**Year 4 Curriculum Map 2019-2020**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic/Theme | Rampaging Romans  (The Roman Empire in Europe and Britain  625BC - 410AD) | | Eco-Heroes  (Saving the Planet) | | Anglo-Saxons and Vikings  (Invaders to Britain 410AD – 1066AD) | |
| Outdoor Learning | Scout.ed  \*Mapping skills  \*Building Roman forts | | SPRING TERM  Outdoor Ed  \*Surviving extreme weather- survival skills  \*animal classification and using a key | | Scout.ed | |
| Potential trips & Visits | Binchester Roman Fort | Ancient Roman visitor | Hadrian's wall- through outdoor education | Forbidden Corner | Durham University/Cathedral – Anglo Saxons/Vikings workshop | Pooley Bridge Residential |
| English: Writing Outcomes | \***Narrative –** RomanMyths/legends  \***Information text** - Roman fact files  \***Instructions** (brushing teeth)  \***Factual guides** (Roman dictionaries, glossaries etc.  \***Recount -**  Event (Scout.ed day)  Roman diary entries | | \***Poetry**: similes & metaphors, imagery  \***Discussion text -** Balanced arguments  \***Persuasion -** speeches/letters/adverts  \***Non-chronological reports**  \***Recount** - Newspaper report  \***Narratives** with different settings/perspectives  \***Biography** | | \***Information/persuasion** - visitor guides  \***Playscript**  \***Explanation texts** including diagrams & illustrations (linked to Science)  \***First person narrative**  \***Poetry** – narrative, recitation & performance, kennings etc | |
| English: Punctuation & Grammar | \*verb tenses (including past perfect & past progressive)  \*expanded noun phrases  \*indicating possession by using the possessive apostrophe with singular and plural nouns  \*fronted adverbials | | \*extending the range of sentences with more than one clause by using a wider range of conjunctions  \*using conjunctions, adverbs and prepositions to express time and cause  \*using commas after fronted adverbials  \*using and punctuating direct speech | | \*extending the range of sentences with more than one clause by using a wider range of conjunctions  \*using conjunctions, adverbs and prepositions to express time and cause  \*selecting pronouns & conjunctions for cohesion  \*using and punctuating direct speech | |
| English: Spelling | In Year 4, children learn:  \*To spell two-syllable words containing double consonants e.g. shopper, yellow  \*To distinguish between the spelling and meanings of common homophones (word  which sound the same but are spelt differently and mean different things)  e.g. their / they’re / there  \*To spell regular verb endings, ‘s’, ‘ed’, ‘ing’  \*To spell irregular tense changes e.g. are🡪were  \*To recognise and spell the suffixes (worded endings) ‘-al’, ‘-ary’, ‘-ic’ '-ship’, ‘-hood’, ‘- ‘-ness’, ‘-ment’.  \*Investigate the ways in which nouns and adjectives can be made into verbs by the use of the suffixes ‘-ate’, ‘-ify’. e.g. simple🡪simplify, pollen🡪pollinate  \*Investigate spelling patterns and generate rules to explain the patterns  \*To investigate what happens to words ending in ‘f’ when suffixes are added  e.g. shelf🡪shelves  \*To spell words with common endings  \*To explore the occurrence of certain strings of letters within words and work out some of the rules for using them at the beginnings, middles and endings of words  \*To spell words with common letter strings but different pronunciations e.g. ough:cough, thought, though  \*To collect/classify words with common roots and investigate origins and meanings  \*To practise extending and compounding words through adding parts  \*Revise and investigate links between meaning and spelling  \*To recognise and spell the suffixes ‘-ible’, ‘-able’, ‘-ive’, ‘-tion’, ‘-sion’.  \*To distinguish the two forms of its (possessive, no apostrophe) and it’s (contracted ‘it is’) and to use these accurately in own writing  \*To investigate compound words  \*To understand how diminutives are formed e.g. –ish changes the original word to take on a slightly lesser strength of its original meaning i.e. boyish, yellowish | | | | | |
| Possible Class Text(s) | \*’Roman Mysteries’ | | \*The Journey Home  \*The Tin Forest | | \*How To Train Your Dragon  \*Anglo-Saxon/Viking myths, legends | |
| Possible Guided Reading | \*assorted texts relating to topic and science  Roman Myths and Legends  My Story – Roman Invasion  Horrible Histories – Rotten Romans  Horrible Science – Disgusting Digestion | | \*assorted texts relating to topic and science  \*Hot Like Fire  \*Floodland  \*Wolves  \*Horrible Science | | \*assorted texts relating to topic and science  Horrible Histories  Horrible Science  \*Oliver and the Seawigs  \*Storm  \*Krindlekrax?  \*The Promise  \*Leon and the Place Inbetween | |
