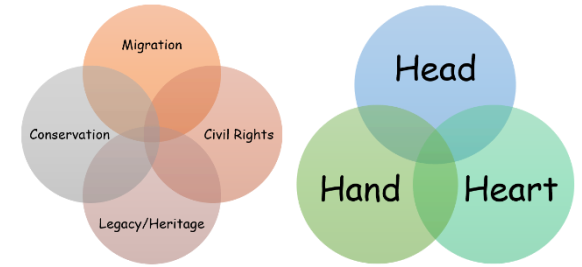




# Riversdale Primary School Medium Term Planning



<b>Year Group</b>	<b>Year 4</b>
<b>Term</b>	<b>Spring 2</b>

**Learning Overview**

This half term, the pupils in Year 4 will complete their in-depth study of the Ancient Egyptian civilization first by discussing what archaeologists have learnt from the discovery of Tutankhamun’s tomb, and then exploring what led to the civilization’s downfall. In geography, the pupils will continue their focus on rivers and mountains by discovering more about the UK, including which biome the country falls into and how this impacts our vegetation. In design and technology, the pupils will apply their learning from last half term to design, make and evaluate a loaf of bread, in response to a fictional design problem submitted by a member of the school community. The pupils will explore what it means in different religious groups to be an adult and how this rite of passage is marked in their RE lessons. Meanwhile, in Art, the pupils will build on their knowledge of three-dimensional drawing and shading to explore architecture and develop their own piece inspired by the work of a significant artist. This half term will also see World Book Day. As part of the celebrations, all pupils across the school will explore the same picture book and use this as a stimulus for their writing.

Quality Stimulus Text(s)	
<ul style="list-style-type: none"> <li>• Water Cycles</li> <li>• WORLD BOOK DAY BOOK</li> </ul>	

Significant People Past & Present
<ul style="list-style-type: none"> <li>• Ian Murphy (Art)</li> </ul>

## Linked UNCRC Articles

- Article 3: Best Interests of the Child
- Article 5: Family Guidance as Children Develop
- Article 8: Identity
- Article 12: Respect for Children’s Views
- Article 16: Protection of Privacy
- Article 18: Responsibility of Parents

Subject	<b>Consolidating:</b> What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	<b>Head*</b> What substantive KNOWLEDGE should the children learn?	<b>Hand*</b> What disciplinary knowledge and SKILLS should the children learn?	<b>Heart*</b> What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
<b>Writing:</b>	Year 3: <ul style="list-style-type: none"> <li>• Know that time and place should be referenced to guide the reader (e.g. In the morning, they set off on their journey).</li> <li>• Understand that narratives must be organised into paragraphs.</li> <li>• Recognise that cohesion is strengthened by referring to characters using nouns and pronouns (e.g. Jack, his mother, her basket).</li> <li>• Know that simple sentences can be expanded with extra description using expanded noun phrases (e.g. After two long, tiring hours, they arrived at the castle).</li> <li>• Recognise that complex sentences can be formed using conjunctions such as because, which, where (e.g. She hid behind the tree, which had thick, tangled roots).</li> <li>• Identify that tense must be consistent, typically past tense for narration and present tense in dialogue (e.g. She ran as fast as she could. “Hurry up!” she called).</li> <li>• Understand that realistic and conversational dialogue should be used (e.g. “Well, I suppose we should go inside,” he whispered).</li> <li>• Know that specific verbs should be used to describe action (e.g. rushed, shoved, pushed instead of went).</li> </ul>	<b>NARRATIVE:</b> <ul style="list-style-type: none"> <li>• Know that the opening and resolution should be linked to create a satisfying and cohesive story.</li> <li>• Recognise that paragraphs should be organised correctly to build up to the key event, ensuring a clear progression of the plot.</li> <li>• Understand that links between sentences help guide the reader smoothly from one idea to the next.</li> <li>• Identify that appropriate choices of pronouns and nouns within and across sentences aid cohesion and avoid repetition.</li> <li>• Know that expanded noun phrases add detail and clarity by modifying adjectives, nouns, and prepositional phrases.</li> <li>• Understand that adverbial phrases define when, where, or how something happens.</li> <li>• Recognise that variation in sentence structures, including fronted adverbials, makes writing more engaging.</li> <li>• Know that a range of conjunctions and adverbials should be used to link ideas effectively.</li> <li>• Understand that adverbs add subtlety of meaning or show how often something happens.</li> </ul>	Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Entertain:</b> <ul style="list-style-type: none"> <li>• A short 3<sup>rd</sup> person narrative inspired by the school’s selected World Book Day text.</li> </ul> Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Inform:</b> <ul style="list-style-type: none"> <li>• Recipe for a delicious loaf of bread for a cookbook aimed at busy adults.</li> <li>• An explanation of the water cycle written for a children’s science book about rivers and mountains.</li> </ul> Handwriting: <ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes needed to join letters in some of their writing.</li> <li>• Increase the legibility, consistency and quality of their handwriting.</li> </ul> Composition: <ul style="list-style-type: none"> <li>• Draft and write in narratives, creating settings, characters and plot with a clear consideration for the audience and purpose</li> <li>• Draft and write non-narrative material, using simple organisational devices.</li> <li>• Edit own work considering accuracy and engagement, making appropriate and justified changes based on current learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively, listening to one another and sharing ideas.</li> <li>• Enjoying writing and listening to stories.</li> <li>• Building confidence in reading and writing.</li> <li>• Reflect on own writing and set targets for improvement, with support.</li> <li>• Respect the work of others and show empathy when providing feedback.</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognise that adjectives should be chosen carefully for the intended impact (e.g. the eerie, crumbling tower).</li> <li>• Understand that a range of adverbials should be used to add detail (e.g. When she reached home, she slammed the door shut).</li> <li>• Know that time conjunctions and adverbials help to guide the reader (e.g. after, at that moment, by the next morning, soon, finally, in the end).</li> <li>• Recognise that a range of adverbs should be used, not just those ending in “-ly” (e.g. very, rather, almost).</li> <li>• Identify that prepositions make descriptions more specific (e.g. She hid behind the ancient oak tree).</li> <li>• Know that nouns can be formed using a range of prefixes (e.g. disappear, unlucky, incorrect).</li> <li>• Recognise that nouns and pronouns should be used to avoid repetition.</li> <li>• Understand that present perfect forms of verbs should be used where appropriate (e.g. She has never seen such a strange creature before).</li> <li>• Identify that conjunctions can be used to express time and cause (e.g. before, after, while, because).</li> <li>• Know that possessive apostrophes should be used correctly for plural nouns (e.g. The wolves’ howls echoed through the forest).</li> <li>• Recognise that inverted commas must be used correctly to punctuate direct speech (e.g. She whispered, “I think someone is following us.”).</li> <li>• Understand that commas should be used between adjectives in a longer expanded noun phrase (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that tense should be correct and consistent, with past and present tense used appropriately.</li> <li>• Identify that verbs may refer to continuous action where necessary.</li> <li>• Recognise that fronted adverbials require a comma after them.</li> <li>• Identify that accurate pronoun use helps to avoid repetition of nouns.</li> <li>• Know that apostrophes should be used to mark singular and plural possession.</li> <li>• Understand that inverted commas must be used correctly to indicate direct speech.</li> <li>• Know that a comma should be used after a reporting clause when it precedes speech.</li> </ul> <p><u>INSTRUCTIONS (RECIPE):</u></p> <ul style="list-style-type: none"> <li>• Know that a clear introductory paragraph should connect with the reader and explain the purpose of the recipe.</li> <li>• Recognise that a set of ingredients and equipment should be outlined clearly before the instructions.</li> <li>• Understand that instructions must be set out sequentially, in time order, to guide the reader step by step.</li> <li>• Identify that numbering instructions provides clarity and makes them easy to follow.</li> <li>• Know that sentences should include precautionary advice to help the reader avoid mistakes.</li> <li>• Recognise that friendly tips and suggestions can engage the reader and enhance the recipe.</li> <li>• Understand that imperative verbs should be used to start commands clearly.</li> <li>• Identify that sentence structures should be varied with extra description through carefully</li> </ul>		
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	<p>The dark, mysterious forest stretched before them).</p> <p>Year 4:</p> <ul style="list-style-type: none"> <li>• Explain what fronted adverbials are and how they can be used to add specificity, cohesion and engagement to a piece of writing.</li> <li>• Identify a wider range of conjunctions that can be used to link sentences together in developing sentence structures.</li> <li>• Explain the difference between 1<sup>st</sup> and 3<sup>rd</sup> person.</li> <li>• Explain the format and structure of a 1<sup>st</sup> person narrative, including the narrative arc structure, sometimes referred to as a story mountain.</li> <li>• Explain the meaning of build-up, dilemma/climax and resolution in relation to narrative arcs (each can be a plot point in the narrative map).</li> </ul>	<p>chosen adjectives and precise verbs.</p> <ul style="list-style-type: none"> <li>• Recognise that adverbs should be used to show how often or how something should be done.</li> <li>• Know that expanded noun phrases add specificity and detail.</li> <li>• Understand that conjunctions should be used to link instructions smoothly.</li> <li>• Know that nouns and pronouns should be used for clarity and cohesion throughout the instructions.</li> <li>• Recognise that noun phrases can be expanded by adding modifying adjectives, nouns, and prepositional phrases.</li> <li>• Identify that Standard English verb forms should be used correctly.</li> <li>• Understand that past and present tense should be used appropriately.</li> <li>• Know that fronted adverbials should be used to guide the reader.</li> <li>• Recognise that commas should be used after fronted adverbials to improve clarity.</li> <li>• Identify that apostrophes should be used correctly to mark singular and plural possession.</li> </ul> <p><u>EXPLANATION:</u></p> <ul style="list-style-type: none"> <li>• Know that an explanation text must follow a logical sequence, with each stage of the water cycle clearly organised into paragraphs.</li> <li>• Recognise that subheadings and bullet points can be used to organise key ideas clearly.</li> <li>• Understand that cause-and-effect relationships should be explained to show how each stage of the water cycle links to the next.</li> <li>• Identify that technical vocabulary should be used to describe scientific processes accurately.</li> </ul>		
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		<ul style="list-style-type: none"> <li>• Know that expanded noun phrases with prepositional phrases can add precision and detail.</li> <li>• Recognise that fronted adverbials can be used to sequence ideas and provide clarity.</li> <li>• Know that a variety of sentence openers should be used to make the writing more engaging.</li> <li>• Understand that pronouns can be used to maintain cohesion and avoid repetition.</li> <li>• Explain that causal connectives such as consequently, therefore, in contrast, influences, contributes help to link ideas and show relationships between events.</li> <li>• Know that modal verbs can be used to indicate possibility or necessity.</li> <li>• Recognise that commas should be used to clarify meaning, especially after fronted adverbials.</li> <li>• Identify that brackets can be used to add extra information without disrupting the flow of the explanation.</li> </ul>		
<p><b>Reading:</b></p>	<p>Year 4:</p> <ul style="list-style-type: none"> <li>• Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• 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.</li> <li>• Read a wide range of books that are structured in different ways and read for a range of purposes.</li> <li>• Confidently participate in discussion about both books that are read to them and those they read independently.</li> <li>• Identify themes and conventions in an increasing range of books.</li> </ul>	<p>Ready, Steady Read Together Scheme:</p> <p>Fiction:</p> <ul style="list-style-type: none"> <li>• The Girl Who Stole an Elephant</li> </ul> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>• You Can Do Anything</li> </ul> <p>Poetry:</p> <ul style="list-style-type: none"> <li>• Happy Poems</li> </ul> <p>Comprehension:</p> <ul style="list-style-type: none"> <li>• Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• 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.</li> </ul>	<p>Reading Skills:</p> <ul style="list-style-type: none"> <li>• Read texts, including those with few visual clues, increased independence and concentration.</li> <li>• 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.</li> <li>• With increased independence develop views about what is read.</li> <li>• Develop positive attitudes to reading and understanding of what is read.</li> <li>• Read aloud using punctuation to aid expression and intonation.</li> <li>• Self-correction, including re-reading and reading ahead.</li> </ul>	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Pupils will confidently express their individual opinions and interpretations of texts, and explore the unique motives, feelings, and behaviours of characters with increasing depth.</li> <li>• Pupils will value the purpose of different types of texts – whether to entertain, inform, explain, or persuade – and show appreciation</li> </ul>

	<ul style="list-style-type: none"> <li>• Confidently retrieve and record information from non-fiction.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Recognise a range of poetic forms [for example, free verse, narrative poetry].</li> <li>• Prepare poems play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action.</li> <li>• Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• 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.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence.</li> <li>• Ask some questions to improve their understanding of the text.</li> <li>• Identify main ideas drawn from more than two paragraphs and summarise these.</li> <li>• Discuss many words and phrases that capture the reader's interest and imagination.</li> <li>• Begin to use more complex dictionaries to check the meaning of many unknown words that they have read.</li> <li>• Read texts, including those with few visual clues, increased independence and concentration.</li> </ul>	<ul style="list-style-type: none"> <li>• Read a wide range of books that are structured in different ways and read for a range of purposes.</li> <li>• Confidently participate in discussion about both books that are read to them and those they read independently.</li> <li>• Identify themes and conventions in an increasing range of books.</li> <li>• Confidently retrieve and record information from non-fiction.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Recognise a range of poetic forms [for example, free verse, narrative poetry].</li> <li>• Prepare poems play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action.</li> <li>• Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• 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.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence.</li> <li>• Ask some questions to improve their understanding of the text.</li> <li>• Identify main ideas drawn from more than two paragraphs and summarise these.</li> </ul>	<ul style="list-style-type: none"> <li>• Skim to gain an overview of a text, e.g. topic, purpose.</li> <li>• Skim to gain the gist of a text or the main idea in a chapter.</li> <li>• Read short information texts independently with concentration.</li> <li>• Identify how texts differ in purpose, structure and layout.</li> <li>• Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount.</li> <li>• Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts.</li> <li>• Scan for specific information using a variety of features in texts, e.g. titles, illustrations, pre-taught vocabular, bold print, captions, bullet points.</li> <li>• Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points.</li> <li>• Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information.</li> <li>• Look for specific information in texts using contents, indexes, glossaries, dictionaries.</li> <li>• Re-reading sentences for clarity.</li> </ul>	<p>for the richness of language, structure, and meaning.</p> <ul style="list-style-type: none"> <li>• Pupils will take responsibility for their reading by using advanced reading strategies (like skimming, scanning, re-reading, and using dictionaries), and by developing personal reading goals.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> <li>• Pupils will empathise with characters by inferring feelings, thoughts, and motives from actions, and by justifying their understanding with evidence from across the text.</li> </ul>
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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• With increased independence develop views about what is read.</li> <li>• Develop positive attitudes to reading and understanding of what is read.</li> <li>• Read aloud using punctuation to aid expression and intonation.</li> <li>• Self-correction, including re-reading and reading ahead.</li> <li>• Skim to gain an overview of a text, e.g. topic, purpose.</li> <li>• Skim to gain the gist of a text or the main idea in a chapter.</li> <li>• Read short information texts independently with concentration.</li> <li>• Identify how texts differ in purpose, structure and layout.</li> <li>• Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount.</li> <li>• Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts.</li> <li>• Scan for specific information using a variety of features in texts, e.g. titles, illustrations, pre-taught vocabular, bold print, captions, bullet points.</li> <li>• Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points.</li> <li>• Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information.</li> <li>• Look for specific information in texts using contents, indexes, glossaries, dictionaries.</li> <li>• Re-reading sentences for clarity.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss many words and phrases that capture the reader's interest and imagination.</li> <li>• Begin to use more complex dictionaries to check the meaning of many unknown words that they have read.</li> </ul> <p><i>Vocabulary:</i>  <i>root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present</i></p>		
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<p><b>Mathematics:</b></p>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</li> <li>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</li> <li>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</li> <li>Recognise and show, using diagrams, equivalent fractions with small denominators.</li> <li>Add and subtract fractions with the same denominator within one whole.</li> <li>Compare and order unit fractions, and fractions with the same denominators.</li> <li>Solve problems that involve all of the above.</li> <li>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</li> <li>Estimate and read time with increasing accuracy to the nearest minute.</li> <li>Record and compare time in terms of seconds, minutes and hours.</li> <li>Use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight.</li> <li>Know the number of seconds in a minute,</li> <li>Know the number of days in each month, year and leap year.</li> <li>Compare durations of events.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand the concept of simplest form.</li> <li>Explain the meaning of sum, difference and comparison.</li> <li>Know the mathematical symbols for addition (+) and subtraction (-).</li> <li>Identify a range of words that can be used to mean addition or subtraction.</li> <li>Recognise the operation needed to solve a problem based on the given context.</li> <li>Know that when adding or subtracting fractions with the same denominator, the numerator is added or subtracted but the denominator stays the same.</li> <li>Know that the 24-hour clock is an alternative method of identifying the time.</li> <li>Know that the 24-hour clock does not use a.m. or p.m. but that the hours are counted from midnight.</li> <li>Understand that the format of the 24-hour clock is HH:mm where HH denotes the number of hours past midnight, and mm represents minutes past the hour.</li> <li>Identify the difference between an analogue and digital clock.</li> <li>Explain that there are 60 seconds in a minute and 60 minutes in an hour.</li> <li>Define the term equivalent as meaning equal to/the same as.</li> <li>Know that the term equivalent can be used in a range of ways including time, fractions and decimals.</li> <li>Know that place value includes values that are smaller than ones.</li> <li>Know that when one is split into 10 equal parts, each part is 1 tenth.</li> <li>Understand that when one is split into 100 equal parts, each part is 1 hundredth.</li> </ul>	<p>Fractions, Decimals and Percentages (Fractions) Continued:</p> <ul style="list-style-type: none"> <li>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</li> <li>Add and subtract fractions with the same denominator.</li> </ul> <p>Measurement – Time:</p> <ul style="list-style-type: none"> <li>Convert between different units of measure.</li> <li>Read, write and convert time between analogue and digital 12 and 24-hour clocks.</li> <li>Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.</li> </ul> <p>Fractions, Decimals and Percentages (Decimals):</p> <ul style="list-style-type: none"> <li>Recognise and write decimal equivalents of any number of tenths or hundredths.</li> <li>Recognise and write decimal equivalents to <math>\frac{1}{4}</math>; <math>\frac{1}{2}</math>; <math>\frac{3}{4}</math>.</li> <li>Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</li> <li>Round decimals with 1 decimal place to the nearest whole number.</li> <li>Compare numbers with the same number of decimal places up to 2 decimal places.</li> <li>Solve simple measure and money problems involving fractions and decimals to 2 decimal places.</li> </ul>	<p>Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy</p> <ul style="list-style-type: none"> <li>Working collaboratively with partners and in groups.</li> <li>Using appropriate listening skills and turn taking in group discussion.</li> <li>Showing empathy and kindness by helping each other to understand.</li> <li>Knowing that giving your partner the answer is not helpful but explaining it is.</li> <li>To recognise the value in making mistakes.</li> <li>To identify the importance of resilience in problem solving.</li> <li>To find different ways to solve the same problem.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Know that the value of <math>1/10</math> is greater than the value of <math>1/100</math>.</li> <li>• Recognise that fractions, including mixed numbers, can be written in decimal form e.g. <math>1/10 = 0.1</math> or <math>2\frac{4}{10}</math> is 2.4.</li> <li>• Understand that the decimal point marks the boundary between the ones and tenths place value.</li> <li>• Identify that decimal places are how many digits follow a decimal point e.g. 4.45 has two decimal places.</li> <li>• Recognise that when dividing a number by 10, the value of this number becomes 10 times smaller, moving each digit one place to the right in a place value chart.</li> <li>• Recognise that when dividing a number by 100, the value of this number becomes 100 times smaller, moving each digit two places to the right in the place value chart.</li> <li>• Know that the mathematical symbols for greater than (&gt;), less than (&lt;) and equal to (=) can be used when comparing money, fractions and decimals.</li> <li>• Explain that rounding is when a value, for example money or decimal number is simplified to a specific degree of accuracy.</li> <li>• Understand that when rounding, the place value to the right of the desired level of accuracy should be used. E.g. when rounding to the nearest whole number, the value of the tenth must be used.</li> <li>• Recall that when rounding, if the value to the right of the desired level of accuracy is 5 or above, the value is rounded up, but if this is 4 or less, the value remains.</li> </ul>		
<b>Science:</b>	Year 3 & 4: <ul style="list-style-type: none"> <li>• Consider their prior knowledge when asking questions.</li> </ul>	Materials - Working Scientifically Focus Part 2:	Ask Questions <ul style="list-style-type: none"> <li>• Consider their prior knowledge when asking questions.</li> </ul>	Values: Reflect, Aspire, Entrust, Value, Respect

