of existing products **Make:** • Work through a plan in order. • Measure, mark out, cut and shape materials/components with some accuracy **Evaluate:** • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	**Skills we will develop:** To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in French. Saying what we are called, how old we are, where we live and our nationality. **Phonics & Pronunciation we will see:** Recommended phonics focus: I IN IQUE ILLE • IN sound in cinq • I sound in huit, dix, Patrick, habite, Paris & suis • Silent letters. 'S' is not pronounced in appelles, ans, Paris, Londres or habites. This often happens when 's' is the final consonant in a word. • Elision. As seen in je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French.

	Electricity	Geography	The 8-Fold Path (Buddhism)	Creating Media - Photo Editing	Finances:	Athletics	Creating Simple Melodies together	Art: Sculpture Kevin Snipes	<mark>Spanish</mark>
Term 5	**Key Learning:** • Identify common appliances that run on electricity. • Construct a simple series electrical circuit with a switch. • Name basic parts of a series circuit. (wires, cell, switches, bulbs, buzzers)	**United Kingdom** **Content:** -Human and physical features -Population -Life expectancy -Key topographical features (including	• Can describe one of my 'good' choices and the consequences of it. • Can also explain the consequences of making a different choice. I can describe how aspects of the 8-fold path would help	• To explain that digital images can be changed • To change the composition of an image • To describe how images can be changed for different uses	How do personal finances affect me? What is 'interest', 'loan', 'debt' and 'tax'? How economic choices can affect others around the World.	<u>RUNNING</u> • Choose the appropriate running speed to meet the demands of the task • Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demands of the task. • Confidently demonstrate improved sprinting	• Hanami • May Kay Yau. • Match sounds to words • Syllables • Haikus • Group compositions	-Work in a safe, organised way, caring for equipment. -Produce a sculpture using slab technique. -Make a slip to join pieces of clay -Adapt work as and when necessary and explain why. -Show awareness of the effect of time upon sculptures.	**Language Angels Unit: Clothes (La Ropa)** <mark>I</mark> **Unit Objective: To describe what clothes you are wearing by colour in Spanish** **Skills we will develop:** To learn 21 nouns for clothes with their

Science	Geography	RE	Computing / E-safety	Politics	PE	Music	Art	French / Spanish
● Identify whether a lamp will light in a series circuit based on whether it is a complete circuit with battery. ● Recognise a switch opens / closes a circuit and associate this with if a lamp will light. ● Recognise common conductors and insulators ● Associate metals with being good conductors. **Key Vocabulary:** Conductor, insulator, battery, cell, wires. switch, complete, incomplete, component, appliance, circuit **Working Scientifically** ● Use results to draw simple conclusions, make predictions for new values and raise further questions. ● Identify dependent and independent variables ● Use scientific evidence to answer questions and support findings. ● Report on findings through oral and written explanations ● Report findings through drawings and labelled diagrams. **Related Scientists** Benjamin Franklin, Alessandro Volta, Joseph Swan, Alexander Graham Bell, Thomas Edison, Lewis Latimer, Florence Parpart	hills, mountains, coasts and rivers) -Land-use patterns **Key Skills:** -Systems -Development **Key Vocab:** Capital Cities, Counties, Contour Lines, Peak, Population, Urban, Rural, Land Use, Topographic Features, Settlements (Village, Town, City, Hamlet)	Buddhists know how to live good lives. ● Can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.	● To make good choices when selecting different tools ● To recognise that not all images are real ● To evaluate how changes can improve an image E-safety **Managing Behaviour Online** 　Analyse information to make a judgement about probable accuracy and to understand why it is important to make own decisions regarding content 　Describe how to search for information within a wide group of technologies and make judgements about probable accuracy 　Describe some methods used to encourage people to buy things online and to recognise these things when they appear online (pop up adverts, in app adverts) 　Explain why lots of people sharing the same opinions or beliefs online does not make those opinions true. 　Explain that technology can be designed to act/impersonate living things and describe risks and benefits. 　● Explain what is meant by fake news and why it is created.		technique ● Perform relays focusing on baton changeover technique ● Carry out an effective sprint finish JUMPING ● Continue to develop technique for standing long jump ● Learn how to combine a hop, step and jump to perform the standing triple jump. ● Land safely and with control. ● Begin to measure the distance jumped. THROWING ● Begin learning technique to perform a pull throw (Javelin) ● Begin learning technique to perform a push throw (Discus) ● Begin learning technique to perform a push throw (Shot Put) ● Develop techniques for increasing distance	● Letter names ● Practise and perform melodies	-Use recycled, natural and man-made materials to create sculptures. -Use equipment and media with increasing confidence. -Join to parts successfully. -Begin to show an awareness of objects having a third dimension and perspective. -Use a sketchbook to plan, collect and develop ideas, aiming towards a final sculpture. -Begin to produce more details surface patterns / textures when appropriate. -Continue to explore carving as a form of 3D art. -Use language appropriate to skill and technique.	appropriate article. To explore the patterns in regular -ar verb conjugation to enable us to say what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences. **Phonics & pronunciation we will see:** Recommended phonics focus: GA GE GI GO GU ● GA sound in gafas ● GO sound in gorra & abrigo ● GU sound in guantes ● Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like guan-tes, a-bri-go, blu-sa, san-da-lias and cha-que-ta. ● Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in lle-váis. ● Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in baño.
Term 6	**Climate Change Renewable Energy** **Key Learning:**	**History** **Ancient Greeks**	**Prayer and Worship (Christianity)**	**Programming B - Repetition in Games (Purple Mash Unit 4.1)**	**Politics:**	**Striking and Fielding Cricket**	Changes in pitch and tempo -To sing accurately - sing with expression	DT: **Greek Flat Breads**	French **Classroom: En Classe I**

	● Understand how electricity is generated and distributed through the national grid ● Understand the difference between renewable and non-renewable energy ● Identify different types of renewable energy ● Explain how solar, wind, biomass, hydropower work. ● Understand why renewable energy is necessary ● Explore how renewable energy has developed and is continuing to develop. ● **Key Vocabulary:** Renewable, non-renewable, solar power, hydropower, wind powered, turbine, biomass **Working Scientifically**	**How do we use Greek ideas today?** **Key Topics:** -Place the period of Ancient Greek Civilisation on a timeline -Explain why the Ancient Greek civilisation was considered so advanced -Give key facts about the Battle of Marathon and the Trojan War. -Describe some Greek gods and goddesses and know some features of Greek myths. -Explain why the Greek Empire was so successful -Compare and contrast life in the modern day with life in Ancient Greece **Key Skills:** -Chronological order -Evidential Thinking -Interpretation -Similarity and Difference -Significance **Key Vocabulary:** Chronology, Civilisation, Legacy, Artefact, Empire, Trojan, Olympic, Tunic, AD/BC, BCE,CE	● Can explain some of the feelings my special place gives me and suggest why that is. ● Can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. ● Can start to understand the impact a Christian's special place has on him/her.	To develop the use of count-controlled loops in a different programming environment To explain that in programming there are infinite loops and count controlled loops To develop a design which includes two or more loops which run at the same time To modify an infinite loop in a given program To design a project that includes repetition To create a project that includes repetition E-safety **Privacy and Security** • Describe strategies for keeping personal information private, depending on context. • Explain that internet use is never fully private and is monitored (adult supervision) • Describe how some online services may seek consent to store information about me; I know how to respond appropriately and who to ask if I am not sure. • To know the digital age of consent and the impact this has on online services asking for consent. **Copyright and Ownership** • When searching the internet for content to use, explain why I need to consider who owns it and whether I have the right to reuse it. ● Give simple examples of content which I must not use without permission from the owner.	Know the main political parties and their leaders. Understand government processes in simple terms Look at topical issues Discuss topical issues Offer solutions to topical issues Hold class debates	● Apply a broader range of skills whilst ensuring basic skills are performed with control and accuracy. ● Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique and increasing control. ● Intercept and stop the ball consistently. ● Work well as part of a team employing simple tactics, particularly when fielding to make it harder for the batter. ● Communicate, collaborate and complete with others following the rules of the game. ● Choose both fielding and striking skills that make it difficult for your opponent. ● Show consistency, coordination and control when throwing and catching a ball. **<u>Outdoor Adventurous Activities</u>** ● Orientate themselves accurately around a short trail. ● Create a short trail for others with a physical challenge. ● Start to recognise features of an orienteering course. ● Communicate clearly with other people in their team and with other teams. ● Experience a range of roles within a team and identify key skills required to succeed at each role. ● Associate the meaning of the key in context with the environment. ● Try a range of equipment for creating and completing an activity ● Make informed decisions on equipment choice for an activity. ● Plan nad organise a trail that others can follow. ● Communicate clearly with others ● Work as part of a team ● Begin to use a map to complete an orienteering course. ● Complete an orienteering course more than once and identify ways of improving completion time. ● Offer an evaluation of both personal performances and activities. ● Start to improve trails to increase the challenge of the course. ● Modify skills and techniques to achieve a better result.	- to sing in two parts with expression and dynamics -to play and perform in solo and ensemble contexts, using their voices and playing musical instruments. - to be able to add relevant dynamics to their music.	● Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques, understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. ● Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ● Present product in interesting/ attractive ways ● Use some of the following techniques: spreading, kneading and baking	**Unit Objective: To say what you have and no not have in your pencil case in French** **Skills we will develop:** To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in French by completing a variety of written based activities. To improve oral work by learning to ask questions in French as well as answering but progressing even further by including a possessive and negative reply. **Phonics & pronunciation we will see:** Recommended phonics focus: I IN IQUE ILLE ● I sound in livre, calculatrice & ciseaux. ● Accents. Accents can appear frequently in French and are important for accuracy and spelling. They can also affect the pronunciation of a word. ● Silent letters. Hearing and seeing the silent consonants on the end of French words: des ciseaux ● Elision. J'ai. Dropping the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel of mute 'h'. This facilitates pronunciation and is not optional in French.