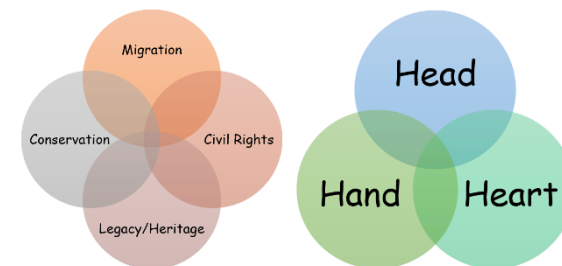


Riversdale Primary School

Medium Term Planning



Year Group	Year 4
Term	Autumn 2

Learning Overview
This half term, the pupils will continue to build their understanding of ancient Egyptian beliefs with a focus on the role of pharaoh's, deities and the afterlife. This is a precursor to studying the significance of the pyramids in relation to archaeology. In geography, the pupils will continue to explore the concept of maps, developing their understanding of four-figure referencing. They will then discuss the benefits and drawbacks of digital maps versus paper maps. In science, the pupils will learn about how sound is made, and how we hear. They will deepen this understanding by exploring why sounds may get quieter, pitch and volume. In RE, the pupils will explore Hinduism through a range of stories and festivals such as Diwali.

Quality Stimulus Text(s)	
Marcy and the Riddle of the Sphinx	

Significant People Past & Present
Vincent Van Gogh (Art)

Linked UNCRC Articles
- Article 3: Best interests of the child - Article 11: Abduction and non-return of children - Article 24: Health and health services - Article 27: Adequate standard of living - Article 38: War and armed conflicts

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
Writing:	Year 3: - Text type features of setting and/or character description. - Text type features of a rhyming couplet/acrostic/narrative poem. - Text type features of instructional writing. - Recognise and apply the grammatical concepts of: preposition, conjunction (subordinating), word family/class, prefix, clause, subordinate clause, direct speech, inverted commas, reporting verb, consonant, vowel, present perfect tense. - Recognising and applying the word structures: - Formation of nouns using a range of prefixes - Use of the forms “a” or “an” according to whether the next word begins with a consonant or a vowel - Word families/classes based on common words, showing how words are related in form and meaning. Year 4: - Explain what fronted adverbials are and how they can be used to add specificity, cohesion and engagement to a piece of writing. - Identify a wider range of conjunctions that can be used to link sentences together in developing sentence structures. - Explain the difference between 1st and 3rd person.	- Understand the text read as a class, extracting key details, events, and emotions. <u>SETTING DESCRIPTION:</u> - Explain the format and structure of a setting and/or character description. - Identify a range of suitable subordinating conjunctions for a given context. - Define the purpose of a prepositional phrase within an expanded noun phrase to add further detail. - Explain what fronted adverbials are and how they can be used to add specificity, cohesion and engagement to a piece of writing. - Recognise that commas are needed after fronted adverbials. - Explain how pronouns or nouns can be used within and across sentences to aid cohesion and avoid repetition. - Describe how an apostrophe is used to mark singular and plural possession. <u>SIMILE POEM:</u> - Explain the format and structure of a simile poem. - Explain the concept of similes as comparing something to something else using like or as, for descriptive purposes. <u>INSTRUCTIONS:</u> - Explain the format and structure of instructional/procedural writing. Recognise the need for a set of ingredients and equipment being outlined clearly and specifically. - Identify a range of simple time conjunctions to support the progression of the instructions. E.g., first, next, then, after, etc.	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain: - A setting description of an ancient Egyptian tomb for a children’s adventure story. - A simile poem on the theme of Diwali. (RE Link) Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform: - A set of instructions explaining how to construct their product packaging, including an introductory paragraph. (DT Link) INDEPENDENT WRITES: <i>Pupils will be expected to complete an independent write after each sentence stack. This should be the same text type, with a similar theme, allowing them to apply their learning, but the context should be different.</i> Handwriting: - Use the diagonal and horizontal strokes needed to join letters in some of their writing. - Increase the legibility, consistency and quality of their handwriting. Composition: - Draft and write in narratives, creating settings, characters and plot with a clear consideration for the audience and purpose - Draft and write non-narrative material, using simple organisational devices. - Edit own work considering accuracy and engagement, making appropriate and justified changes based on current learning.	- Work collaboratively, listening to one another and sharing ideas. - Enjoying writing and listening to stories. - Building confidence in reading and writing. - Reflect on own writing and set targets for improvement, with support. - Respect the work of others and show empathy when providing feedback.

		- Identify a range of more complex adverbials of time to support the progression of the instructions. E.g. "Once the glue has dried,". - Recognise that imperative verbs are sometimes used at the start of an instructional sentence. - Identify the significance of numbering instructions to provide clarity. - Select adverbs to show how often e.g. additionally, frequently, rarely. - Begin to explain present perfect tense in relation to instructions. E.g. "Once the glue has dried,". - Explain why precautionary advice e.g. Be careful not to over whisk as it will turn into butter, is required. - Identify contextually relevant friendly tips/suggestions to heighten the reader's engagement.		
Reading:	Year 4: - Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Increase their familiarity with a wide range of stories and retelling (including myths and legends) some of these orally with an appropriate use of story-book language. - Read a wide range of books that are structured in different ways and read for a range of purposes. - Confidently participate in discussion about both books that are read to them and those they read independently. - Identify themes and conventions in an increasing range of books. - Confidently retrieve and record information from non-fiction. - Identify how language, structure and presentation contribute to meaning.	Ready, Steady Read Together Scheme: Fiction: - The Legend of Podkin One-ear Non-Fiction: - F2 Ultimate Footballer Poetry: - Gargling with Jelly Comprehension: - Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Increase their familiarity with a wide range of stories and retelling (including myths and legends) some of these orally with an appropriate use of story-book language. - Read a wide range of books that are structured in different ways and read for a range of purposes. - Confidently participate in discussion about both books that	Reading Skills: - Read texts, including those with few visual clues, increased independence and concentration. - Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context. - With increased independence develop views about what is read. - Develop positive attitudes to reading and understanding of what is read. - Read aloud using punctuation to aid expression and intonation. - Self-correction, including re-reading and reading ahead. - Skim to gain an overview of a text, e.g. topic, purpose. - Skim to gain the gist of a text or the main idea in a chapter. - Read short information texts independently with concentration.	Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy - Pupils will respect diverse ideas, characters, and cultures when reading a wide range of texts, and will listen respectfully to the viewpoints of others during class discussions. - Pupils will confidently express their individual opinions and interpretations of texts, and explore the unique motives, feelings, and behaviours of characters with increasing depth. - Pupils will value the purpose of different types of texts – whether to entertain, inform, explain, or persuade – and show appreciation for the richness of language, structure, and meaning. - Pupils will take responsibility for their reading by using advanced reading strategies (like skimming,

	• Recognise a range of poetic forms [for example, free verse, narrative poetry]. • Prepare poems play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action. • Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action. • Predict what might happen from details stated and implied. • Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence. • Ask some questions to improve their understanding of the text. • Identify main ideas drawn from more than two paragraphs and summarise these. • Discuss many words and phrases that capture the reader's interest and imagination. • Begin to use more complex dictionaries to check the meaning of many unknown words that they have read. • Read texts, including those with few visual clues, increased independence and concentration. • Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context.	are read to them and those they read independently. • Identify themes and conventions in an increasing range of books. • Confidently retrieve and record information from non-fiction. • Identify how language, structure and presentation contribute to meaning. • Recognise a range of poetic forms [for example, free verse, narrative poetry]. • Prepare poems play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action. • Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action. • Predict what might happen from details stated and implied. • Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence. • Ask some questions to improve their understanding of the text. • Identify main ideas drawn from more than two paragraphs and summarise these. • Discuss many words and phrases that capture the reader's interest and imagination. • Begin to use more complex dictionaries to check the meaning of many unknown words that they have read.	• Identify how texts differ in purpose, structure and layout. • Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount. • Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts. • Scan for specific information using a variety of features in texts, e.g. titles, illustrations, pre-taught vocabulary, bold print, captions, bullet points. • Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points. • Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information. • Look for specific information in texts using contents, indexes, glossaries, dictionaries. • Re-reading sentences for clarity.	scanning, re-reading, and using dictionaries), and by developing personal reading goals. • Pupils will reflect on main ideas across paragraphs, consider how language affects meaning, and use evidence to justify their inferences and interpretations of character behaviour and plot. • Pupils will perform poetry and plays aloud, using expression, intonation, and action to share meaning, and will actively contribute to group reading discussions and book talk. • Pupils will participate in democratic reading discussions, take turns to contribute ideas, and respect the interpretations and perspectives of their peers, even when different from their own. • Pupils will aspire to read with greater fluency, independence, and understanding of more complex texts, aiming to engage with challenging vocabulary and unfamiliar genres (e.g. myths, legends). • Pupils will nurture a love of reading by exploring a wide range of books, including those without visual support, and engaging with language that sparks interest and imagination. • Pupils will empathise with characters by inferring feelings, thoughts, and motives from actions, and by justifying their understanding with evidence from across the text.
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	• With increased independence develop views about what is read. • Develop positive attitudes to reading and understanding of what is read. • Read aloud using punctuation to aid expression and intonation. • Self-correction, including re-reading and reading ahead. • Skim to gain an overview of a text, e.g. topic, purpose. • Skim to gain the gist of a text or the main idea in a chapter. • Read short information texts independently with concentration. • Identify how texts differ in purpose, structure and layout. • Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount. • Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts. • Scan for specific information using a variety of features in texts, e.g. titles, illustrations, pre-taught vocabular, bold print, captions, bullet points. • Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points. • Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information. • Look for specific information in texts using contents, indexes, glossaries, dictionaries. • Re-reading sentences for clarity.	<i>Vocabulary:</i> <i>root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present</i>		
Mathematics:	Year 3: • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • Write and calculate mathematical statements for multiplication and	Multiplication & Division: • Know that multiplication is a form of repeated addition. • Recognise alternative words that mean multiplication for example x groups of y.	Multiplication & Division: • Recall multiplication and division facts for multiplication tables up to 12×12. • Use place value, known and derived facts to multiply and	• Working collaboratively with partners and in groups. • Using appropriate listening skills and turn taking in group discussion.

	division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	- Quickly recall multiplication tables up to 12×12. - Identify the place value of digits within a number up to three digits. Explain the significance of digits in different place values when performing mental calculations. - Recognise the layout for formal written methods of multiplication. - Know that multiplying by one is the same as one group of a given value and thus the product will be the given value itself. - Understand the relationship between multiplication and division as being the inverse of each other. - Describe associations between known multiplication facts and related facts using place value, for example: $5 \times 4 = 20$ and $50 \times 4 = 200$. - Define place holder. - Understand that multiples are numbers that a given number can be evenly divided by/the product of a multiplication. - Recognise that factors are numbers that can evenly divide a given number. - Recognise that the product of any number multiplied by zero is zero as this represents no groups. - Define factor pairs as two numbers that multiply to give the original number. - Recall common factor pairs. - Know that multiplication is commutative, and therefore can be completed in any order. - Explain the process of for long multiplication when multiplying two-digit and three-digit numbers by a one-digit number. - Know that aligning the numbers properly when multiplying is essential. - Define the distributive law as breaking down multiplication	divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers. - Recognise and use factor pairs and commutativity in mental calculations. - 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 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	- Showing empathy and kindness by helping each other to understand. - Knowing that giving your partner the answer is not helpful but explaining it is. - To recognise the value in making mistakes. - To identify the importance of resilience in problem solving. - To find different ways to solve the same problem.
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		problems into multiplying each place separately. - Express the application for the distributive law. - Recall division facts based on multiplication table knowledge. - Identify the layout for the formal short division method. - Explain that divisions are not commutative. - Explain the concept of renaming. - Identify what operations a word problem is asking for.		
Science:	Year 1: - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Year 3: - Given a range of resources, decide for how to gather evidence to answer the question. - Identify the type of enquiry to answer a question. - Consider their prior knowledge when asking questions. - Independently use a range of question stems. Where appropriate, they answer these questions. - Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. - Answer questions posed by the teacher.	Sound: - Objects that vibrate create sound waves that travel through a medium to our ears. - Sound waves are collected by the ears, and the brain interprets them as sound. - Since sound needs a medium to travel through, sound cannot travel in space as there is no air. - Sound waves spread out in all directions from their source. - As sound waves travel, they lose energy and spread over a larger area. - When the distance from the source increases, fewer sound waves reach our ears. - The farther you are from the sound source, the fainter the sound becomes. - Objects in the way of a sound wave can insulate the sound. - The quicker a source vibrates the higher the pitch it produces. - The harder a source is hit, the larger the vibrations. This produces a louder volume. <i>Vocabulary:</i> vibration, sound, source, medium, insulate, absorb, pitch, volume	Ask Questions - Given a range of resources, decide for how to gather evidence to answer the question. - Identify the type of enquiry to answer a question. - Consider their prior knowledge when asking questions. - Independently use a range of question stems. Where appropriate, they answer these questions. - Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. - Answer questions posed by the teacher. Enquiry: - Select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher. - Follow a plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking. Observe: - Make systematic and careful observations. Conclusions: - Answer own and others' questions based on observations made,	Value: Individuality, Empathy, Reflect, Respect, Aspire, Share - Pupils will explore how different sounds are unique to various instruments or environments, emphasising the importance of individuality in sound creation. - Understanding how sound is perceived can foster empathy for those with hearing impairments, highlighting the importance of listening to and valuing others' experiences. - Reflect on our environment, considering how sounds change based on distance, obstacles, or attention. - Pupils might consider the importance of respecting personal space and quietness in certain settings, emphasising the value of maintaining a peaceful environment. - Exploring pitch can inspire pupils to aspire to create different sounds, whether through music or other forms of expression, and to understand the potential in their own creativity. - Discussing volume can link to sharing experiences with sound e.g. how we communicate with volume and the importance of

			measurements taken, or information gained from secondary sources. • With support, check answers are consistent with evidence. • Interpret data to generate simple comparative statements based on evidence. • Begin to identify naturally occurring patterns and causal relationships.	adjusting our voices in different contexts to connect with others effectively.
Art:	Year 3: • Know that pure colour/pigment is a hue. • Make tints of a colour by adding white. • Experiment with varying degrees of white to make different tints. • Make shades of a colour by adding black. • Experiment with varying degrees of black to make different shades. • Explain the term analogous colours and how these might be used together. • Experiment with different types of paint including, watercolours, for different purposes and effects, e.g. washes. • Demonstrate control of simple brush strokes to create certain effects. • Begin to explore how artists paint foregrounds and backgrounds for perspective. Year 4: • Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works. • Express thoughts and feelings about their own work and that of others through annotation. • Use a sketchbook to make notes on how they would adapt and improve their work.	Painting: • Warm colours stir up feelings of energy, excitement and passion. • Cool colours pass on feelings of calmness and tranquillity. • Lighter tones create a sense of openness, joy, or optimism. • Darker tones create feelings of mystery, sadness, or seriousness. • Impasto adds a 3D effect and can be used to create a sense of movement. • Stippling is used to create shading, texture, or intricate details in painting. • Hatching and Cross-Hatching adds texture and more depth to paintings. • Dry Brush Technique is used to create a scratchy, broken effect and can add detail to areas within a painting. Significant People: Vincent Van Gogh: • Dutch post-impressionist painter • Known for bold use of colour. • Used a range of expressive brush strokes. • Most famous for using thick impasto for texture. <i>Vocabulary:</i> <i>hue, tone, tint, shade, impasto, stippling, hatching, cross-hatching, dry brush technique, texture, layering, mood</i>	Exploring & Developing Ideas: • Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works. • Use a sketchbook to make notes on how they would adapt and improve their work. • Express thoughts and feelings about their own work and that of others through annotation. Responding to Art: • Explore a wider range of great artists and designers, making detailed comparisons with clear links to their own work. • Discuss and review own and others work, expressing thoughts and feelings, supported by their views with their knowledge or artists and techniques. • Identify changes they might make or how their work could be developed further. • Reflect and explain the successes and challenges in a piece of art they have created. Painting: • Experiment with applying paint using a range of brush strokes, e.g. hatching, cross-hatching, stippling, scumbling and/or sgraffito. • Begin to experiment with layering and texturing paint.	Values: Individuality, Value, Empathy, Reflect • Explore the concept of personal style and the importance of this as an artist. Discuss how this links to Van Gogh and then themselves. • Encourage pupils to see the value in the different brush strokes and how this can impact a piece of artwork overall. • Discuss the impact that warm/cool colour can have on the viewers emotions and understand the importance of that for specific artistic intentions. • Discuss the impact that tones of colour can have on the viewers emotions and understand the importance of that for specific artistic intentions. • Encourage pupils to consider their work in relation to their learning and specifically about the mood that their colour choices have evoked. • Highlight the importance of respecting the work of fellow artists and providing supportive developmental feedback where appropriate.

	- Discuss and review own and others work, expressing thoughts and feelings, supported by their views with their knowledge or artists and techniques. - Reflect and explain the successes and challenges in a piece of art they have created. - Identify changes they might make or how their work could be developed further. - Explore a wider range of great artists and designers, making detailed comparisons with clear links to their own work.		- Investigate how artists use warm and cool colours and how this has an impact on mood within a painting. - Make tones of a colour by adding grey. - Experiment with varying degrees of grey to make different tones.	
Computing:	Year 3: - To know that a database is a collection of data stored in a logical, structured and orderly manner. - To know that computer databases can be useful for sorting and filtering data. - To know that different visual representations of data can be made on a computer. - Know that computers can use different forms of input to sense the world around them. - Understand that computers can use these to record and respond to data ('sensor data'). - Explain that a weather machine is an automated machine that responds to sensor data. - Recognise that forecasters use specific language, expression and pre-prepared scripts to help create weather forecast films.	Kapow Computing Scheme: Investigating Weather (Lessons 1, 3 and 4 only) - Know that computers can use different forms of input to sense the world around them. - Understand that computers can use these to record and respond to data ('sensor data'). - Explain that a weather machine is an automated machine that responds to sensor data. - Recognise that forecasters use specific language, expression and pre-prepared scripts to help create weather forecast films. <i>Vocabulary:</i> <i>accurate, climate zone, condensation, cylinder, degree Celsius, evaporation, extreme weather, filming, forecast, heat sensor, lightning, measurement, pinwheel, presenter, rain, satellite, script, sensor data, solar panel, temperature, thermometer, tornado, weather, weather forecast, wind speed</i>	- Using tablets or digital cameras to film a weather forecast. - Understanding that weather stations use sensors to gather and record data that predicts the weather. - Using keywords to effectively search for information on the internet. - Searching the internet for data. - Designing a device that gathers and records sensor data. - Recording data in a spreadsheet independently. - Sorting data in a spreadsheet to compare using the 'sort by...' option. - Understanding that data is used to forecast weather.	Values: Share, Reflect, Aspire, Individuality, Value, Entrust, Democracy, Empathy - Pupils can share their weather forecasts with classmates or the school community, fostering communication and collaboration. - Encourage pupils to reflect on how technology aids in understanding the environment and making informed decisions based on data. - Learning to search effectively empowers pupils to aspire to find quality information and broaden their knowledge. - Pupils might explore topics that interest them individually, promoting a sense of personal inquiry and discovery. - Support pupils to appreciate their own and others' contributions to technology and problem-solving. - By working independently, pupils learn to trust their abilities and take responsibility for their own learning. - Sorting data can represent how different perspectives and data points come together to inform decisions, reflecting democratic principles of discussion and analysis.

				Understanding how weather forecasting impacts people's lives encourages students to empathise with those affected by weather events and the importance of preparedness.
DT:	Year 2: - Know that freestanding structures stand on their own foundation or base without attachment to anything else. - Begin to understand the concept of centre of gravity and how this impacts a structure's stability. - Test different methods of enabling structures to remain stable. - Make structures more stable by giving them a wide base. - Know that the weight of the structure needs to be evenly spread on the base to make it secure. Year 3: - Work within a range of contexts, such as the home, school, leisure, local community, culture, and enterprise. - Describe the purpose of their products. - Indicate the design features of their products that will appeal to intended users. - Gather information about the needs and wants of particular individuals and groups. - Develop their own design criteria and use these to inform their idea. - Share and clarify ideas through discussion. - Use annotated sketches and cross-sectional drawings to develop and communicate their ideas. - Generate realistic ideas, focusing on the needs of the user. - Make design decisions that take account of the availability of resources.	CONTEXT: <i>"Hi, my name is Kane, and I am a ceramics designer. I am making some mugs based on popular children's books, and I need boxes to package them in. The box design needs to be related to the mug inside and it needs to be protective, so that the mug does not get damaged. Can you help me design and make something?"</i> Protective Product Packaging Shell (Lessons 4 – 6): - A shell structure is a hollow structure made from a thin outer layer. - Shell structures are often used for protection. - A net is a flat, 2D shape that can be folded to make a 3D object. - To make a 3D shell structure, we need to cut out and fold a net. - Scoring the folds on a net helps create clean edges when making 3D shapes. - Stronger shell structures are better at protecting what is inside. - Strengthening methods include: - laminating, - corrugating, - and ribbing. <i>Vocabulary:</i> <i>cuboid, face, edge, net, prism, scoring, vertex, laminating, corrugating, ribbing</i>	Designing: - Work within a range of contexts, such as the home, school, leisure, local community, culture, and enterprise. - Describe the purpose of their products. - Indicate the design features of their products that will appeal to intended users. - Gather information about the needs and wants of particular individuals and groups. - Develop their own design criteria and use these to inform their idea. - Share and clarify ideas through discussion. - Use annotated sketches and cross-sectional drawings to develop and communicate their ideas. - Generate realistic ideas, focusing on the needs of the user. - Make design decisions that take account of the availability of resources. - Model their ideas using prototypes and pattern pieces. Making: - Select tools and equipment suitable for the task. - Begin to explain their choice of tools and equipment in relation to the skills and techniques they will be using. - Select materials and components suitable for the task. - Begin to explain their choice of materials and components according to functional properties and aesthetic qualities. - Order the main stages of making.	Values: Democracy, Respect, Reflect, Individuality - Listening to everyone's ideas and vote on the best design features for packaging, ensuring everyone's voice is heard. - Respect the needs of the product we are protecting and the environment by considering eco-friendly materials. - Encourage pupils to think about how well plans are working as they build their prototype and make improvements where necessary. - Recognise the unique ideas that went into designs and celebrate the individual efforts that led to the final product. - Reflect on what was done well and what can be improved, learning from experiences.

	• Model their ideas using prototypes and pattern pieces. • Select tools and equipment suitable for the task. • Begin to explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Select materials and components suitable for the task. • Begin to explain their choice of materials and components according to functional properties and aesthetic qualities. • Order the main stages of making. • Follow procedures for safety. • Measure, mark out, cut and shape materials and components with some accuracy. • Assemble, join and combine materials and components with some accuracy. • Apply a range of finishing techniques, including those from art and design, with some accuracy. • Identify the strengths and areas for development in their ideas and products. • Consider the views of others, including intended users, to improve their work. • Refer to their design criteria as they design and make. • Use their design criteria to evaluate their completed products.		• Follow procedures for safety. • Measure, mark out, cut and shape materials and components with some accuracy. • Assemble, join and combine materials and components with some accuracy. • Apply a range of finishing techniques, including those from art and design, with some accuracy. Evaluating: • Identify the strengths and areas for development in their ideas and products. • Consider the views of others, including intended users, to improve their work. • Refer to their design criteria as they design and make. • Use their design criteria to evaluate their completed products.	
Geography:	Year 1/2: • Devise simple picture maps. • Devise a simple map and use and construct basic symbols in a key. • Take digital photographs of geographical features in the locality. • Use simple compass directions (North, East, South and West), to	A Closer Look at Maps (Lessons 4 -6) • Four-Figure grid references pinpoint a general location on a map. • Vertical and horizontal lines are added to a map, dividing it into squares. • Each line is assigned a number.	Mapwork: • Create a sketch map of the local area. • Use map symbols. • Accurately plot North, East, South, West on a map. • Label the same features on an aerial photograph as on a map.	Value: Respect, Value, Individuality • Understanding the real-world contexts for four figure grid references will allow pupils to develop a respect for them and those that use them, e.g. emergency services. • Pupils will explore the value of digital mapping and how the

	describe the location of features and routes on a map. • Begin to use eight points of a compass.	• For a four-figure reference, each line is assigned a two-digit number. • The Easting is always read first and the Northing second. Digital maps: • Can be accessed anywhere with an internet connection. • Allow users to interact, e.g. zooming in and out, searching for locations, and getting directions. • Include satellite images, which provide a real-world view of the area. • Can be updated instantly with new information. Paper Maps: • Don't need batteries, or an internet connection, making them a good back up. <i>Vocabulary:</i> axis, grid reference, Easting, Northing, digital, satellite image	• Use eight points of a compass, symbols, and keys to communicate knowledge of the UK and the wider world. • Begin to use four figure grid references. • Using a range of maps, including digital maps, to locate cities and counties of the UK. • Using a range of maps, including digital maps, to locate a range of given countries.	versatility and accessibility have positively impacted the world/people's lives. • Pupils should recognise that each option has advantages and disadvantages, but that ultimately individuals have the right to select what they prefer.
History:	Year 3: • The British Neolithic Era started around 4,100 BCE. • The British Bronze Age started around 2,700 BCE. • An empire is a kingdom that rules over many lands and people. • Empires grow by taking over land, people and their resources. • Understand that some historical events/periods occurred concurrently in different locations. • Using a range of sources, e.g. historical documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to find out about a period. • Identify some key features of past societies and periods. • Recognise significant people from historical sources/accounts.	Great Builders: The Ancient Egyptians (Lessons 4 – 6) • Pharaohs were believed to be divine rulers with a direct connection to the gods. • A pharaoh's responsibilities included maintaining Ma'at, protecting Egypt, and ensuring prosperity. • The Ancient Egyptian's had many deities, each with their own role. • After their death, it was believed that a person's soul would journey to the Hall of Ma'at to be judged. • To ensure a successful journey to the afterlife, the body was mummified and provided with burial goods. <i>Vocabulary:</i> pharaoh, divine, Ma'at, deity, afterlife	Using Sources for Enquiry: • Using a range of sources, e.g. historical documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to find out about a period. Similarities and Differences: • Identify some key features of past societies and periods. Historical Significance: • Recognise significant people from historical sources/accounts. • Identify some significant features of the past, including ideas and beliefs.	Value: Entrust, Respect, Individuality, • Understanding that the Egyptian people entrusted the Pharaoh with maintaining balance and harmony across the civilisation. • Sharing an appreciation of the similarities and differences between cultures studied and our own. • Respect for different beliefs developed by discussing how the Ancient Egyptians had unique beliefs about the afterlife.

	Identify some significant features of the past, including ideas and beliefs.			
Music:	Year 3: - Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Understanding that music from different parts of the world has different features. - Recognising and explaining the changes within a piece of music using musical vocabulary. - Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. - Beginning to show an awareness of metre. - Beginning to use musical vocabulary when discussing improvements to their own and others' work. - Composing a piece of music in a given style with voices and instruments. - Combining melodies and rhythms to compose a multi-layered composition in a given style. - Using letter name and rhythmic notation and key musical vocabulary to label and record their compositions. - Suggesting and implementing improvements to their own work, using musical vocabulary. - Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. - Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. - Performing from basic staff notation, incorporating rhythm	Kapow Music Scheme: Rock & Roll: - To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war, and it was intended to represent happiness. - To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. - To know that playing in time means all performers playing together at the same speed. - To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. <i>Vocabulary:</i> <i>bass line, beat, chorus, dynamics, flat notes, in-time, hand jive, in-tune, notation, originate, pitch, rhythm, rhythmic patterns, rock and roll, sections, sequence, style, sharp notes, tempo, untuned percussion, verse, vocals, walking bass line</i>	- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Identifying common features between different genres, styles and traditions of music. - Recognising, naming and explaining the effect of the interrelated dimensions of music. - Using musical vocabulary to discuss the purpose of a piece of music. - Using musical vocabulary when discussing improvements to their own and others' work. - Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. - Singing and playing in time with peers with accuracy and awareness of their part in the group performance. - Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.	Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy - Respect different musical traditions, genres, and cultures. - Appreciate the skills and efforts of their peers and musicians. - Respect for the instruments and equipment used in music-making. - Explore different instruments and musical roles. - Value the contributions of various musicians and composers to the world of music. - Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects. - Engage in reflective practices after performances, analysing what went well and areas for improvement. - Reflect on the historical and cultural contexts of different musical pieces. - Share musical talents and skills through performances. - Share ideas, insights, and responsibilities. - Set musical goals, whether related to technique, theory, or performance. - Aim for higher levels of musical proficiency and expression. - Develop a love for music through exposure to various genres and styles. - Nurture emotional connections to music and express and interpret emotions through performance. - Develop empathy by understanding the emotions conveyed in different pieces.

	and pitch and being able to identify these symbols using musical terminology.			Listen to and understand each other in teamwork.
PE:	Year 3: - Be aware of space and use it to support team-mates. - Be able to carry out simple set plays of rugby. - Use rules fairly to keep games going. - Keep possession with some success. - Choose and use a range of simple tactics for sending the ball in different way.	- Confidently explain the rules of tag rugby. - Explain the importance of using the space to support teammates. - Identify ways to work tactically as a team. - Describe how the space can be used to cause problems for the opposition. - Recount different ways of sending the ball. - Explain a range of simple ways to defend own court. <i>Key Vocabulary:</i> <i>catching and throwing, target, throwing, co-ordination, field, fielding, position, passing, game area, possession, communication, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate.</i>	- Work tactically as part of a team. - Be aware of space and use it to support team-mates. - Use space to cause problems for the opposition. - Use rules fairly to keep games going. - Keep possession with greater success. - Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent. - Choose and use a range of simple tactics for defending their own court. - Adapt and refine rules to manipulate the game.	Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy - Carry out activities to improve their work and understand why they are useful. - Come up with and share sensible solutions, given time to think about their actions. - Work collaboratively to improve individual and team member skills, showing aspiration. - Value the efforts of others and show empathy when providing peer-assessment/feedback. - Entrust each other to be kind and supportive, showing good sportsmanship. - Show resilience when receiving feedback and reflect on how this can be used.
RE:	Year 2: - Describe what happens at Diwali. - Explain why Lakshmi is important. - Know why Hindus say 'namaste' to each other. - Explain why some Hindus are vegetarian. - Explain why Hindus might worship at home. - Describe a home shrine. - Explain why a Hindu might worship/pray/meditate. - Explain how the murtis are treated, and what this tells you about their importance. - Recall the main parts of a puja ceremony. - Give opinions as to which part(s) are the most important. Year 3 & 4:	What do Hindus believe? - The Trimurti are the three main gods in Hinduism: Brahma, Vishnu and Shiva. - The Trimurti represent the cycle of life/existence. - This cycle can be seen in nature, such as in the seasons. - Hindus believe Brahman is one god but shows itself in different aspects: - Brahma: the creator god. - Vishnu: the god of preservation. - Shiva: the god of destruction. - Ganesh: the god of wisdom. - Dharma keeps society in harmony and brings good karma. - Karma influences a person's future life.	Learning About Religion & Belief: - Briefly describe some similarities and differences between religions. - Talk about some of the things that are the same for religious people. - Use the right religious words to describe and to briefly compare different practices and experiences. - Describe a few things that a believer might learn from a religious story. Learning From Religion & Belief: - Compare some of the things that influence them with those that influence others. - Ask important questions about life and compare their ideas with those of other people. - Begin to link things that are important to them and other	Values: Respect, Individuality, Reflect, Aspire, Entrust - Understanding that others may have different ways of connecting to or expressing their beliefs promotes respect for diverse perspectives. - Just as these deities have distinct roles, each person also has individual strengths and characteristics that are important and valued. - Reflection on how things naturally begin, grow, and end can help pupils understand and appreciate life's changes and growth. - Encourage pupils to aspire to overcome challenges and to approach new beginnings with hope and determination, learning

	- Describe a few things that a believer might learn from a religious story. - Talk about some of the things that are the same for religious people. - Briefly describe some similarities and differences between religions. - Describe some religious sources and explain that these teachings affect religious groups. - Use the right religious words to describe and to briefly compare different practices and experiences. - Compare some of the things that influence them with those that influence others. - Ask important questions about life and compare their ideas with those of other people. - Ask questions about the meaning of life and about identity. - Begin to link things that are important to them and other people with the way people behave. - Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people. - Ask questions about moral decisions, and suggest some solutions based on sources of wisdom.	- Good actions lead to a better rebirth, while bad actions can lead to a less favourable one. - This belief encourages Hindus to live a good and moral life. - The ultimate goal for Hindus is to achieve Moksha. <i>Vocabulary:</i> <i>Hindu, Brahman, deity, Trimurti, dharma, karma, Samsara, reincarnation, moksha, atman</i>	people with the way people behave. Ask questions about the meaning of life and about identity.	from Ganesh's qualities of perseverance and helpfulness. - Encourage pupils to understand and respect the importance of being trusted to do what's right linking this to Hindu beliefs around Dharma. - This lesson allows pupils to reflect on how their choices have consequences, and the importance of living thoughtfully and responsibly to create positive effects in life.
RHW:	Year 1: - That bodies and feelings can be hurt by words and actions. - That people can say hurtful things online. - About how people may feel if they experience hurtful behaviour or bullying. - That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable.	My Happy Mind Places: Lessons 3 – 4 To Recap: - That mental health, just like physical health, is part of daily life; the importance of taking care of mental health. - About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and	My Happy Mind: Places - Use vocabulary to name and express a range of feelings with increasing accuracy. - Recognise when feelings change or become more intense and respond appropriately. - Choose and apply strategies to help regulate strong or conflicting emotions. - Practise and engage in daily habits that support mental wellbeing (e.g. rest, movement, connection).	My Happy Mind: Places Values: Love, Entrust - Pupils will show care and kindness to themselves and others when experiencing strong or difficult emotions. - Pupils will trust that it is safe and important to talk to a trusted adult about their mental health and feelings.

	- How to report bullying; the importance of telling a trusted adult. Year 3 & 4: - Scientists discovered that we all have 24 Character Strengths but in different amounts. - We all have 24 strengths, but children will focus on the 5 main categories of Character Strengths and think about them like a pick and mix bag of sweets. - The five main categories of Character Strengths are: - Love and Kindness - Bravery and Honesty - Exploring and Learning - Teamwork and Friendship - Love of Life and our World - That half of our character is set by genetics and the other half from our experiences. - That our character can grow based on our experiences, just like their brains do with Neuroplasticity. - Why it is important to spot strengths in others and how they can be used. - That strengths can help them to approach difficult situations. - When they use their Character Strengths, they can be their best selves because they are feeling happy, safe, and calm, and this makes Team H-A-P happy. - That mental health, just like physical health, is part of daily life; the importance of taking care of mental health. - About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and	spending time with family and friends can support mental health and wellbeing. - To recognise that feelings can change over time and range in intensity. - About everyday things that affect feelings and the importance of expressing feelings. - A varied vocabulary to use when talking about feelings; about how to express feelings in different ways. - Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. - To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. - To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. - About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. - Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools. <i>Vocabulary:</i> <i>feelings, emotions, facial expressions, physical health, brain, strategies, happy place, middle place, busy place, trusted adult, support network, team H-A-P, hippocampus, amygdala, prefrontal cortex</i> My Happy Relationships: Showing Respect and Managing Hurtful Behaviour/Bullying (1 Lesson)	- Talk about feelings with a trusted adult when they need help or support. - Recognise signs that they or someone else might need support with mental health. - Use problem-solving steps to manage emotional challenges or change. - Express feelings related to grief, loss, or transition in healthy and appropriate ways. My Happy Relationships: Showing Respect and Managing Hurtful Behaviour/Bullying - Recognise the impact and consequences of bullying (offline and online). - Reflect on how their behaviour affects others. - Model respectful and polite behaviour, including online. - Practise self-respect and understand its link to wellbeing. - Treat others with courtesy and expect the same in return. - Respect differences and identify commonalities with others. - Listen and respond respectfully to people with different views, beliefs, or backgrounds. My Happy Mind: Celebrate - Identifying and recognising different character strengths in themselves and others. - Self-reflection and self-awareness in recognising personal strengths. - Observation and mindfulness skills to notice strengths in everyday life. - Practising repetition and developing positive habits related to character strengths. - Problem-solving using different character strengths and adapting to others' strengths.	My Happy Relationships: Showing Respect and Managing Hurtful Behaviour/Bullying Value: Respect - Pupils will show respect by treating others kindly, valuing differences, and acting courteously both online and offline. My Happy Mind: Celebrate Values: Respect, Individuality, Empathy, Aspire - By learning to spot and appreciate different character strengths, pupils will develop mutual respect for the individuality and unique abilities of their peers. - Encourage pupils to embrace their personal strengths and appreciate the diversity in others, fostering a sense of uniqueness and self-awareness. - Encourages pupils to understand and value the perspectives and challenges of their peers, enhancing their ability to connect emotionally. - Pupils are encouraged to develop their strengths and aim for personal growth, striving to be the best version of themselves, both academically and emotionally.
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	friends can support mental health and wellbeing. • To recognise that feelings can change over time and range in intensity. • About everyday things that affect feelings and the importance of expressing feelings. • A varied vocabulary to use when talking about feelings; about how to express feelings in different ways. • Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. • To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. • To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. • About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. • Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.	To learn: • about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. • that personal behaviour can affect other people; • to recognise and model respectful behaviour online. • to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; • that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; • strategies to improve or support courteous, respectful relationships. • about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. • to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. <i>Vocabulary:</i> <i>respect, treating, positive environment, Character Strengths, bullying</i> My Happy Mind: Celebrate To learn: • That scientists have discovered that we all have 24 Character Strengths, but in different amounts. • How to identify their top Character Strengths out of the following: - Love and Kindness - Bravery and Honesty	• Applying character strengths to overcome challenges and situations.	
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		- Exploring and Learning - Teamwork and Friendship - Love of Life and Our World • Why Strengths Spotting is so powerful and how the best way to learn about strengths is by noticing them. • How when we spot strengths over and over, we will build Neural Pathways to create a habit. • That Character Strengths can help them solve problems and that everyone uses different strengths. • Character Strengths can always help them. • That Team H-A-P loves it when we use our Character Strengths because Dopamine gets released in the brain to help us perform at our best. <i>Vocabulary:</i> <i>character strengths, love, kindness, bravery, honesty, exploring, learning, teamwork, friendship, unique, special, strengths spotting, neuroplasticity, team H-A-P, dopamine, habits, neural pathways</i>		
Spanish:	Year 4: • Beginning to notice common spelling patterns. • Recognising some familiar Spanish words when written in a short phrase. • Identifying and discussing cognates and beginning to explore various language detective strategies. • Using contextual clues and cues to make predictions about meanings. • Recognising and answering simple questions which involve giving personal information. • Using a variety of conversational phrases. • Listening to songs and rhymes in the target language(s), repeating	Kapow Spanish Scheme: Pets in Spanish Phonics: • Know the sounds created by linking some of the key phonemes. Grammar • Know how to find the gender of a noun by looking it up in the dictionary where Spanish nouns are followed by a gender indicator. • Know that the ending of an adjective often changes according to the gender of the noun it describes. <i>Vocabulary:</i> <i>una mascota - a pet, amistoso – friendly, energético – energetic, feroz – fierce, grande – big, lento – slow, mono – cute, obediente –</i>	Language Comprehension: • Listening and responding to full sentences. • Following a short text or rhyme, listening and reading at the same time. • Identifying and discussing cognates and beginning to explore various language detective strategies. • Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. • Using contextual clues and cues to gist and make predictions about meanings. Language Production:	• To feel confident to speak Spanish. • Compare the lifestyles between England and Spain, appreciating individuality within this. • Appreciate similarities and differences between languages and cultures. • Respect pronunciation and the importance of accuracy in communicating in different languages. • Reflect on own progress and aspire for highest quality possible.

	sounds and phrases to develop pronunciation and intonation. • Listening and repeating key phonemes with care. • Recognising that sounds and spelling patterns can be different from English. • Recognising how intonation and gesture are used to differentiate between statements and questions. • Introducing self to a partner with simple phrases. • Selecting and writing short words and phrases.	<i>obedient, negra – black, pequeño – small, rápido – fast, roja – red, tímido – shy, tranquilo – calm, travieso - naughty</i>	• Recognising and answering simple questions which involve giving personal information. • Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. • Using a model to form a spoken sentence. • Listening and repeating key phonemes with care. • Recognising how intonation and gesture are used to differentiate between statements and questions. • Building confidence by repeating short phrases with increasing accuracy. • Introducing self to a partner with simple phrases. • Rehearsing and performing a short role-play. • Selecting and writing short words and phrases. • Using different adjectives with a singular noun, with correct positioning and agreement. • Choosing appropriate adjectives from a wider range of adjectives.	
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*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage