



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PROJECT	Invasion!		Misty mountain, winding river		Ancient Civilisations	
ENRICHMENT OPPORTUNITIES						
READING	Beowulf Frostheart	Freedom for Bron Frostheart	The Explorer The Lion, The Witch and the Wardrobe	The Explorer The Voyage of The Dawntreader	Kensuke's Kingdom	Zathura The Boy Who Grew Dragons
Decoding	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.					
	Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.					
	Read and take in to account punctuation.					
	I can identify unusual correspondences and identify where these occur in the word in relation to the Y3/4 common exception words.					
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. (Evidenced in vocabulary session of weekly GR)					
Vocab	Check that a book makes sense discussing my understanding and exploring the meaning of words in context.					
	Use a dictionary to check the meaning of words.					
Retrieval	Locate information confidently and efficiently by skimming and scanning.					
	Record and retrieve information from non-fiction texts.					
Inference	Distinguish between fact and opinion.					
	Draw inferences and justify these with evidence from the text.					
	Refer to texts to support my ideas and opinions.					
	Discuss messages, moods, feelings and attitudes using inference and deduction.					
Prediction	Predict what might happen from clues in what I have read.					
Summary	Summarise the main points of an argument or discussion.					
Author Intent	Explain how words and phrases capture the reader's interest and imagination.					
				Begin to find meaning beyond the literal.		
	Find and comment on examples of how authors express different moods.					
Discuss it	Explain and discuss my understanding of what has been read.			Explain and discuss my understanding of what has been read, taking turns and listening to what others say.		
	Discuss messages, moods, feelings and attitudes using inference and deduction.			Provide reasoned justifications for my views.		
WRITING	Grammar Basic sentence punctuation (including statements, questions, exclamations and commands) and nouns (including proper nouns)		Grammar Verbs, clauses and connecting clauses using conjunctions (FANBOYS, however, although, therefore, consequently)		Grammar I can use expanded noun phrases with prepositional phrases (e.g. In a quaint, remote cottage at the top of the hill lived...)	
	I can use a wide range of punctuation accurately (question marks, exclamation marks, commas in lists and to separate clauses, inverted commas)		I can use a wider range of conjunctions (e.g. since, even though, until, FANBOYS, however, although, therefore, consequently) to extend a range of sentences with more than one clause		I can identify relative pronouns and relative clauses.	
Grammar	Noun Phrases and pronouns to replace both nouns and noun phrases I can use expanded noun phrases to describe and specify (the distant, craggy rocks)		I can use a wide range of punctuation accurately commas in lists and to separate main clauses from subordinate clauses, and semicolons to link connecting sentences with a co-ordinating conjunction I can identify main and subordinate clauses in a sentence accurately and consistently (e.g. 'It had been a fantastic day, even though we got soaked.')		I can recognise and use collective nouns appropriately (e.g. a swarm of bees, a flight of stairs, a parliament of owls)	
	I can choose nouns, pronouns and synonyms to make my meaning clear and to avoid repetition. (e.g. James walked into the toy store. It invited him in with its fresh, new Star Wars window display. This was a fine establishment!)		Rules of Standard English and when we can break the rules (e.g. in speech or appealing to a certain audience) I know and follow the rules of Standard English (subject-verb agreement, consistency of tense, avoidance of slang, avoidance of double negatives)		I can identify rhetorical questions	
			Apostrophes of contraction and possession (singular and plural) and when not to use them I can use apostrophes of contraction for a wider array of words (e.g. mustn't, ought've)		I can identify emotive language	
			I can use apostrophes of possession for singular AND plural nouns (eg the boy's toys, the boys' toys, the children's toys)		I can identify flattery	
					I can identify hyperbole	
					I can use carefully selected fronted adverbials, usually followed by commas to show when ("That afternoon...."), where ("Further	

	<p>I can open and/or end writing appropriately (Introductory/concluding sentences; variety in narratives)</p> <p>I can use increasingly varied vocabulary and grammar when I write</p> <p>I can use techniques to engage the reader (e.g. build tension, opinion, rhetorical questions, change of tone, dramatic opening)</p> <p>I can organise paragraphs around a theme, linking them when appropriate</p> <p>I can change paragraphs with increasing accuracy (e.g. person/place/point/time)</p> <p>I can create settings, character and plot in stories</p> <p>I can produce non-fiction, using simple devices to organise my work (e.g. headings and sub-headings, bullet points, varied forms of presentation)]</p> <p>I can evaluate and edit, learning from the effectiveness of my own and others’ writing and making improvements (learning from a WAGOLL, peer feedback)</p> <p>I can evaluate and edit by improving vocabulary and grammar</p> <p>I can proofread for spelling and punctuation.</p> <p>I can read my own work to my class using appropriate intonation/tone/volume so that the meaning is clear.</p>	<p>I can open and/or end writing appropriately (Introductory/concluding sentences; variety in narratives)</p> <p>I can use increasingly varied vocabulary and grammar when I write</p> <p>I can use a variety of stylistic features for effect (eg alliteration, simile, metaphor, personification)</p> <p>I can organise paragraphs around a theme, linking them when appropriate</p> <p>I can produce non-fiction, using simple devices to organise my work (e.g. headings and sub-headings, bullet points, varied forms of presentation)</p> <p>I can evaluate and edit, learning from the effectiveness of my own and others’ writing and making improvements (learning from a WAGOLL, peer feedback)</p> <p>I can evaluate and edit by improving vocabulary and grammar</p> <p>I can proofread for spelling and punctuation.</p> <p>I can read my own work to my class using appropriate intonation/tone/volume so that the meaning is clear.</p>	<p>I can open and/or end writing appropriately (Introductory/concluding sentences; variety in narratives)</p> <p>I can use increasingly varied vocabulary and grammar when I write</p> <p>I can organise paragraphs around a theme, linking them when appropriate</p> <p>I can change paragraphs with increasing accuracy (e.g. person/place/point/time)</p> <p>I can create settings, character and plot in stories</p> <p>I can produce non-fiction, using simple devices to organise my work (e.g. headings and sub-headings, bullet points, varied forms of presentation)</p> <p>I can evaluate and edit, learning from the effectiveness of my own and others’ writing and making improvements (learning from a WAGOLL, peer feedback)</p> <p>I can evaluate and edit by improving vocabulary and grammar</p> <p>I can proofread for spelling and punctuation.</p>	<p>I can open and/or end writing appropriately (Introductory/concluding sentences; variety in narratives)</p> <p>I can use increasingly varied vocabulary and grammar when I write</p> <p>I can organise paragraphs around a theme, linking them when appropriate</p> <p>I can change paragraphs with increasing accuracy (e.g. person/place/point/time)</p> <p>I can create settings, character and plot in stories</p> <p>I can produce non-fiction, using simple devices to organise my work (e.g. headings and sub-headings, bullet points, varied forms of presentation)</p> <p>I can evaluate and edit, learning from the effectiveness of my own and others’ writing and making improvements (learning from a WAGOLL, peer feedback)</p> <p>I can evaluate and edit by improving vocabulary and grammar</p> <p>I can proofread for spelling and punctuation.</p>	<p>I can open and/or end writing appropriately (Introductory/concluding sentences; variety in narratives)</p> <p>I can use increasingly varied vocabulary and grammar when I write</p> <p>I can organise paragraphs around a theme, linking them when appropriate</p> <p>I can change paragraphs with increasing accuracy (e.g. person/place/point/time)</p> <p>I can create settings, character and plot in stories</p> <p>I can produce non-fiction, using simple devices to organise my work (e.g. headings and sub-headings, bullet points, varied forms of presentation)</p> <p>I can evaluate and edit, learning from the effectiveness of my own and others’ writing and making improvements (learning from a WAGOLL, peer feedback)</p> <p>I can evaluate and edit by improving vocabulary and grammar</p> <p>I can proofread for spelling and punctuation.</p> <p>I can read my own work to my class using appropriate intonation/tone/volume so that the meaning is clear.</p>	<p>I can open and/or end writing appropriately (Introductory/concluding sentences; variety in narratives)</p> <p>I can use increasingly varied vocabulary and grammar when I write</p> <p>I can organise paragraphs around a theme, linking them when appropriate</p> <p>I can change paragraphs with increasing accuracy (e.g. person/place/point/time)</p> <p>I can create settings, character and plot in stories</p> <p>I can produce non-fiction, using simple devices to organise my work (e.g. headings and sub-headings, bullet points, varied forms of presentation)</p> <p>I can evaluate and edit, learning from the effectiveness of my own and others’ writing and making improvements (learning from a WAGOLL, peer feedback)</p> <p>I can evaluate and edit by improving vocabulary and grammar</p> <p>I can proofread for spelling and punctuation.</p> <p>I can use the following to persuade: Rhetorical questions Flattery Use of facts to persuade Emotive language Hyperbole</p>
<p>Writing outcome 1</p>	<p>Stories with historical settings I can write my own short story set in the past that attempts to be faithful to the period. I can write a story set in another culture which is reflected by my description, choice of vocabulary and even in some speech.</p>	<p>Poetry I can write a cinquain poem, using different poetic devices I can write an acrostic poem, using different poetic devices</p>	<p>Explanation I can create a plan using flow chart of diagrams. I can write an explanatory text from flow charts of diagrams. I can use causal conjunctions as well as adverbials of sequence to explain steps in a process.</p>	<p>Persuasive Letter I can write a persuasive letter containing flattery, diplomatic yet emotive language and rhetorical questions to attempt to address a concern, whilst acknowledging the opposing point of view and gently discrediting it.</p>	<p>Stories with a moral to them I can write a modern-day version of a biblical tale with a moral to it. I can include biblical quotes for effect. Possible outcome: a modern-day version of “The Three Talents”</p>	<p>Stories with imaginary worlds I can create a fantasy setting. I can construct a narrative using images. I can organise my own story into paragraphs and create cohesion across them.</p>



	Possible outcome: Anglo-Saxon/Viking era tale		I can use commas and semicolons to separate/connect clauses containing subordinating or co-ordinating conjunctions. Possible choice: How a light bulb works.	Possible outcome: a letter to an Amazon tree-feller		
Writing outcome 2	Biography I can summarise and introduce a subject. I can use point, evidence, explain in complimenting, progressive paragraphs that outline a life of a significant individual I can use drop-in clauses for extra information Possible outcome: Biography of Alfred the Great	Recounts: Newspaper/magazine I can plan, draft and write a newspaper article that contains both facts and opinions. I can present a variety of viewpoints through quotes I can editorialise through emotive language I can use the simple present tense for a headline, omitting determiners I can use the present perfect for an introductory sentence. I can use the past tense accurately. I can distinguish between formal writing (the report) and speech (quotations)	Stories that raise issues and dilemmas I can write a story where a dilemma needs to be solved by the protagonist. I can use the past perfect tense for flashbacks to the lead up to the dilemma I can use a mixture of DASH (Description, action, speech and how characters are feeling) and rhetorical questions in the mind of the protagonist.	Stories from other cultures I can write a story set in another culture which is reflected by my description, choice of vocabulary and even in some speech.	Plays I can write my own short play script. I can use colons before speech, and brackets and italics for stage direction, using specific description for body language	Persuasive texts I can use rhetorical questions, emotive language, rhetorical questions, hyperbole and a persuasive tone to sell a product.
MATHEMATICS	Number & Place Value: up to 10,000 <ul style="list-style-type: none"> Count in multiples of 6, 7, 9, 25 and 1000 Find 1000 more or less than a given number Count backwards through zero to include negative numbers Recognise the place value of each digit in a four-digit number Order and compare numbers beyond 1000 Identify, represent and estimate numbers using different representations Round any number to the nearest 10, 100 or 1000 Solve number and practical problems that involve all of the above and with increasingly large positive numbers Read Roman numerals to 100 and know that, over time, the numeral system changed to include the concept of zero and place value Geometry: Properties of Shape <ul style="list-style-type: none"> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes 	Multiplication & Division: including Tables <ul style="list-style-type: none"> Recall multiplication and division facts for multiplication tables up to 12 x 12 Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together three numbers Addition & Subtraction: Mental Methods <ul style="list-style-type: none"> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Estimate and use inverse operations to check answers to a calculation Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why 	Multiplication Tables <ul style="list-style-type: none"> Recall multiplication and division facts for multiplication tables up to 12 x 12 Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together three numbers Recognise and use factor pairs and commutativity in mental calculations Addition & Subtraction: Written Methods <ul style="list-style-type: none"> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Estimate and use inverse operations to check answers to a calculation Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why 	Multiplication & Division <ul style="list-style-type: none"> Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together three numbers Multiply two-digit and three-digit numbers by a one-digit number using formal written layout Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems, such as n objects are connect to m objects Geometry: Angles Identify acute and obtuse angles and compare and order angles up to two right angles by size	Decimals <ul style="list-style-type: none"> Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to $\frac{1}{2}$, $\frac{1}{5}$, $\frac{3}{4}$ Find the effect of dividing a one- or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths Round decimals with one decimal place to the nearest whole number Compare numbers with the same number of decimal numbers up to two decimal places Fractions: Calculating <ul style="list-style-type: none"> Recognise and show, using diagrams, families of common equivalent fractions Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including 	Addition & Subtraction: Decimals <ul style="list-style-type: none"> Solve simple measure and money problems involving fractions and decimals to two decimal places Measurement: Time & Converting Units <ul style="list-style-type: none"> Convert between different units of measure, e.g. kilometre to metre; hour to minute Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Find the area of rectilinear shapes by counting squares Estimate, compare and calculate different measures, including money in pounds and pence Read, write and convert time between analogue and digital 12 and 24 hour clocks Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days Geometry: Position & Direction <ul style="list-style-type: none"> Describe positions on a 2-D grid as co-ordinates in the first quadrant Describe movements between positions as translations of a given

	<ul style="list-style-type: none"> Identify lines of symmetry in 2-D shapes presented in different orientations <p>Complete a simple symmetric figure with respect to a specific line of symmetry</p>				<p>non-unit fractions where the answer is a whole number</p> <ul style="list-style-type: none"> Add and subtract fractions with the same denominator 	<p>unit to the left / right and up. Down</p> <ul style="list-style-type: none"> Plot specified points and draw sides to complete a given polygon <p>Statistics</p> <ul style="list-style-type: none"> Interpret and present discrete and continuous data using appropriate graphical methods including bar charts and time graphs Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
<p>SCIENCE</p>	<p>States of Matter</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <ol style="list-style-type: none"> Compare and group the 3 states of matter Explore how particles behave in solids, liquids and gases <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)</p> <ol style="list-style-type: none"> Investigate melting points Explore freezing and boiling points <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <ol style="list-style-type: none"> Explore evaporation and condensation Understand the water cycle <p><i>Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle</i></p> <ul style="list-style-type: none"> ✓ Solids, liquids and gases are described by observable properties. ✓ Materials can be divided into solids, liquids and gases. ✓ Heating causes solids to melt into liquids and liquids evaporate into gases. d) Cooling causes gases to condense into 	<p>Electricity</p> <p>Identify common appliances that run on electricity</p> <ol style="list-style-type: none"> Explore electrical appliances and electrical safety <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <ol style="list-style-type: none"> Learn about electrical components in a series circuit <p>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</p> <ol style="list-style-type: none"> Investigate electrical circuits Investigate how electrical components can change within a circuit <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p> <ol style="list-style-type: none"> Explore conductors and insulators <p>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> <ol style="list-style-type: none"> Learn about electrical switches <p><i>Electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol</i></p>	<p>Sound</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <ol style="list-style-type: none"> Identify how sounds are made <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <ol style="list-style-type: none"> Explore how vibrations from sounds travel through a medium to the ear Explore sound insulation <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <ol style="list-style-type: none"> Explore volume <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <ol style="list-style-type: none"> Explore pitch <p>Recognise that sounds get fainter as the distance from the sound source increases</p> <ol style="list-style-type: none"> Explore sounds from near and from far <p><i>Sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation</i></p> <ul style="list-style-type: none"> ✓ Sound travels from its source in all directions and we hear it when it travels to our ears. ✓ Sound travel can be blocked. ✓ Sound spreads out as it travels. ✓ Changing the shape, size and material of an object will change the sound it produces. ✓ Sound is produced when an object vibrates. ✓ Sound moves through all materials by making them vibrate. ✓ Changing the way an object vibrates changes its sound. ✓ Bigger vibrations produce louder sounds and smaller vibrations produce quieter sounds. ✓ Faster vibrations (higher frequencies) produce higher pitched sounds <p>Linked texts: Sonam and the Silence Eddie Ayres & Ronak Taher</p>	<p>Animals inc. Humans</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <ol style="list-style-type: none"> Identify the organs in the digestive system Describe the functions of the main organs in the digestive system Identify the different types of teeth in humans and their simple functions Identify the types of human teeth and their functions Investigate the effects of different liquids on the teeth <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <ol style="list-style-type: none"> Understand food chains Explore food webs <p><i>Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain</i></p> <ul style="list-style-type: none"> ✓ Animals have teeth to help them eat. ✓ Different types of teeth do different jobs. ✓ Food is broken down by the teeth and further in the stomach and intestines where nutrients go into the blood. ✓ The blood takes nutrients around the body. 	<p>Living Things and their Habitats</p> <p>Recognise that living things can be grouped in a variety of ways</p> <ol style="list-style-type: none"> Explore different habitats Research a habitat <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <ol style="list-style-type: none"> Explore how animals can be classified Create a classification key Adaptions and classification within species Explore and classify pond plants <p>Living Things and their Habitats - Conservation</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p> <ol style="list-style-type: none"> Describe ecosystems and how they are affected by changes in the seasons Understand human impact on the environment through deforestation Explore air pollution Understand water pollution Explore methods that can be used to conserve water 	



	<p>liquids and liquids to freeze into solids.</p> <ul style="list-style-type: none"> ✓ The temperature at which given substances change state are always the same. <p>Linked Text: Once Upon a Raindrop: The Story of Water by James Carter</p>	<ul style="list-style-type: none"> ✓ A source of electricity (mains of battery) is needed for electrical devices to work. ✓ Electricity sources push electricity round a circuit. ✓ More batteries will push the electricity round the circuit faster. ✓ Devices work harder when more electricity goes through them. ✓ A complete circuit is needed for electricity to flow and devices to work. ✓ Some materials allow electricity to flow easily and these are called conductors. Materials that don't allow electricity to flow easily are called insulators. <p>Linked Text: Electrical Wizard by Elizabeth Rusch</p>		<ul style="list-style-type: none"> ✓ Nutrients produced by plants move to primary consumers then to secondary consumers through food chains. <p>Linked Text: Yum Yum by Mick Manning</p>	<p>6. Understand that humans can have a positive impact on nature</p> <p><i>Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate</i></p> <ul style="list-style-type: none"> ✓ Living things can be divided into groups based upon their characteristics ✓ Environmental change affects different habitats differently ✓ Different organisms are affected differently by environmental change ✓ Different food chains occur in different habitats ✓ Human activity significantly affects the environment <p>Linked Text: The Vanishing Rainforest by Richard Platt</p>
<p>HISTORY</p>	<p><u>Invasion!</u></p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Learn about the Roman Empire and its impact on Britain.</p> <p>Conduct a local history study.</p> <p>Learn about Britain's settlement by Anglo-Saxons and Scots.</p> <p>Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>			<p><u>Ancient Civilisations</u></p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Learn about the Sumerian and Egyptian Empires and their impact on Britain.</p>	
<p>GEOGRAPHY</p>			<p><u>Misty mountain, winding river</u></p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their</p>	<p><u>Ancient Civilisations</u></p> <p>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 within 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, food, minerals and water.</p>	



			<p>environmental regions, key physical and human characteristics, countries, and major cities.</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 region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</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, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>		
<p>RELIGIOUS EDUCATION</p>	<p>Unit L2.3 <u>What is the Trinity and why is it important for Christians?</u></p> <ul style="list-style-type: none"> • Recognise what a 'Gospel' is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean • Give examples of what these texts mean to some Christians today • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. 	<p>L2.7 <u>What do Hindus believe God is like?</u></p> <ul style="list-style-type: none"> • Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindus worship • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today 	<p>L2.8 <u>What does it mean to be Hindu in Britain today?</u></p> <ul style="list-style-type: none"> • Describe how Hindus show their faith within their families in Britain today (e.g. home puja) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean • Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) • Raise questions and suggest answers about what is good about 	<p>Unit L2.5 <u>Why do Christians call the day Jesus died Good Friday?</u></p> <ul style="list-style-type: none"> • Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live • Offer informed suggestions about what the events of Holy Week mean to Christians • Give examples of what Christians say about the importance of the events of Holy Week • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • Describe how Christians show their beliefs about Jesus in worship in different ways • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 	<p>Unit L2.6 <u>For Christians, when Jesus left, what was the impact of Pentecost?</u></p> <ul style="list-style-type: none"> • Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean • Give examples of what Pentecost means to some Christians now • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now • Describe how Christians show their beliefs about the Holy Spirit in worship • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. 	<p>L2.11 <u>How and why do people mark the significant events of life?</u></p> <ul style="list-style-type: none"> • Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today • Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)



		<ul style="list-style-type: none"> • Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. 	<p>being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</p>	<p>‘Good Friday’, giving good reasons for their suggestions</p>		<ul style="list-style-type: none"> • Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies • Give good reasons why they think ceremonies of commitment are or are not valuable today
PHYSICAL EDUCATION	<p>Functional Movement and Rugby</p> <ul style="list-style-type: none"> • throw and catch accurately with one hand • hit a ball accurately with control • vary tactics and adapt skills depending on what is happening in a game 	<p>General Hand-Eye Co-ordination cont’d/Basketball/ Netball</p> <ul style="list-style-type: none"> • throw and catch accurately with one hand • hit a ball accurately with control • vary tactics and adapt skills depending on what is happening in a game 	<p>Foot-Eye Co-ordination/ Football</p> <ul style="list-style-type: none"> • throw and catch accurately with one hand • hit a ball accurately with control • vary tactics and adapt skills depending on what is happening in a game <p>Gymnastics</p> <ul style="list-style-type: none"> • move in a controlled way • include change of speed and direction in a sequence • work with a partner to create, repeat and improve a sequence with at least three phases 	<p>Hand-Eye Co-ordination – hitting (along the floor)/Hockey</p> <p>throw and catch accurately with one hand</p> <ul style="list-style-type: none"> • hit a ball accurately with control <p>vary tactics and adapt skills depending on what is happening in a game</p> <p>Dance</p> <ul style="list-style-type: none"> • improvise freely and translate ideas from a stimulus into movement share and create phrases with a partner and small group • remember and repeat dance perform phrases 	<p>Hand-Eye Co-ordination – hitting (airborne)/ Cricket/Tennis/Rounders</p> <ul style="list-style-type: none"> • throw and catch accurately with one hand • hit a ball accurately with control • vary tactics and adapt skills depending on what is happening in a game 	<p>Athletics, Swimming</p> <ul style="list-style-type: none"> • sprint over a short distance and demonstrate stamina when running over a long distance • jump using different techniques • throw in different ways and hit a target, when needed <p>Outdoor Education</p> <ul style="list-style-type: none"> • follow a map in a (more demanding) familiar context • follow a route within a time limit
Component Knowledge	<ul style="list-style-type: none"> • Hand-eye co-ordination • Generalised Motor Programmes for throwing and catching • Game understanding (strategical understanding, tactical awareness, spatial awareness, teamwork and link play) 	<ul style="list-style-type: none"> • Hand-eye co-ordination • Generalised Motor Programmes for throwing and catching • Game understanding (strategical understanding, tactical awareness, spatial awareness, teamwork and link play) 	<ul style="list-style-type: none"> • Hand-eye co-ordination • Generalised Motor Programmes for throwing and catching • Game understanding (strategical understanding, tactical awareness, spatial awareness, teamwork and link play) <p>Gymnastics</p> <ul style="list-style-type: none"> • Control body when travelling and balancing • Rhythm/ timing • Agility/ Balance/ Co-ordination/ Power • Ability to plan and perform a sequence of movements 	<ul style="list-style-type: none"> • Hand-eye co-ordination • Generalised Motor Programmes for throwing and catching • Game understanding (strategical understanding, tactical awareness, spatial awareness, teamwork and link play) <p>Dance</p> <ul style="list-style-type: none"> • Rhythm/ timing • Sequencing of movement • Recognise and respond to stimuli • Recall and perform movement/ GMP 	<ul style="list-style-type: none"> • Hand-eye co-ordination • Generalised Motor Programmes for throwing and catching • Game understanding (strategical understanding, tactical awareness, spatial awareness, teamwork and link play) 	<ul style="list-style-type: none"> • Technique for sprinting and for longer distance running • Ability to squat and extend over hips/ knees and ankles in a variety of different ways • GMP for throwing (overarm, underarm etc) with increased accuracy <p>Outdoor Education</p> <ul style="list-style-type: none"> • Map reading skills, including co-ordinates • Understanding of direction (full compass) • Understanding of safety (road safety, stranger danger, working in pairs or groups etc) • Tell the time effectively and record intervals of time
Key vocabulary	<ul style="list-style-type: none"> • Space/ spread out/ compact • Tactic/ strategy/ plan 	<ul style="list-style-type: none"> • Space/ spread out/ compact • Tactic/ strategy/ plan 	<ul style="list-style-type: none"> • Space/ spread out/ compact • Tactic/ strategy/ plan 	<ul style="list-style-type: none"> • Space/ spread out/ compact • Tactic/ strategy/ plan 	<ul style="list-style-type: none"> • Space/ spread out/ compact • Tactic/ strategy/ plan 	<ul style="list-style-type: none"> • Range of movement/ joint

	<ul style="list-style-type: none"> Rules/ of the game Principles of play Accuracy/ timing Evaluate/ respond 	<ul style="list-style-type: none"> Rules/ of the game Principles of play Accuracy/ timing Evaluate/ respond 	<ul style="list-style-type: none"> Rules/ of the game Principles of play Accuracy/ timing Evaluate/ respond <p>Gymnastics</p> <ul style="list-style-type: none"> Sequence/ plan Feedback/ advice/ coaching Rhythm/ timing Strength/ suppleness/ flexibility Apparatus Control Agility/ Balance/ coordination 	<ul style="list-style-type: none"> Rules/ of the game Principles of play Accuracy/ timing Evaluate/ respond <p>Dance</p> <ul style="list-style-type: none"> Moves/ routines/ sequence/ sequencing Timing/ rhythm Mood/ emotion/ feelings/ representation/ Stimulus Phrase/ key words 	<ul style="list-style-type: none"> Rules/ of the game Principles of play Accuracy/ timing Evaluate/ respond 	<ul style="list-style-type: none"> Squat/ restrict/ contract/ extend/ push Over arm/ under arm/ side arm Target/ accurate/ accuracy Stamina Stride length <p>Outdoor Education</p> <ul style="list-style-type: none"> Co-ordinate/s/ x-axis and y-axis N/ NE/ E/ SE/ S/ SW/ W/ NW/ compass Map/ icon/ location/ key Stopwatch/ estimated time
PSHE	<p>Being Me Know their place in the school community Know what democracy is (applied to pupil voice in school) Know how groups work together to reach a consensus Know that having a voice and democracy benefits the school community Know how individual attitudes and actions make a difference to a class Know about the different roles in the school community Know that their own actions affect themselves and others</p>	<p>Growth Know how to make a new plan and set new goals even if they have been disappointed Know how to work as part of a successful group Know how to share in the success of a group Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know the reasons why witnesses sometimes join in with bullying and don't tell anyone Know what their own hopes and dreams are Know that hopes and dreams don't always come true Know that reflecting on positive and happy experiences can help them to counteract disappointment Know how to work out the steps they need to take to achieve a goal</p>	<p>Celebrating Difference Know that sometimes people make assumptions about a person because of the way they look or act Know there are influences that can affect how we judge a person or situation Know what to do if they think bullying is or might be taking place Know that first impressions can change</p>	<p>Healthy Me Know that there are leaders and followers in groups Know the facts about smoking and its effects on health Know the facts about alcohol and its effects on health, particularly the liver Know ways to resist when people are putting pressure on them Know what they think is right and wrong Know how different friendship groups are formed and how they fit into them Know which friends they value most Know that they can take on different roles according to the situation Know some of the reasons some people start to smoke Know some of the reasons some people drink alcohol</p>	<p>Relationships Know some reasons why people feel jealousy Know that loss is a normal part of relationships Know that negative feelings are a normal part of loss Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe Know that jealousy can be damaging to relationships Know that memories can support us when we lose a special person or animal</p>	<p>Changing Me Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm Know that babies are made by a sperm joining with an ovum Know the names of the different internal and external body parts that are needed to make a baby Know how the female and male body change at puberty Know that change can bring about a range of different emotions Know that personal hygiene is important during puberty and as an adult Know that change is a normal part of life and that some cannot be controlled and have to be accepted</p>
PSHE Social and emotional	<p>Identify the feelings associated with being included or excluded Be able to take on a role in a group discussion / task and contribute to the overall outcome Know how to regulate my emotions Can make others feel cared for and welcome Recognise the feelings of being motivated or unmotivated Can make others feel valued and included Understand why the school community benefits from a Learning Charter</p>	<p>Have a positive attitude Can identify the feeling of disappointment Be able to cope with disappointment Can identify what resilience is Identify feelings that a bystander might feel in a bullying situation Identify reasons why a bystander might join in with bullying Revisit the 'Solve it together' technique to practise conflict and bullying scenarios Can identify a time when they have felt disappointed</p>	<p>Be comfortable with the way they look Try to accept people for who they are Be non-judgemental about others who are different Identify influences that have made them think or feel positively/negatively about a situation Identify their own uniqueness Identify when a first impression they had was right or wrong</p>	<p>Can identify the feelings that they have about their friends and different friendship groups Recognise negative feelings in peer pressure situations Can identify the feelings of anxiety and fear associated with peer pressure Can tap into their inner strength and know-how to be assertive Recognise how different people and groups they interact with impact on them Identify which people they most want to be friends with</p>	<p>Can identify feelings and emotions that accompany jealousy Can suggest positive strategies for managing jealousy Can identify people who are special to them and express why Can identify the feelings and emotions that accompany loss Can suggest strategies for managing loss Can tell you about someone they no longer see Can suggest ways to manage relationship changes including how to negotiate</p>	<p>Can appreciate their own uniqueness and that of others Can express any concerns they have about puberty Have strategies for managing the emotions relating to change Can express how they feel about having children when they are grown up Can say who they can talk to about puberty if they are worried Can apply the circle of change model to themselves to have strategies for managing change</p>



	<p>Be able to help friends make positive choices</p>	<p>Can talk about their hopes and dreams and the feelings associated with these Help others to cope with disappointment Enjoy being part of a group challenge Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time</p>				
<p>ART & DESIGN</p>	<p><u>Invasion</u> <u>Warp and weft (Art)</u> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Learn about great artists, architects and designers in history.</p> <p><u>Contrast and complement (Art)</u> Evaluate and analyse creative works using the language of art, craft and design. Create sketchbooks to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Learn about great artists, architects and designers in history.</p>	<p><u>Misty mountain, winding river</u> <u>Vista (Art)</u> Evaluate and analyse creative works using the language of art, craft and design. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Learn about great artists, architects and designers in history.</p> <p><u>Animal (Art)</u> Evaluate and analyse creative works using the language of art, craft and design. Create sketchbooks to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Learn about great artists, architects and designers in history.</p>		<p><u>Ancient Civilisations</u> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). <u>Statues, statuettes and figures (Art)</u> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Learn about great artists, architects and designers in history.</p> <p><u>Islamic Art (Art)</u> Evaluate and analyse creative works using the language of art, craft and design. Create sketchbooks to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Learn about great artists, architects and designers in history.</p>		
<p>DESIGN & TECHNOLOGY</p>	<p><u>Invasion</u> <u>Fresh food Good Food (DT)</u> Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p><u>Misty mountain, winding river</u> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <u>Functional and fun fabrics (DT)</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. Investigate and analyse a range of existing products.</p>		<p><u>Ancient Civilisations</u> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. <u>Tomb builders (DT)</u> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</p>		

	<p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>		<p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>			
<p>COMPUTING</p>	<p>The Internet I can describe how networks physically connect to other networks. I can recognise how networked devices make up the internet. I can outline how websites can be shared via the World Wide Web. I can describe how content can be added and accessed on the World Wide Web. I can recognise how the content of the WWW is created by people. I can evaluate the consequences of unreliable content.</p>	<p>Audio Production I can identify that sound can be digitally recorded. I can use a digital device to record sound. I can explain that a digital recording is stored as a file. I can explain that audio can be changed through editing. I can show that different types of audio can be combined and played together. I can evaluate editing choices made.</p>	<p>Repetition in shapes I can identify that accuracy in programming is important. I can create a program in a text-based language. I can explain what 'repeat' means. I can modify a count-controlled loop to produce a given outcome. I can decompose a program into parts. I can create a program that uses count-controlled loops to produce a given outcome.</p>	<p>Data Logging I can explain that data gathered over time can be used to answer questions. I can use a digital device to collect data automatically. I can explain that a data logger collects 'data points' from sensors over time. I can use data collected over a long duration to find information. I can identify the data needed to answer questions. I can use collected data to answer questions.</p>	<p>Photo Editing I can explain that digital images can be changed. I can change the composition of an image. I can describe how images can be changed for different uses. I can make good choices when selecting different tools. I can recognise that not all images are real. I can evaluate how changes can improve an image.</p>	<p>Repetition in games I can develop the use of count-controlled loops in a different programming environment. I can explain that in programming there are infinite loops and count-controlled loops. I can develop a design which includes two or more loops which run at the same time. I can modify an infinite loop in a given program. I can design a project that includes repetition. I can create a project that includes repetition.</p>
<p>MFL (FRENCH)</p>	<p>Phonetics lesson 2 (C) & Presenting Myself (I) Use basic greetings in French, ask how somebody is feeling and reply when asked to me. Ask somebody their name in French and reply when asked to me. Revise numbers 1-10 in French and learn numbers 11-20 in French. Ask somebody their age in French and reply when asked to me. Ask somebody where they live in French and reply when asked to me.</p>	<p>Family (I) Ma famille (My Family) The nouns and determiners for several family members in French. How to move from using the determiner 'a' with a family member noun to using a possessive adjective 'my' in French. To answer the question 'As-tu des frères et sœurs ?' (Do you have any brothers or sisters?) How to introduce family members, learning to use 'il/elle s'appelle' (he/she is called). To use my knowledge of larger numbers to be able to describe the age of family members.</p>	<p>Goldilocks (I) Boucle d'or et les Trois Ours (Goldilocks and the Three Bears) Listen to the familiar fairy tale Goldilocks in French and understand the meaning using picture cards. Relisten to the familiar fairy tale and retain more new vocabulary using word cards. Relisten to the familiar fairy tale and consolidate my new knowledge with phrase cards. Use my new knowledge to re-write the story of Goldilocks in French. Present my version of the story to the class.</p>	<p>Habitats (I) The essential things plants and animals need to survive in French. About 5 key habitats around the world in French. To use the verb 'pousser' (to grow) to express which plants grow in these habitats. To use the verb 'habiter' (to live) to express which animals live in these habitats. To use all my new knowledge to prepare a presentation for the class.</p>	<p>Classroom (I) How to say 7 classroom objects in French. Say 5 more classroom objects in French. Answer the question 'Qu'est-ce qu'il y a dans ta trousse ?' (What do you have in your pencil case?). Move from an indefinite determiner (a) to a possessive adjective (my). Use the negative response and use all my new knowledge to say what I have/do not have in my pencil case.</p>	<p>My Home (I) Say where I live using the verb 'j'habite' (I live). Say 5 rooms of the house with the correct determiner. Say 5 more rooms of the house with the correct determiner. Say what rooms I do not have in my house using the negative structure. Use all my new knowledge in French to describe where I live.</p>