| Reading Objectives | \*asking questions to improve their understanding of a text  \*identify main ideas drawn from more than one paragraph and summarise these  \* use dictionaries to check the meaning of words that they have read  \*prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  \* discuss words and phrases that capture the reader’s interest and imagination  \* participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say | | \*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet  \* increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  \*listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  \* read books that are structured in different ways and reading for a range of purposes  \* retrieve and record information from non-fiction texts  \*predict what might happen from details stated (and implied)  \*draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence | | \*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word  \* check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  \*increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  \* identify themes and conventions in a wide range of books  \*prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  \* identify how language, structure, and presentation contribute to meaning | |
| Opportunities for Drama & P4C | \*Performing playscripts/myths  \*Ancient Roman visitor  \*Democracy/debate  \*different systems of government (monarchy, republic etc)  \*Christmas performance | | \*Biography/interview  \*Debates/balanced arguments- linked to saving the planet and P4C sessions.eg have we left it too late?  \*Persuasive language/advert | | \* characterisation hot-seating  \*Performance poetry | |
| Maths | \*Place value including Roman numerals (number system over time, linked to topic) and rounding  \*Addition & subtraction (including estimation and inverse operations)  \*Some statistics (linked to Science) | \*Multiplication and division (formal methods and factors)  \*Statistics (comparison and sum problems) | \*Fractions  (equivalence, hundredths, quantities, add and subtract) | \*Fractions  (decimals, multiplying/dividing by 10, 100, rounding, comparing)  \*Measures (conversion, money) | \*Shape (classifying, angles, symmetry)  \*Measures (area, perimeter) | \*Position & direction (coordinates, translations) |
| Science | Animals Including Humans  \*The digestive system  \*Teeth in humans and other animals  \*Dental hygiene | States of Matter  \*Solids, liquids and gases  \*particles  \*changing state  \*heating, cooling, evaporation, condensation  \*water cycle | All Living Things  \*classification  \*keys  \*the environment  \*global warming  \*climate change  \*food chains | Electricity  \*electrical appliances  \*mains and battery  \*series circuits  \*basic components  \*conductors and insulators  \*switches | Sound  \*making sound  \*vibrations  \*the ear  \*pitch and volume | |
| Science: NC Objectives | \*describe the simple functions of the basic parts of the digestive system in humans  \*identify the different types of teeth in humans and their simple functions  \*construct and interpret a variety of food chains, identifying producers, predators and prey. | \*compare and group materials together, according to whether they are solids, liquids or gases  \*observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)  \*identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | \*recognise that living things can be grouped in a variety of ways  \*explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  \*recognise that environments can change and that this can sometimes pose dangers to living things.  \*construct and interpret a variety of food chains, identifying producers, predators and prey.  (moved) | \*identify common appliances that run on electricity  \*construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  \*identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery  \*recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit  \*recognise some common conductors and insulators, and associate metals with being good conductors. | \*identify how sounds are made, associating some of them with something vibrating  \*recognise that vibrations from sounds travel through a medium to the ear  \*find patterns between the pitch of a sound and features of the object that produced it  \*find patterns between the volume of a sound and the strength of the vibrations that produced it.  \*recognise that sounds get fainter as the distance from the sound source increases | |
| Science: Working Scientifically  Activity | TEETH - plan an  enquiry  and record  Observations (comparing erosion of tooth enamel in different liquids) | SOLIDS, LIQUID & GASES - describe  what happens  to the mass  of lemonade  as the gas  bubbles  escape | TROUBLESOME ANIMALS – explain why some animals are more difficult to classify (I.e. platypus) | IDENTIFYING CONDUCTORS – construct circuits and use results to identify  conductors of electricity | CHANGING PITCH - ask relevant  Questions and test theories about how  to change pitch on  musical instruments |  |
| Science: Working Scientifically  Skills | asking relevant questions and using different types of scientific enquiries to answer them  setting up simple practical enquiries, comparative and fair tests  recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions | making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables | gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  identifying differences, similarities or changes related to simple scientific ideas and processes  using straightforward scientific evidence to answer questions or to support their findings.  Identifying differences, similarities or changes related to simple scientific ideas and processes | recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  identifying differences, similarities or changes related to simple scientific ideas and processes | reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  identifying differences, similarities or changes related to simple scientific ideas and processes  using straightforward scientific evidence to answer questions or to support their findings. | |
| Science: Working Scientifically | In Years 3 & 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests  \*making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  \*gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  \*recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  \*reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  \*using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  \*identifying differences, similarities or changes related to simple scientific ideas and processes  \*using straightforward scientific evidence to answer questions or to support their findings. | | | | | |
| History | \* The Roman Empire in Europe and Britain (focus on North East)  **625BC – 410AD**   * Founding of Rome * Roman ruling system * Roman daily life – food, houses, clothes, religion, jobs, art/music * Expansion of the Empire * Hill forts and tribal wars * Julius Caesar * Roman invasion of Britain (Hadrian’s Wall etc) * Roman life in Britain * Boudicca’s rebellion * Fall of Rome * Roman legacy * Focus on primary sources   Local Area | |  | | \*Vikings & Anglo-Saxons (focus on the North East)  **410AD – 1066AD**   * End of Roman occupation * Who were the invaders? * Where did they come from? * When/why did they come? * Settlement (kingdoms) * Influences – language, place names etc * Daily life – religion, food, clothes house, jobs, art/music * Notable people/events/sites i.e. King Alfred, battles, Lindisfarne, Durham Cathedral * Roles of men and women * Warfare * End of the period (1066) * Primary and secondary sources   Local Area | |
| History: Skills | \*use evidence to build up a picture of a past event  \* generate and ask a wide variety of questions  \* use sources to conduct their own research  \* place events from time period studied on a timeline  \* understand more complex term including BC/AD  \* use evidence to reconstruct life in the period of time studied  \* look at the evidence available  \* select and organise information into a data file to answer historical questions  \* display findings in a variety of ways  \* work independently and in groups | |  | | \* select relevant material to present a picture of one aspect of life in the period  \* use terms related to the period and begin to date events  \* looks for links within, and effects of, events in the period studied  \* offer a reasonable explanation for some events in the period studied  \* begin to evaluate the usefulness of different sources  \* use texts books and historical knowledge critically  \* know the period in which the study is set  \* find out things from a variety of sources, selecting and synthesising information to meet their needs and developing the ability to question its accuracy, bias and plausibility | |
| History: NC Objectives | In Key Stage 2, pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.  In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.  Pupils should be taught about:  \*changes in Britain from the Stone Age to the Iron Age  \*the Roman Empire and its impact on Britain  \*Britain’s settlement by Anglo-Saxons and Scots  \*the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  \*a local history study  \*a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  \*the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China  \*Ancient Greece – a study of Greek life and achievements and their influence on the western world  \*a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. | | | | | |
| Geography | **Ancient and modern Rome – comparison**  **Roman Empire (in the North East)**  (including a day for whole class with Scout.ed)   * Locations of main countries of Europe (UK, France, Germany, Spain, Russia, Iceland, Italy * Locations of main countries of North America (USA, Canada, Mexico) * Locations of main countries of South America (Brazil, Argentina, Chile, Ecuador, Peru) * Mapping skills - Know the 8 points of a compass * Recognise and distinguish between some forms of human and physical features/landmarks (related to mapping) * Understand types of settlements (village, town, city) and begin to understand reasons for settlement (water, food, trade links) - why Rome was built where it was * How and why the Roman Empire expanded * Comparison of Rome/Italy to Durham/UK   Scout.ed (local area)  Local area | | **Eco - Heroes**   * Biomes – tundra, aquatic, forest, desert, grassland * Climate zones, vegetation belts * Deforestation * Pollution * Endangered animals/plants * Renewables * Climate change   Outdoor Ed | | **Anglo-Saxons and Vikings**  (including a day for whole class with Scout.ed)   * Locations of key counties of England (related to Anglo-Saxon kingdoms and change in land use) * Mapping skills - Know the function of grid references * Closer analysis of types of settlements and different ways in which land is used (in past and present) * Local area study (Lindisfarne, Durham Cathedral)   Scout.ed (local area)  Local area | |
| Geography: Skills | \*locate the main countries in Europe and South/North America  \* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  \*know and use the eight points of the compass and four-figure grid references  \*use fieldwork to observe, measure and record the physical and human features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies | | \* locate, on a world map, areas with similar environmental regions (desert, rainforest and temperate regions)  \*describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts  \* know and use the eight points of the compass and four-figure grid references  \*use fieldwork to observe, measure and record the physical and human features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies | | \* locate and name the main counties and cities in/around England  \* describe and understand key aspects of human geography, including: types of settlements in modern Britain (villages, towns, cities)  \* understand geographical similarities and differences through studying the human & physical geography of a region in the UK, a region in a European country, and a region within North/South America  \*know and use the eight points of the compass and four-figure grid references | |
| Geography: NC Objectives | In Key Stage 2, pupils should be taught to:  **\***locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  \*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  \*identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  \*understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America  \*describe and understand key aspects of:  \*physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  \*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  **\***use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  \*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  \*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. | | | | | |
| Art & Design | \*Pastel work (fireworks)  \*Sketching Roman artefacts  \*Mosaics  \*Pottery (Roman busts)  \*Sewing (Xmas and Roman textiles)  **\*Focus on sketching, then moving onto other materials**  **\*Sculpting (Roman busts)**  **\*tessellation (mosaic)** | | \*World/biome artwork  \*Environment-inspired Eco-art (recycling)  \*textual art  \*weaving/knitting (natural materials)  \*Graphical art  **\*Focus on colour/shade/tint/colour mixing for mood and effect**  **\*Man-made and natural materials/patterns/construction** | | \*Anglo-Saxon brooches/jewellery (sculpting/modelling)  \*illuminated letters (watercolours, other media)  \*Anglo-Saxon/Viking shields/artwork  \*embroidery/weaving  \*Sewing  **\*Focus on textiles/fabric art/printing (potential link to International Fortnight)** | |
| Art & Design: Skills | \* identify and draw the effect of light  \* begin to use scale and proportion  \* make accurate drawings of whole people, including proportion and placement  \* work on a variety of scales  \* make computer-generated drawings  \* plan and develop own work critically  \* use experience of surface patterns and textures  \* discuss own work and work of other sculptors  \*recognise and begin to use tessellation | | \* colour mix and match, understanding tint, tone and shade  \* observe different colours  \* select suitable equipment for a task  \* match colour to mood/ intended effect  \* explore environmental and man-made patterns  \* analyse and interpret natural and man-made forms of construction | | \* use a wider variety of stitches  \* make observations to design own textual art  \* experiment with creating mood, feeling and movement  \* compare and discuss different fabrics  \* use sketchbook for recording textures/patterns  \* interpret environmental and manmade patterns  \* modify and adapt prints | |
| Art & Design: NC Objectives | In Key Stage 2, pupils should be taught:  \*to create sketch books to record their observations and use them to review and revisit ideas  \*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  \*about great artists, architects and designers in history. | | | | | |
| Design and Technology | \*Hadrian’s Wall- simple construction techniques  \*Working Roman aqueduct  \*Cookery – Roman/Italian food  \*Paper cutting (pop-up Roman landmark)  \*STEM activities – longest straw | | \*Miniature theatres - biomes/endangered animals  \*Cooking (sustainability)  \*STEM activities -  \*Recycled instruments  \*Constructing Local buildings from basic materials (link to electrics science topic) | | \*Scale models of Anglo-Saxon village (more complex materials I.e. wood-work)  \*Catapults (pulleys, gears etc)  \*Sewing (drawstring purses + decoration)  \*Cookery – Anglo Saxons/Vikings  \*STEM activities - | |
| Design & Technology: Skills | \* generate ideas, considering the purposes for which they are designing  \* make labelled drawings from different views showing specific features  \* evaluate products and identify criteria that can be used for their own designs  \* evaluate their products carrying out appropriate tests  \*prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques | | \* select appropriate tools and techniques for making their product  \* measure, tape or pin, cut and join fabric with some accuracy  \* use simple graphical communication techniques  \* evaluate their work both during and at the end of the assignment  \* evaluate their products carrying out appropriate tests  \*understand and apply the principles of a healthy and varied diet  \*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. | | \* develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail  \* measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques  \* join and combine materials and components accurately in temporary and permanent ways  \* sew using a range of different stitches, weave and knit  \* measure, tape or pin, cut and join fabric with some accuracy  \* use simple graphical communication techniques  \* evaluate their work both during and at the end of the assignment  \* evaluate their products carrying out appropriate tests  \*prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques | |
| Design & Technology: NC Objectives | In Key Stage 2, when designing and making, pupils should be taught to:  \*use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  \*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  \*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  **\***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  \*understand how key events and individuals in design and technology have helped shape the world  **\***apply their understanding of how to strengthen, stiffen and reinforce more complex structures  \*understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  \*understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  \*apply their understanding of computing to program, monitor and control their products.  \*understand and apply the principles of a healthy and varied diet  \*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. | | | | | |
| Music | **Charanga - Mamma Mia**  Traditional music (Rome)  \*appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  \*develop an understanding of the history of music.  \*listen with attention to detail and recall sounds with increasing aural memory | **Charanga – Lean on Me**  Christmas Songs  \*appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  \*develop an understanding of the history of music.  \*listen with attention to detail and recall sounds with increasing aural memory | **Glee Club (singing)**  (Additional Charanga) -  ‘Recycle It’  ‘Fossil Fuels’  \*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  \*use and understand staff and other musical notations | **Glee Club (singing)**  Music Theory/notation  \*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  \*use and understand staff and other musical notations | **Charanga -**  **Glockenspiel Stage 1**  \*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  \*improvise and compose music for a range of purposes using the inter-related dimensions of music  \*use and understand staff and other musical notations | **Charanga - Glockenspiel Stage 2**  Designing instruments (linked to ‘Sound’ science topic)  \*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  \*improvise and compose music for a range of purposes using the inter-related dimensions of music  \*use and understand staff and other musical notations |
| Music: NC Objectives | In Key Stage 2, pupils should be taught to:  \*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  \*improvise and compose music for a range of purposes using the inter-related dimensions of music  \*listen with attention to detail and recall sounds with increasing aural memory  \*use and understand staff and other musical notations  \*appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  \*develop an understanding of the history of music. | | | | | |
| Computing | **iSafe**  Staying safe online and being responsible digital citizens  Processing skills – Word, Powerpoint, Excel etc | **iProgram**  Making shapes and navigating mazes  Processing skills – Word, Powerpoint, Excel etc | **iData**  Introduction to data representation  Processing skills – Word, Powerpoint, Excel etc | **iAnimate**  Introduction to animation  Processing skills – Word, Powerpoint, Excel etc | **iProgram – Unit 3**  Programming Puzzle solutions  **iSafe**  Staying safe online and being responsible digital citizens  Processing skills – Word, Powerpoint, Excel etc | |
| Computing: NC Objectives | In Key Stage 2, pupils should be taught to:  \*design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  \*use sequence, selection, and repetition in programs; work with variables and various forms of input and output  \*use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  \*understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration  \*use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  \*select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  \*use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | | | | | |
| PE | Swimming  Games – On the Attack | Swimming  Games – End Zone | Gymnastics – Partner Work  Outdoor Ed | Games – Arc Rounders  Gymnastics -  Assessing level 1 Unit 4 Tasks 1 and 2  Outdoor Ed | Games – Mini Tennis 2  Dance – Indian Delight | Athletics – Faster, Higher, Further  OAA  \*Communication Challenge  \*Safely Across |
| PE: NC Objectives | In Key Stage 2, pupils should be taught to:  \*use running, jumping, throwing and catching in isolation and in combination  \*play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  \*develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  \*perform dances using a range of movement patterns  \*take part in outdoor and adventurous activity challenges both individually and within a team  \*compare their performances with previous ones and demonstrate improvement to achieve their personal best.  \*swim competently, confidently and proficiently over a distance of at least 25 metres  \*use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  \*perform safe self-rescue in different water-based situations | | | | | |
| RE | **Rampaging Romans**  Ancient Roman Gods/ Comparison with Abrahamic Religious concept of one god. Concept of God as powerful, an authority.  Explore symbolism of God the father, God the potter, God the rock, shepherd, shield, burning bush etc.  Why did they need so many Gods?  **Is it better to have one God or lots of Gods or no Gods?**  Look at the concept of the Trinity. What are the beliefs about God in the New Testament- God the Father, Son and Holy Spirit?/  What are the beliefs about God in Judaism?  Who or what is God?  End of topic assessment: Compare the similarities and differences between a Roman God, Christian/ Jewish God? | | **Eco-Heroes**  What do different religions say about care for the planet/ environment?  (Judaism/ Christianity)  Look at a range of religious sources and texts to identify and describe different beliefs on the environment.  How do these beliefs impact on religious people’s lives?  Festivals- Passover Food: remembering being led out of Egypt (‘saved/ surviving in the desert’) How does the food on the seder plate tell the story?  / Sukkot (Harvest Festival- giving thanks)  Is what we eat important? How could we help to save the planet?  Should religious people be doing more? Or should it be the scientists? (Are religion and science compatible?) | | **Anglo-Saxons and Vikings**  How have pagan beliefs influenced Christian religion, festivals and rituals etc.?  Introduction of Christian Rituals- Holy Communion, Confirmation, Weddings and Burials  What happens when people have conflicting beliefs? Who is right? How do some beliefs survive and some die out? What is happening to religion now? What will happen in the future?  What do you believe in? How strong are beliefs?  End of topic assessment: Do beliefs last forever? | |
| RE: Objectives | Lower KS2:  Knowledge and Understanding of Religion- Children can **describe** some beliefs and features of religion.  \*Pupils describe some of the beliefs and features of religion, recognising similarities and differences.  \*They make links between beliefs and sources, including religious stories and sacred texts.  \*They begin to identify the impact religion has on believers’ lives.  \*They describe some forms of religious expression.  Critical Thinking- In response to the religious material they learn about, pupils are able to express their views and support them using a **plausible reason or reasons.** They show some awareness of other people’s views.  \*Pupils ask important questions about religion and beliefs.  Personal Reflection- In relation to religious material studied, pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same. | | | | | |
| SMSC  PSHCE- Weekly Themes | P4C:   * Are laws important?   \*PSHE: Going for Goals/ Not Giving Up    \*PSHE: Dealing with Changes, Consent and saying No!  NSPCC- Pants rule  \*P4C Session  (Philosophy for Children)  \*PSHE: Getting on and Falling Out/ Empathy and understanding the feelings of others  \*Black History Month/ Anti- Slavery Day  \*Current Affairs and Global Awareness | P4C:   * Are prisons a good thing? * Is it ever right to do something illegal? * Does everyone deserve rights?   \*Making moral choices:  Right and Wrong  \*British Values:  Individual Liberty  \*Anti- Bullying Week  \*OUTRIGHT UNICEF CAMPAIGN  \*PSHE: We are all Unique (Differences)  Diversity and Disability Equality  \*RRSA: Our Rights  and Human Rights  \*SMSC: Current Affairs/ Global Awareness | P4C:   * Should children get to vote? (democracy) * Is it ever ok to test on animals?   \*SMSC: Working together/ Gender Equality  This Girl Can…  This Boy Can…  \*SMSC: World Religion Day/ What is faith and belief?  Our Beliefs  (Multi- Faith Week)    \*British Values:  Democracy  \*RRSA: Our Rights  (Safe and Reliable Information)  Safer Internet Day  \*Health and Wellbeing/  Mental Health:  Feelings and emotions | P4C:   * Is it our job to help other countries? * Is it our job to save the environment? * What is a scientist?   \*World Cultures/ cultural diversity  \*Lent and Kindness  \*SMSC: STEM/ SCIENCE WEEK  \*P4C Session  \*SMSC: World Water Day/ The Environment  \*SMSC:  Current Affairs and Global Awareness | P4C:   * Should we respect every opinion?   \*SMSC: Current Affairs and Global Awareness  \*British Values:  Respect and Tolerance for different beliefs and faiths  \*Respect for Our World:  Litter Pick  \*Modern Families:  LGBTQ acceptance  International Day against homophobia and transphobia  (Article 2)  \*Cultural Diversity Day/  \*Walk to School Week-  *How do different children around word access/ travel to school?*  \*Healthy bodies, healthy minds | P4C:   * Can anyone do any job?   \*SMSC: Ramadan  (Islam)  \*P4C session  \*British Values: Tolerance and Respect  \*SMSC: Eid- Al- Fitr (Islam)  \*SMSC: Campaigning: Send My Friend  \*SMSC: Believe and Achieve: Careers Week  \*Current affairs and global awareness |
| **MFL**  **Units and vocabulary** | Early Start Online – French 1   |  |  |  | | --- | --- | --- | | **Units** | **Vocabulary** | | | Greetings/goodbye | Bonjour  Salut  Bonsoir  Bonne nuit  Au revoir  Monsieur  Madame  Mademoiselle  Merci  Sil vous plait | Good day/hello  Hi  Good evening  Good night  Good bye  Mr  Mrs  Miss  Thank you  Please | | How are you? | Ca va?  Ca va bien  Ca va mal/ca ne va bien  Et toi?  Comme ci comme ca  Oui  Non | How are you?  I am well  I’m not great  And you?  So so  Yes  No | | What’s your name? | Comment t'appelles-tu?  Je m’appelle..... | What is your name?  My name is... | | Alphabet | Alphabet sounds |  | | My family | Ma famille  Mon pere/papa  Mon mere/maman  Mon frere  Ma soeur  Mon grand-pere  Ma grand-mere  Mon oncle  Ma tante  Le bebe  Voici...  Elle s’appelle...  Il s’appelle... | My family  My dad  My mum  My brother  My sister  My grandfather  My grandmother  My uncle  My auntie  The baby  Here is...  She is called...  He is called... | | Numbers 1-12 | Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze | 1-12 | | How old are you? | Quel age as-tu?  J’ai …..... ans  Quel age as-t-il?  Quel age a-t-elle?  Il-a-….ans  Elle-a-…..ans | How old are you?  I am ….... years old  How old is he?  How old is she?  He is.....years old  She is......years old | | Brother and sisters | J’ai...  Je n’ai pas de... | I have...  I don’t have any... | | Do you have a pet? | As-tu un animal?  J’ai...  Un chien  Un chat  Un lapin  Un cochon d’inde  Un oiseau  Un poisson  Un hamster  Une gerbille  Une tortue  Une souris  Un cheval  Un serpent | Do you have any pets?  I have...  A dog  A cat  A rabbit  A guinea pig  A bird  A fish  A hamster  A gerbil  a tortoise  A mouse  A horse  A snake | | Colours | Bleu  Rouge  Jaune  Vert  Noir  Blanc  Orange  Rose  Gris  Marron  Violet | Blue  Red  Yellow  Green  Black  White  Orange  Pink  Grey  Brown  Purple | | Months of the year | C’est quel mois?  Janvier  Fevrier  Mars  Avril  Mai  Juin  Juillet  Aout  Septembre  Octobre  Novembre  Decembre | What month is it?  January  February  March  April  May  June  July  August  September  October  November  December | | Numbers 13-31 | Treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trent-et-un | 13-31 | | When’s your birthday? | Quelle est la date de ton anniversaire?  Mon anniversaire est le...  Joyeux anniversaire! | When is your birthday?  My birthday is the...  Happy birthday! | | Days of the week | Quel jour sommes nous?  Aujourd’hui c’est...  Lundi  Mardi  Mercredi  Jeudi  Vendredi  Samedi  Dimanche | What day is it?  Today it is...  Monday  Tuesday  Wednesday  Thursday  Friday  Saturday  Sunday | | What’s today’s date? | Quelle est la date aujourd’hui?  Aujourd’hui c’est... | What is the date today?  Today it is... | | Weather | Quel temps fait-il?  Il fait beau  Il fait mauvais  Il fait chaud  Il fait froid  Il fait gris  Il pleut  Il neige  Il y a du vent  Il y a du soleil | What’s the weather like?  It’s nice  It’s nasty  It’s warm/hot  It’s cold  It’s cloudy  It’s raining  It’s snowing  It’s windy  It’s sunny | | (Christmas) | Le marche de noel  Les decorations de noel  La creche  Le sapin de noel  Joyeux noel  Le pere noel | The Christmas market Christmas decorations  The nativity  Christmas tree  Merry Christmas!  Father Christmas | | | | | | |
| **MFL**  **Skills** | **Listening & Comprehension**  \*Understand a few familiar spoken words and phrases  **Speaking**  \*Say and/or repeat a few words and short simple phrases  \*Know how to pronounce some single letter sounds.  \*Imitate correct pronunciation with some success.  **Reading & Comprehension**  \*Recognises and read out a few familiar words or phrases  \*Use visual clues to help with reading  **Writing**  **\*** Write or copy simple words and/or symbols correctly  \*Select appropriate words to complete short phrases or sentences.  **Understanding Culture**  **\*** Understand and respect that there are people and places in the world around me that are different to where I live and play  \*Understand that some people speak a different language to my own | | | | | |
| Ongoing Themes/ Areas of Learning | **Maths**  Time - *read, write and convert time between analogue and digital 12 and 24-hour clocks (daily classroom)*  Roman numerals - *read Roman numerals to 100 (I to C) (date and daily dashboard)*  Temperature (-ve and +ve numbers) - *count backwards through 0 to include negative numbers (daily dashboard)*  Symmetry - *complete a simple symmetric figure with respect to a specific line of symmetry. (art)*  Coordinates - *describe positions on a 2-D grid as coordinates in the first quadrant (geography)*  Statistics - *interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs (science)*  **Science**  *recognise that environments can change and that this can sometimes pose dangers to living things. (Eco-Heroes)*  *find patterns between the pitch of a sound and features of the object that produced it (music)*  *find patterns between the volume of a sound and the strength of the vibrations that produced it. (music)*  **Computing**  *use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (throughout the curriculum)*  **Geography**  *know and use the eight points of the compass and four-figure grid references (Scout.ed, trips)*  *use fieldwork to observe, measure and record the physical and human features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (Scout.ed, trips, Outdoor Ed)*  **RE**  *Pupils describe some of the beliefs and features of religion, recognising similarities and differences. (History)*  *They make links between beliefs and sources, including religious stories and sacred texts.(History)* | | | | | |