	<ul style="list-style-type: none"> <li>Independently use a range of question stems.</li> <li>Where appropriate, they answer these questions.</li> <li>Given a range of resources, decide for how to gather evidence to answer the question.</li> <li>Select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher.</li> <li>Follow a plan to carry out: observations over time and pattern seeking.</li> <li>Follow a plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking.</li> <li>Make systematic and careful observations.</li> <li>Use a range of equipment for measuring length, time, temperature, and capacity, for example: thermometers and data loggers.</li> <li>Use standard units for their measurements.</li> <li>Record measurements, for example: using prepared tables, pictograms, tally charts and block graphs.</li> <li>Answer own and others' questions based on observations made, measurements taken, or information gained from secondary sources.</li> <li>Use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions.</li> <li>Draw conclusions based on evidence and current subject knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Particles in solids are tightly packed.</li> <li>Particles in liquids can move past one another.</li> <li>Particles in gases are spread out and move freely.</li> <li>The state of matter for some materials can be changed through heating or cooling.</li> <li>Every material has a specific temperature at which it changes from one state to another.</li> </ul> <p><i>Vocabulary:</i>  <i>liquid, gas, particle, temperature, evaporation, rate, hypothesis, prediction, results table, conclusion</i></p>	<ul style="list-style-type: none"> <li>Independently use a range of question stems.</li> <li>Where appropriate, they answer these questions.</li> <li>Given a range of resources, decide for how to gather evidence to answer the question.</li> </ul> <p>Enquiry</p> <ul style="list-style-type: none"> <li>Select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher.</li> <li>Follow a plan to carry out: observations over time and pattern seeking.</li> <li>Follow a plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking.</li> </ul> <p>Observe</p> <ul style="list-style-type: none"> <li>Make systematic and careful observations.</li> <li>Use a range of equipment for measuring length, time, temperature, and capacity, for example: thermometers and data loggers.</li> <li>Use standard units for their measurements.</li> </ul> <p>Record/Present</p> <ul style="list-style-type: none"> <li>Record measurements, for example: using prepared tables, pictograms, tally charts and block graphs.</li> </ul> <p>Conclusion</p> <ul style="list-style-type: none"> <li>Answer own and others' questions based on observations made, measurements taken, or information gained from secondary sources.</li> <li>Use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will reflect on how scientific theories develop and change over time. They will also reflect on their own learning, considering how their ideas might change as they gather more evidence.</li> <li>Pupils will aspire to think like scientists by using their knowledge to create thoughtful hypotheses and predictions. They will challenge themselves to make reasoned, testable ideas.</li> <li>Pupils will entrust one another to plan a fair and accurate investigation. They will work responsibly, ensuring their methods are clear so others could repeat their experiment.</li> <li>Pupils will value careful measurement and recording of results, recognising that every observation is important in drawing a conclusion.</li> <li>Pupils will respect the evidence they have gathered, basing their conclusions on data rather than assumptions. They will also respect the work of their peers by listening to and considering their findings.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Draw conclusions based on evidence and current subject knowledge.</li> </ul>	
<p><b>Art:</b></p>	<p>Year 4:</p> <ul style="list-style-type: none"> <li>• Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works.</li> <li>• Express thoughts and feelings about their own work and that of others through annotation.</li> <li>• Use a sketchbook to make notes on how they would adapt and improve their work.</li> <li>• Discuss and review own and others work, expressing thoughts and feelings, supported by their views with their knowledge or artists and techniques.</li> <li>• Reflect and explain the successes and challenges in a piece of art they have created.</li> <li>• Identify changes they might make or how their work could be developed further.</li> <li>• Explore a wider range of great artists and designers, making detailed comparisons with clear links to their own work.</li> </ul>	<p>Drawing:</p> <ul style="list-style-type: none"> <li>• The foreground focuses on interesting features of the subject using detailed textures.</li> <li>• The middle ground leads the eye deeper into the artwork.</li> <li>• The background, uses lighter tones and less detail to give it a feeling of distance.</li> <li>• Two-point perspective uses two vanishing points on the horizon line for a more dynamic effect.</li> <li>• Shadows and highlights are important for creating the illusion of three dimensions.</li> <li>• We can use hatching and cross hatching to add shadows and highlights.</li> <li>• Other shading techniques add different textures to our drawing.</li> <li>• Stippling is making lots of tiny dots. More dots make it darker, fewer dots make it lighter.</li> <li>• Scribbling is using quick, messy lines. Pressing harder or scribbling more makes it darker.</li> <li>• Circulism/circling is drawing lots of small circles close together.</li> <li>• More circles make it look darker, and fewer make it look lighter.</li> </ul> <p><b>Significant People</b> Ian Murphy:</p> <ul style="list-style-type: none"> <li>• British artist who draws old, abandoned buildings.</li> <li>• Focuses on capturing detailed and emotional depictions of architecture.</li> <li>• Work is described as urban exploration art and realism.</li> </ul> <p><i>Vocabulary:</i> <i>three-dimensional, perspective, horizon line, vanishing point, shading, shadow, highlight,</i></p>	<p>Exploring &amp; Developing Ideas:</p> <ul style="list-style-type: none"> <li>• Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works.</li> <li>• Express thoughts and feelings about their own work and that of others through annotation.</li> <li>• Use a sketchbook to make notes on how they would adapt and improve their work.</li> </ul> <p>Responding to Art:</p> <ul style="list-style-type: none"> <li>• Discuss and review own and others work, expressing thoughts and feelings, supported by their views with their knowledge or artists and techniques.</li> <li>• Reflect and explain the successes and challenges in a piece of art they have created.</li> <li>• Identify changes they might make or how their work could be developed further.</li> <li>• Explore a wider range of great artists and designers, making detailed comparisons with clear links to their own work.</li> </ul> <p>Drawing:</p> <ul style="list-style-type: none"> <li>• Draw for a sustained period of time.</li> <li>• Explore drawing more complex shapes and forms, e.g. cylinders, cones, pyramids and spheres.</li> <li>• Begin to show that objects have a third dimension, e.g. through two-point perspective.</li> <li>• Experiment with more complex compositions including middle ground, horizon line, focal points and movement.</li> <li>• Use different grades of pencils and other drawing implements to achieve variation in tone.</li> </ul>	<p>Values: Respect, Reflect, Value, Individuality, Share</p> <ul style="list-style-type: none"> <li>• Show respect for the artist and his body of work. Explore how he shows respect for neglected building through his artwork.</li> <li>• Reflect on previously learnt skills for drawing 3D objects and how we can adapt them to draw buildings and objects that we observe.</li> <li>• Value the use of learning how to draw objects in 3D to achieve a more realistic drawing.</li> <li>• Respect the nuances of light and shadow to represent realistic forms.</li> <li>• Highlight the value of patience and attention to detail in shading.</li> <li>• Use their creativity to show their individuality but also showcase the skills they have learnt and enjoyed using.</li> <li>• Share their challenges and improvements they want to make in their drawing.</li> </ul>

		<p><i>tone, hatching, cross hatching, observation, composition</i></p>	<ul style="list-style-type: none"> <li>Experiment with different shading techniques including hatching and cross hatching, stippling, scribbling and circling.</li> <li>Create accurate drawings from observation, including photographs.</li> </ul>	
<b>Computing:</b>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>Using decomposition to explore the code behind an animation.</li> <li>Using repetition in programs.</li> <li>Using logical reasoning to explain how simple algorithms work.</li> <li>Explaining the purpose of an algorithm.</li> <li>Forming algorithms independently.</li> <li>Using logical thinking to explore more complex software; predicting, testing and explaining what it does.</li> <li>Incorporating loops to make code more efficient.</li> <li>Continuing existing code.</li> <li>Making reasonable suggestions for how to debug their own and others' code.</li> </ul>	<p>Kapow Computing Scheme</p> <p>Further Programming with Scratch Lessons 4 – 5:</p> <p>To know:</p> <ul style="list-style-type: none"> <li>That a variable is a value that can change (depending on conditions) and know that you can create them in Scratch.</li> <li>What a conditional statement is in programming.</li> <li>That using variables can help you to create a quiz on Scratch.</li> </ul> <p><i>Vocabulary: code block, conditional statement, coordinates, decompose, feature, information, negative number, orientation, position, program, project, script, sprite, stage, tinker, variable</i></p>	<ul style="list-style-type: none"> <li>Coding a simple game.</li> <li>Incorporating variables to make code more efficient.</li> <li>Remixing existing code.</li> </ul>	<p>Values: Reflect, Respect, Aspire</p> <ul style="list-style-type: none"> <li>Encourage students to reflect on their problem-solving process by discussing how decomposition helped them understand or solve the problem.</li> <li>Encourage pupils to respect others' work by highlighting the importance of constructive feedback when analysing or debugging scripts.</li> <li>Emphasise that debugging shared projects is a collaborative effort to improve the code, not to criticise.</li> <li>Model respectful communication and encourage peer collaboration during problem-solving tasks.</li> <li>Motivate students to set goals for their coding projects, such as successfully using variables or creating efficient algorithms.</li> </ul>
<b>DT:</b>	<p>Year 4:</p> <ul style="list-style-type: none"> <li>Build on understanding of fruits and vegetables grown in the UK, making links to how the climate enables them to thrive.</li> <li>Explore food sustainability.</li> <li>Apply the full range of safe and hygienic cooking practice previously learnt.</li> <li>Understand that food poisoning/foodborne illnesses can occur if safe and hygienic practices are not followed.</li> <li>Build on prior learning to understand the importance of using different cutting boards for salad</li> </ul>	<p>CONTEXT</p> <p><i>"Hi everyone, I'm Chen. I love to eat fresh bread for lunch, but my local shop is always selling out. I need a simple bread recipe that is healthy and incorporates different ingredients, like cooked meats, cheese and/or fresh vegetables. Can you help me design and make something?"</i></p> <p>Baking Breads Lessons 4 – 6:</p> <ul style="list-style-type: none"> <li>Yeast is used in dough to help it rise, creating a light and airy texture.</li> <li>Proving is important for getting light and fluffy bread.</li> </ul>	<p>Cooking &amp; Nutrition:</p> <ul style="list-style-type: none"> <li>Apply appropriate vocabulary when analysing the taste, texture, smell and appearance of a range of foods, with minimal support.</li> <li>Apply the full range of safe and hygienic cooking practice previously learnt.</li> <li>Cut, peel, grate, slice, chop, and whisk a range of ingredients.</li> <li>Confidently apply cutting/chopping techniques (bridge hold and claw grip).</li> <li>Follow instructions/ recipes, making appropriate adaptations.</li> </ul>	<p>Values: Reflect, Aspire, Entrust, Love, Empathy</p> <ul style="list-style-type: none"> <li>Students can reflect on the process of designing a dish, considering factors such as taste preferences and dietary requirements.</li> <li>Encouraging students to be creative in designing their bread-based dish allows them to aspire to high quality cooking.</li> <li>Allowing students to actively participate in making the dish, including proving the dough, demonstrates trust and confidence in their abilities to follow</li> </ul>

	<ul style="list-style-type: none"> <li>• vegetables (green), cooked meat (yellow) and bread/dairy (white) to avoid cross contamination.</li> <li>• Work within a range of contexts, such as the home, school, leisure, local community, culture, and enterprise.</li> <li>• Describe the purpose of their products.</li> <li>• Indicate the design features of their products that will appeal to intended users.</li> <li>• Gather information about the needs and wants of particular individuals and groups.</li> <li>• Develop their own design criteria and use these to inform their idea.</li> <li>• Share and clarify ideas through discussion.</li> <li>• Use annotated sketches and cross-sectional drawings to develop and communicate their ideas.</li> <li>• Generate realistic ideas, focusing on the needs of the user.</li> <li>• Make design decisions that take account of the availability of resources.</li> <li>• Model their ideas using prototypes and pattern pieces.</li> <li>• Select tools and equipment suitable for the task.</li> <li>• Begin to explain their choice of tools and equipment in relation to the skills and techniques they will be using.</li> <li>• Select materials and components suitable for the task.</li> <li>• Begin to explain their choice of materials and components according to functional properties and aesthetic qualities.</li> <li>• Order the main stages of making.</li> <li>• Follow procedures for safety and hygiene.</li> <li>• Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients,</li> </ul>	<ul style="list-style-type: none"> <li>• Kneading helps develop gluten, giving the bread its texture.</li> <li>• Baking bread in a hot oven causes the yeast to create bubbles in the dough.</li> </ul> <p>Also applying prior learning:</p> <ul style="list-style-type: none"> <li>• Cross-contamination causes foodborne illnesses.</li> <li>• We can avoid foodborne illnesses by storing food in the refrigerator.</li> <li>• We also use different cutting boards to avoid cross-contamination.</li> </ul> <p><i>Vocabulary:</i>  <i>import, savoury, texture, cross contamination, bacteria, yeast, kneading, proving</i></p>	<ul style="list-style-type: none"> <li>• Join and combine a range of ingredients to personalise a savoury dish.</li> <li>• Begin to accurately weigh and measure ingredients.</li> <li>• Develop simple cooking techniques: kneading and baking.</li> <li>• Recognise the importance of the use of yeast and proving in creating light textures in bread.</li> </ul> <p>Designing:</p> <ul style="list-style-type: none"> <li>• Work within a range of contexts, such as the home, school, leisure, local community, culture, and enterprise.</li> <li>• Describe the purpose of their products.</li> <li>• Indicate the design features of their products that will appeal to intended users.</li> <li>• Gather information about the needs and wants of particular individuals and groups.</li> <li>• Develop their own design criteria and use these to inform their idea.</li> <li>• Share and clarify ideas through discussion.</li> <li>• Use annotated sketches and cross-sectional drawings to develop and communicate their ideas.</li> <li>• Generate realistic ideas, focusing on the needs of the user.</li> <li>• Make design decisions that take account of the availability of resources.</li> <li>• Model their ideas using prototypes and pattern pieces.</li> </ul> <p>Making:</p> <ul style="list-style-type: none"> <li>• Select tools and equipment suitable for the task.</li> <li>• Begin to explain their choice of tools and equipment in relation to the skills and techniques they will be using.</li> <li>• Select materials and components suitable for the task.</li> <li>• Begin to explain their choice of materials and components</li> </ul>	<p>instructions and work independently.</p> <ul style="list-style-type: none"> <li>• Explore how cooking and sharing food can symbolise love and care for others.</li> <li>• Reflect on the process of making their dishes, considering what went well and what they could improve upon in the future.</li> <li>• Show empathy for their classmates by providing constructive feedback in a supportive and respectful manner.</li> </ul>
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	<p>mechanical components and electrical components.</p> <ul style="list-style-type: none"> <li>• Measure, mark out, cut and shape materials and components with some accuracy.</li> <li>• Assemble, join and combine materials and components with some accuracy.</li> <li>• Discuss existing products: <ul style="list-style-type: none"> <li>- why materials have been chosen,</li> <li>- what methods of construction have been used,</li> <li>- how well products achieve their purposes,</li> <li>- how well products meet user needs and wants.</li> </ul> </li> <li>• Refer to their design criteria as they design and make.</li> <li>• Identify the strengths and areas for development in their ideas and products.</li> <li>• Consider the views of others, including intended users, to improve their work.</li> <li>• Refer to their design criteria as they design and make.</li> <li>• Use their design criteria to evaluate their completed products.</li> </ul>		<p>according to functional properties and aesthetic qualities.</p> <ul style="list-style-type: none"> <li>• Order the main stages of making.</li> <li>• Follow procedures for safety and hygiene.</li> <li>• Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components.</li> <li>• Measure, mark out, cut and shape materials and components with some accuracy.</li> <li>• Assemble, join and combine materials and components with some accuracy.</li> </ul> <p>Evaluating:</p> <ul style="list-style-type: none"> <li>• Discuss existing products: <ul style="list-style-type: none"> <li>- why materials have been chosen,</li> <li>- what methods of construction have been used,</li> <li>- how well products achieve their purposes,</li> <li>- how well products meet user needs and wants.</li> </ul> </li> <li>• Refer to their design criteria as they design and make.</li> <li>• Identify the strengths and areas for development in their ideas and products.</li> <li>• Consider the views of others, including intended users, to improve their work.</li> <li>• Refer to their design criteria as they design and make.</li> <li>• Use their design criteria to evaluate their completed products.</li> </ul>	
<p><b>Geography:</b></p>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>• Know and understand aspects of physical geography including: mountains, lakes and rivers.</li> <li>• Explain that topography refers to the shape, height and depth of a place.</li> </ul>	<p>Raging Rivers &amp; Mountains Lesson 4 – 5:</p> <ul style="list-style-type: none"> <li>• The UK is located in a temperate climate zone.</li> <li>• Temperate climate zones have: moderate temperatures, distinct seasons, relatively mild winters and relatively cool summers.</li> </ul>	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> <li>• Name and locate the three climate zones of the world: Polar, Temperate and Tropical.</li> </ul> <p>Human &amp; Physical Geography:</p> <ul style="list-style-type: none"> <li>• Know what a biome is and name some types: Temperate Forest.</li> </ul>	<p>Value: Love, Respect</p> <ul style="list-style-type: none"> <li>• Think about the biomes and climates of the UK and how we have such a diverse range of weather across the year.</li> </ul>

	<ul style="list-style-type: none"> <li>Begin to recognise the difference between weather and climate.</li> </ul> <p>Years 3 &amp; 4:</p> <ul style="list-style-type: none"> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>Label the same features on an aerial photograph as on a map</li> </ul>	<ul style="list-style-type: none"> <li>The biome for the UK is a temperate deciduous forest.</li> <li>Deciduous forests are those that have trees with broadleaves that are shed in the autumn months.</li> </ul> <p><i>Vocabulary:</i>  <i>biome, climate zone, temperate, forest, vegetation</i></p>	<ul style="list-style-type: none"> <li>Relate the difference between weather and climate to biomes.</li> <li>Continue to build an understanding of physical geography including: climate zones, biomes, vegetation belts.</li> </ul> <p>Interpret a Range of Sources:</p> <ul style="list-style-type: none"> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul> <p>Mapwork</p> <ul style="list-style-type: none"> <li>Label the same features on an aerial photograph as on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be encouraged to show respect for natural environments.</li> </ul>
<p><b>History:</b></p>	<p>Years 3 &amp; 4:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Know that archaeological evidence can be used to find out about the past.</li> <li>Recognise significant people from historical sources/accounts.</li> <li>To know that significant archaeological findings are those which change how we see the past.</li> <li>Identify some significant features of the past, including ideas and beliefs.</li> <li>Summarise the main events from a period of history and place them in order.</li> <li>Understand that some historical events/periods occurred concurrently in different locations.</li> <li>Identify short- and long-term causes of major events in history.</li> <li>Explain the impact of an event (including people's actions) on society within a time period.</li> <li>Describe more than one consequence linked to a single cause.</li> </ul>	<p>Great Builders - The Ancient Egyptians  Lessons 10-11:</p> <ul style="list-style-type: none"> <li>Tutankhamun was a boy pharaoh who ruled Egypt over 3,000 years ago.</li> <li>Tutankhamun's tomb was almost untouched and gave us clues about life in Ancient Egypt.</li> <li>It contained treasures like: a golden mask, jewellery, statues, furniture, games.</li> <li>Egypt's power started to weaken after the New Kingdom.</li> <li>Fights over the throne made the country unstable.</li> <li>Egypt couldn't afford strong armies.</li> <li>In 332 BCE, Alexander the Great conquered Egypt.</li> <li>When Cleopatra VII died, Egypt became a Roman province.</li> </ul> <p><i>Vocabulary:</i>  <i>tomb, hieroglyphics, archaeologist, discovery, pharaoh, artefact, preservation, invasion</i></p>	<p>Using Sources for Enquiry:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Know that archaeological evidence can be used to find out about the past.</li> </ul> <p>Historical Significance:</p> <ul style="list-style-type: none"> <li>Recognise significant people from historical sources/accounts.</li> <li>To know that significant archaeological findings are those which change how we see the past.</li> <li>Identify some significant features of the past, including ideas and beliefs.</li> </ul> <p>Chronology:</p> <ul style="list-style-type: none"> <li>Summarise the main events from a period of history and place them in order.</li> <li>Understand that some historical events/periods occurred concurrently in different locations.</li> </ul> <p>Cause &amp; Consequence:</p> <ul style="list-style-type: none"> <li>Identify short- and long-term causes of major events in history.</li> <li>Explain the impact of an event (including people's actions) on society within a time period.</li> </ul>	<p>Value: Reflect, Empathy</p> <ul style="list-style-type: none"> <li>Encourage pupils to think deeply about what the artefacts tell us about life in Ancient Egypt and why this knowledge is valuable today.</li> <li>Ask them to reflect on the importance of preserving historical artefacts for future generations.</li> <li>Consider how the people of that time might have felt during difficult periods of invasion and environmental challenges.</li> </ul>

			<ul style="list-style-type: none"> <li>Describe more than one consequence linked to a single cause.</li> </ul>	
<p><b>Music:</b></p>	<p>Year 4:</p> <ul style="list-style-type: none"> <li>Explaining their preferences for a piece of music using musical vocabulary.</li> <li>Recognising the use and development of motifs in music.</li> <li>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Identifying common features between different genres, styles and traditions of music.</li> <li>Beginning to improvise musically within a given style.</li> <li>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> </ul>	<p>Kapow Music Scheme:</p> <p>Instrumental Lessons: Unit 4 – Indonesia</p> <ul style="list-style-type: none"> <li>To know the history and key features of gamelan music.</li> <li>To understand the concept of an octave, recognise this on staff notation, and play it at the correct pitch.</li> <li>To be able to play tuned percussion with the correct technique.</li> </ul> <p><i>Vocabulary:</i> <i>cyclical, Gamelan, slendro, octave</i></p>	<p>Listening &amp; Evaluating:</p> <ul style="list-style-type: none"> <li>Explaining their preferences for a piece of music using musical vocabulary.</li> <li>Recognising the use and development of motifs in music.</li> <li>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Identifying common features between different genres, styles and traditions of music.</li> </ul> <p>Improvising &amp; Composing:</p> <ul style="list-style-type: none"> <li>Beginning to improvise musically within a given style.</li> </ul> <p>Performing:</p> <ul style="list-style-type: none"> <li>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> </ul>	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>Respect different musical traditions, genres, and cultures.</li> <li>Appreciate the skills and efforts of their peers and musicians.</li> <li>Respect for the instruments and equipment used in music-making.</li> <li>Explore different instruments and musical roles.</li> <li>Value the contributions of various musicians and composers to the world of music.</li> <li>Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects.</li> <li>Engage in reflective practices after performances, analysing what went well and areas for improvement.</li> <li>Reflect on the historical and cultural contexts of different musical pieces.</li> <li>Share musical talents and skills through performances.</li> <li>Share ideas, insights, and responsibilities.</li> <li>Set musical goals, whether related to technique, theory, or performance.</li> <li>Aim for higher levels of musical proficiency and expression.</li> <li>Develop a love for music through exposure to various genres and styles.</li> <li>Nurture emotional connections to music and express and interpret emotions through performance.</li> <li>Develop empathy by understanding the emotions conveyed in different pieces.</li> </ul>

				<ul style="list-style-type: none"> <li>Listen to and understand each other in teamwork.</li> </ul>
<b>PE:</b>	<p>Year 2:</p> <ul style="list-style-type: none"> <li>Explain the different types of passing</li> <li>Send and receive with control.</li> <li>Identify how to utilise the space effectively.</li> <li>Be aware of space and use it to support team-mates and cause problems for the opposition.</li> <li>Explain the meaning of being able to 'read the game'.</li> <li>Know and use rules fairly to keep games going.</li> </ul> <p>Year 3:</p> <ul style="list-style-type: none"> <li>Carry out warm ups with care.</li> <li>Use a range of skills, e.g. sending, striking, and receiving with some control and accuracy.</li> <li>Choose and vary skills and tactics to suit the situation in a game.</li> <li>Carry out simple tactics successfully.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the skills required for net/wall games.</li> <li>Recognise how specific tactics related to the net/wall game can make the game difficult for their opponent.</li> <li>Know the rules of the game and use them fairly to keep games going.</li> <li>Explain how to direct the ball towards a target area and away from their opponent.</li> <li>Describe what they and others do that is successful.</li> </ul> <p><i>Vocabulary:</i>  <i>ready position, underarm throw, overarm throw, hold, racket, strike, target area, opponent.</i></p>	<ul style="list-style-type: none"> <li>Confidently use simple tactics i.e. choose a good place to stand when receiving the ball.</li> <li>Set up small games with minimal support.</li> <li>Carry out tactics that make games more difficult for their opponent, including aiming the ball away from them.</li> <li>Make suggestions as to what needs practicing both for themselves and their peers.</li> </ul>	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> <li>Carry out activities to improve their work and understand why they are useful.</li> <li>Come up with and share sensible solutions, given time to think about their actions.</li> <li>Work collaboratively to improve individual and team member skills, showing aspiration.</li> <li>Value the efforts of others and show empathy when providing peer-assessment/feedback.</li> <li>Entrust each other to be kind and supportive, showing good sportsmanship.</li> <li>Show resilience when receiving feedback and reflect on how this can be used.</li> </ul>
<b>RE:</b>	<p>Year 3 &amp; 4:</p> <ul style="list-style-type: none"> <li>Describe a few things that a believer might learn from a religious story.</li> <li>Talk about some of the things that are the same for religious people.</li> <li>Briefly describe some similarities and differences between religions.</li> <li>Describe some religious sources and explain that these teachings affect religious groups.</li> <li>Use the right religious words to describe and to briefly compare different practices and experiences.</li> <li>Compare some of the things that influence them with those that influence others.</li> <li>Ask important questions about life and compare their ideas with those of other people.</li> </ul>	<p>What makes me an adult?</p> <ul style="list-style-type: none"> <li>In the UK, people legally become adults at 18.</li> <li>Some religions believe adulthood is not about age but about responsibility and independence.</li> <li>A Bat mitzvah (for girls) happens at age 12.</li> <li>A Bar mitzvah (for boys) happens at age 13.</li> <li>They take on religious responsibilities, including following Jewish laws.</li> <li>A confirmation usually happens between ages 11-16.</li> <li>In the ceremony, which is led by a bishop, a Christian is publicly committing to their beliefs.</li> <li>Coming of age ceremonies are important because they connect a</li> </ul>	<p>Learning About Religion &amp; Beliefs:</p> <ul style="list-style-type: none"> <li>Describe some religious sources and explain that these teachings affect religious groups.</li> <li>Use the right religious words to describe and to briefly compare different practices and experiences.</li> <li>Briefly describe some similarities and differences between religions.</li> </ul> <p>Learning From Religion &amp; Beliefs:</p> <ul style="list-style-type: none"> <li>Compare some of the things that influence them with those that influence others.</li> <li>Ask questions about the meaning of life and about identity.</li> <li>Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people.</li> </ul>	<p>Values: Aspire, Respect, Entrust, Reflect, Individuality</p> <ul style="list-style-type: none"> <li>Pupils will think about the responsibilities of adulthood and what they might want to achieve when they grow up. They will reflect on their own goals and aspirations for the future.</li> <li>Pupils will learn about an important Jewish tradition and show respect for different religious practices. They will understand why this ceremony is meaningful for Jewish people.</li> <li>Pupils will explore how young Christians take responsibility for their faith and commitment. They will reflect on moments when they have been trusted with new responsibilities.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ask questions about the meaning of life and about identity.</li> <li>• Begin to link things that are important to them and other people with the way people behave.</li> <li>• Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people.</li> <li>• Ask questions about moral decisions, and suggest some solutions based on sources of wisdom.</li> </ul>	<p>person to their family, faith and community.</p> <ul style="list-style-type: none"> <li>• They are usually followed by a big celebration/party.</li> </ul> <p><i>Vocabulary:</i>  <i>adult, responsibility, ceremony, coming of age, bar/bat mitzvah, confirmation, faith, tradition, identity, commitment</i></p>	<ul style="list-style-type: none"> <li>• Ask important questions about life and compare their ideas with those of other people.</li> <li>• Begin to link things that are important to them and other people with the way people behave.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will reflect on key moments of change in life and why these are significant. They will think about what makes an event special and how different cultures mark important transitions.</li> <li>• Pupils will consider that becoming an adult is different for everyone. They will reflect on their own journey to adulthood and what it means to be independent and responsible.</li> </ul>
<p><b>RHW:</b></p>	<p>Year 2:</p> <ul style="list-style-type: none"> <li>• To recognise that some things are private and the importance of respecting privacy.</li> <li>• That parts of their body covered by underwear are private.</li> <li>• How to respond safely to adults they don't know.</li> <li>• About how to respond if physical contact makes them feel uncomfortable or unsafe.</li> <li>• Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.</li> <li>• About knowing there are situations when they should ask for permission and also when their permission should be sought.</li> <li>• About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).</li> </ul> <p>Year 3:</p> <ul style="list-style-type: none"> <li>• That their strengths can be really helpful in friendships by helping them to accept other people's differences and how this is a good thing.</li> <li>• That when they face differences in opinions or challenges with friendships, it can be hard to remember we all have differences.</li> </ul>	<p>My Happy Mind: Relate Lessons 1 – 4</p> <p>To Know:</p> <ul style="list-style-type: none"> <li>• That when they use Stop, Understand and Consider, it gives them time to pause, understand where others are coming from and consider how to respond best.</li> <li>• When they see things from different perspectives, their brain will remember and grow; this helps children to build better relationships.</li> <li>• That friends can help them see things from a different perspective and that's why we should talk to our friends about our problems.</li> <li>• Why it is important to show gratitude to their friends when they help.</li> <li>• That the skills needed to listen actively can help them to 'Stop, Understand and Consider'.</li> <li>• That it is important to listen to your friends and ask about their feelings and opinions to be a good friend.</li> <li>• That it is also important for them to talk to friends too.</li> </ul> <p><i>Vocabulary:</i>  <i>character strengths, relate, get along, people, active listening, 'stop understand</i></p>	<p>My Happy Mind: Relate</p> <ul style="list-style-type: none"> <li>• Use the Stop, Understand and Consider strategy to pause, reflect, and respond thoughtfully in social situations.</li> <li>• Recognise and explain different perspectives in friendships and use this to improve relationships.</li> <li>• Discuss problems with friends to better understand each other's point of view.</li> <li>• Show gratitude to friends when they offer help or support.</li> <li>• Use Active Listening to ask about friends' feelings and opinions and respond appropriately.</li> <li>• Communicate effectively with friends, sharing their own thoughts and feelings.</li> </ul> <p>My Happy Relationships: Safe Relationships</p> <ul style="list-style-type: none"> <li>• Recognise personal boundaries and what privacy means for themselves and others.</li> <li>• Identify situations where they may feel pressured to do something unsafe or uncomfortable.</li> <li>• Use strategies to resist pressure and make safe choices.</li> <li>• Seek advice or report concerns to trusted adults when worried about their own safety or wellbeing.</li> </ul>	<p>My Happy Mind: Relate</p> <p>Values: Empathy, Share, Reflect</p> <ul style="list-style-type: none"> <li>• Pupils will recognise and respond to friends' feelings and perspectives.</li> <li>• Pupils will think about how they respond in social situations and how their actions affect others.</li> <li>• Pupils will communicate openly and express appreciation for their friends' support.</li> </ul> <p>My Happy Relationships: Safe Relationships</p> <p>Values: Entrust</p> <ul style="list-style-type: none"> <li>• Pupils will feel confident to approach trusted adults for support and guidance when they feel unsafe or pressured.</li> </ul>

	<ul style="list-style-type: none"> <li>• They will learn how the skill 'Stop, Understand and Consider' can help them with friendships.</li> <li>• That everyone sees things differently and that this is a positive thing.</li> <li>• Children will learn they can ask 'what do you think about that?' to help them better understand and relate to others.</li> <li>• That the more they practise seeing other perspectives, the more the brain will remember it.</li> <li>• Children will learn Neuroplasticity works with relating to others too.</li> <li>• That we normally choose our friends because of their character.</li> <li>• That we all see things from different perspectives; friends can help us solve problems by approaching them differently.</li> <li>• How Active Listening can help their friendships and what happens if they don't Actively Listen with their friendships.</li> <li>• That when we listen to friends, they will know that we care for them.</li> </ul>	<p><i>and consider', friendships, relationships, differences, perspectives</i></p> <p>My Happy Relationships: Safe Relationships Lesson 1</p> <p>To Know:</p> <ul style="list-style-type: none"> <li>• About privacy and personal boundaries.</li> <li>• How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li> <li>• Where to get advice and report concerns if worried about their own.</li> </ul> <p><i>Vocabulary: privacy, personal boundaries, safe and unsafe relationships, pressure, uncomfortable</i></p>		
<p><b>Spanish:</b></p>	<p>Year 3:</p> <ul style="list-style-type: none"> <li>• Listening and responding to full sentences.</li> <li>• Identifying and discussing cognates and beginning to explore various language detective strategies.</li> <li>• Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</li> <li>• Using contextual clues and cues to gist and make predictions about meanings.</li> <li>• Recognising and answering simple questions which involve giving personal information.</li> <li>• Using a variety of conversational phrases.</li> </ul>	<p>Kapow Spanish Scheme:</p> <p>In a Spanish Café: Grammar</p> <p>To know:</p> <ul style="list-style-type: none"> <li>• That a few adjectives can be positioned in front of the noun in Spanish e.g. bueno – un buen día, malo – hace mal tiempo, primero – el primer plato, tercero – la tercera persona, grande – el gran momento.</li> <li>• That the infinitive of a verb in Spanish e.g. comer – to eat, means 'to do something'.</li> <li>• That para is a preposition that, when followed by an infinitive, means 'in order to'.</li> </ul> <p>Cultural awareness</p>	<p>Language Comprehension</p> <ul style="list-style-type: none"> <li>• Listening and responding to full sentences.</li> <li>• Identifying and discussing cognates and beginning to explore various language detective strategies.</li> <li>• Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</li> <li>• Using contextual clues and cues to gist and make predictions about meanings.</li> </ul> <p>Language Production:</p> <ul style="list-style-type: none"> <li>• Recognising and answering simple questions which involve giving personal information.</li> </ul>	<ul style="list-style-type: none"> <li>• To feel confident to speak Spanish.</li> <li>• Compare the lifestyles between England and Spain, appreciating individuality within this.</li> <li>• Appreciate similarities and differences between languages and cultures.</li> <li>• Respect pronunciation and the importance of accuracy in communicating in different languages.</li> <li>• Reflect on own progress and aspire for highest quality possible.</li> </ul>

	<ul style="list-style-type: none"> <li>• Using a model to form a spoken sentence.</li> <li>• Listening and repeating key phonemes with care.</li> <li>• Recognising how intonation and gesture are used to differentiate between statements and questions.</li> <li>• Building confidence by repeating short phrases with increasing accuracy.</li> <li>• Rehearsing and performing a short role-play.</li> <li>• Selecting and writing short words and phrases.</li> </ul>	<p>To know:</p> <ul style="list-style-type: none"> <li>• some typical Spanish food and drink.</li> <li>• about the Spanish tradition of <i>menú del día</i>.</li> </ul> <p><i>Vocabulary:</i>  <i>para, beber, comer, quiero, con, por favor, gracias, ¿Qué quieres beber?, ¿Qué quieres comer?, Aquí tienes, ¡Que aproveche!, primer plato, segundo plato, postre</i></p>	<ul style="list-style-type: none"> <li>• Using a variety of conversational phrases.</li> <li>• Using a model to form a spoken sentence.</li> <li>• Listening and repeating key phonemes with care.</li> <li>• Recognising how intonation and gesture are used to differentiate between statements and questions.</li> <li>• Building confidence by repeating short phrases with increasing accuracy.</li> <li>• Rehearsing and performing a short role-play.</li> <li>• Selecting and writing short words and phrases.</li> </ul>	
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\*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage