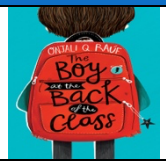
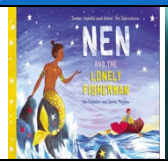
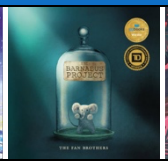
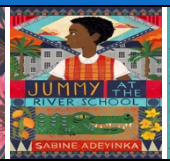
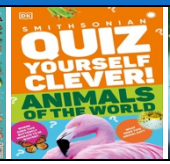
Riversdale Primary School

MEDIUM TERM PLANNING

YEAR GROUP	**Year 4**
TERM	**Autumn 2**

CLASS READER	**VEHICLE TEXT(S) FOR READING & WRITING**
	       

LEARNING OVERVIEW

This half term, Year 4 will explore how the world can be understood through sound, maps, history, art and culture. In Science, pupils will investigate how vibrations create sound and explore how pitch, volume, distance and different materials affect what we hear. Their geographical skills will develop in Geography as they use four-figure grid references and compare digital and paper maps, while in History they will discover the beliefs and responsibilities of Ancient Egyptian pharaohs and explore how ideas about gods, judgement and the afterlife influenced mummification and burial. Creativity will be at the heart of Art, where pupils will experiment with expressive colour, texture and brushwork inspired by Vincent van Gogh, and Computing, where they will develop and debug increasingly sophisticated games in Scratch. In Design and Technology, pupils will design strong and attractive protective packaging, while Music will introduce them to the rhythms and distinctive sounds of Caribbean calypso. They will strengthen teamwork and tactical awareness through rugby in PE, explore Hindu beliefs about Brahman, deities, karma and dharma in Religious Education, and consider friendship, diversity, bullying and individual strengths through RHW. In Spanish, pupils will continue building their confidence as language learners as they learn to describe pets and their characteristics. Year 4 Autumn 2 MTP 2026

SIGNIFICANT PEOPLE PAST & PRESENT

- Vincent Van Gogh (Art)

UNCRC LINKED ARTICLES

- Article 2 – Non-discrimination
- Article 14 – Freedom of thought, belief and religion
- Article 19 – Protection from violence, abuse and neglect:
- Article 29 – Goals of education
- Article 30 – Culture, language and religion
- Article 31 – Leisure, play and culture

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?
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. • 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.	Ready, Steady Read Together Scheme: Fiction: • When Life Gives You Mangoes • Jummy at the River School Non-Fiction: • Atlas of Ocean Adventures • Quiz Yourself Clever Poetry: • Poems from a Green and Blue Planet • 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 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.	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. • 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.	• Pupils will show respect by listening carefully to one another's ideas, taking turns to speak and valuing the different stories, sentences and vocabulary choices shared by others. • Pupils will take responsibility for their writing by trying their best, using the resources available to them and making careful choices about words, punctuation and presentation. • Pupils will take responsibility when working with a partner or group by sharing ideas, helping others and contributing positively to writing tasks. • Pupils will develop reflection by reading back their own writing, noticing what they have done well and identifying simple ways to improve with support. • Pupils will use reflection to respond to feedback, edit their writing and begin to set small targets for improvement. • Pupils will show resilience by building confidence as writers, having a go at new vocabulary, sentence structures and spelling patterns, and continuing even when writing feels challenging. • Pupils will show resilience by learning that writing improves through practice, drafting, editing and trying again. • Pupils will develop a positive attitude towards writing by enjoying stories, poems and non-

	• 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. • 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.	• 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. *Vocabulary:* *root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present*	• 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.	fiction texts, and using these as inspiration for their own writing. • Pupils will show respect and kindness when responding to the work of others, giving feedback in a supportive way and recognising the effort that has gone into each piece of writing.

	• 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.			
WRITING:	Year 2: • Use expanded noun phrases for description and specification. • Use apostrophes to mark singular possession in nouns. • Use the present and past tenses correctly and consistently. • Develop understanding of some features of written Standard English. Year 3:	Ready, Steady, Write Scheme: Vehicle Texts: • Nen and the Lonely Fisherman • The Barnabus Project Grammar: Word • Standard English forms for verb inflections instead of local spoken forms	Pupils to apply grammar, purpose for writing and specific text type features in **Writing to Narrate**: • A Folklore Narrative Pupils to apply grammar, purpose for writing and specific text type features in **Writing to Explain**: • An Escape Plan Handwriting:	• Pupils will show respect by listening to others' ideas, taking turns and valuing the words and sentences shared by their peers. • Pupils will take responsibility for their writing by using available resources and making increasingly careful choices about vocabulary, punctuation and presentation. • Pupils will show responsibility when working with others by

	• Express time, place and cause using conjunctions, e.g. when, before, after, while, so, because. • Express time, place and cause using adverbs, e.g. then, next, soon, therefore. • Express time, place and cause using prepositions, e.g. before, after, during, in, because of. • Use the present perfect form of verbs instead of the simple past. • Introduce paragraphs as a way to group related material. • Introduce inverted commas to punctuate direct speech.	• Develop understanding of grammatical difference between plural and possessive –s • Indicating possession by using the possessive apostrophe with plural nouns Grammar: Sentence • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Fronted adverbials • Expressing time, place and cause using prepositions e.g. before, after, during, in (Y3 consolidation) Grammar: Text • Appropriate choice of pronoun within and across sentences to aid cohesion and avoid repetition • Appropriate choice of noun within and across sentences to aid cohesion and avoid repetition Grammar: Punctuation • Using commas after fronted adverbials • Use of a comma after the reporting clause and use of end punctuation within inverted commas *Vocabulary:* *determiner, pronoun, possessive pronoun, adverbial*	• 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.	sharing ideas, taking part and supporting their partners. • Pupils will develop reflection by reading back their writing, identifying what works well and noticing where meaning could be clearer. • Pupils will use reflection to respond to feedback and make appropriate changes to their writing with increasing independence. • Pupils will show resilience by trying new vocabulary, sentence structures and spelling patterns, even when they find them difficult. • Pupils will develop resilience by returning to their writing to revise, edit and improve it rather than accepting their first attempt. • Pupils will develop a positive attitude towards writing by using stories, poems and non-fiction texts as inspiration for their own ideas. • Pupils will show respect when discussing others' writing by giving supportive feedback and recognising effort as well as success.
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 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	Multiplication & Division: • Know that multiplication is a form of repeated addition. • Recognise alternative words that mean multiplication for example x groups of y. • Quickly recall multiplication tables up to 12x12. • Identify the place value of digits within a number up to three digits. Explain the significance of digits in different place values	Multiplication & Division: • Recall multiplication and division facts for multiplication tables up to 12 × 12. • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers.	• Pupils will show respect by listening carefully to others' mathematical ideas and explanations. • Pupils will show respect by taking turns when discussing and solving problems collaboratively. • Pupils will show respect by recognising that different methods can be equally valid.

	• 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.	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: 5x4=20 and 50x4=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 problems into multiplying each place separately.	• 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.	• Pupils will show respect by agreeing, questioning and challenging ideas appropriately. • Pupils will demonstrate responsibility by selecting appropriate methods, equipment and resources. • Pupils will demonstrate responsibility by explaining their mathematical thinking rather than simply giving others the answer. • Pupils will demonstrate responsibility by checking their calculations and correcting errors. • Pupils will demonstrate responsibility by contributing positively when working with a partner or group. • Pupils will develop reflection by reviewing their methods and considering whether their answers are reasonable. • Pupils will develop reflection by learning from mistakes and using feedback to improve. • Pupils will develop reflection by comparing different strategies and identifying efficient approaches. • Pupils will develop reflection by explaining what they have learned and identifying their next steps. • Pupils will develop resilience by persevering when calculations, reasoning or problems are challenging. • Pupils will develop resilience by trying a different strategy when their first approach is unsuccessful. • Pupils will develop resilience by breaking complex problems into smaller, manageable steps. • Pupils will develop resilience by recognising that mistakes and

		• 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.		misconceptions are an important part of mathematical learning.
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. *Vocabulary:* *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:	• Pupils will develop reflection by observing how vibrations create sound and using evidence to explain what they notice. • Pupils will demonstrate responsibility by using scientific vocabulary carefully to explain how sound travels through a medium to the ear. • Pupils will reflect on patterns in their observations and explain how increasing distance from a sound source affects what can be heard. • Pupils will take responsibility for selecting suitable materials and methods when investigating how sound can be insulated or absorbed. • Pupils will develop resilience by testing different variables, repeating observations and refining their explanations of how vibration affects pitch. • Pupils will reflect on evidence to explain the relationship between the size of vibrations and the volume of a sound.

			• Answer own and others' questions based on observations made, 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.	
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.	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.	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:	• Pupils will reflect on how Van Gogh used expressive brushstrokes, including impasto, to create texture, movement and visual impact. • Pupils will develop resilience by experimenting with unfamiliar techniques such as hatching, cross-hatching, stippling and dry brush, refining their control through practice. • Pupils will reflect on how warm and cool colours influence the mood of an artwork and the emotional response of the viewer. • Pupils will make purposeful choices when mixing and applying tones to create an intended mood or atmosphere. • Pupils will take responsibility for their artistic choices by selecting colour, tone and brush techniques deliberately to communicate their ideas. • Pupils will critically reflect on their own work, consider feedback and identify specific changes that could improve or develop their artwork further.

	• 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. • 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.	*Vocabulary:* *hue, tone, tint, shade, impasto, stippling, hatching, cross-hatching, dry brush technique, texture, layering, mood*	• 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. • 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: • Decomposition is the process of breaking down a task or problem into smaller parts. • Breaking down a problem into smaller parts makes it easier to solve. • Working towards a given goal that a program needs to accomplish. • Breaking down what they want to achieve into smaller, manageable parts. • Tinkering with an existing text-based code to see how it affects a program. • Remixing code to alter and add to an existing program. • Recognising the relationship between what is happening in a program and the written (block) code.	Kapow Computing Scheme: Programming: Further Coding with Scratch: Lessons 4 – 6 To know: • It is important to identify where the mistake is in the programming as part of the debugging process. • Errors in a program could result from sequencing errors, coding errors or missing code. *Vocabulary:* *condition, if statement, variable*	• Running small chunks of code at a time to find the error or 'bug.'	• Pupils will develop resilience by testing small sections of code, identifying bugs and persevering when the game does not work as expected. • Pupils will reflect on how successfully their game meets its intended goal and identify changes that would improve it.

	• Working backwards, beginning to identify the code they think a program uses. • Running small chunks of code at a time to find the error or bug.			
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.	Protective Product Packaging Shell: Lessons 4 – 6 CONTEXT: *"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?"* • 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. *Vocabulary:* *cuboid, face, edge, net, prism, scoring, vertex, laminating, corrugating, ribbing*	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.	• Pupils will show respect by considering the needs of the intended user, the product being protected and the impact of packaging on the environment. • Pupils will develop resilience by following their plan, solving practical problems and adapting their prototype when necessary. • Pupils will reflect on the strengths of their packaging, respond to feedback and identify how the product could be improved.

	• 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. • 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.		• 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. 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 describe the location of features and routes on a map. • Begin to use eight points of a compass.	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. • 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. *Vocabulary:* *axis, grid reference, Easting, Northing, digital, satellite image*	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. • 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.	• Pupils will develop resilience by working systematically, checking the order of eastings and northings and correcting errors. • Pupils will use digital maps responsibly to search for locations, follow routes and explore geographical information. • Pupils will reflect on the strengths and limitations of digital and paper maps and decide which is most suitable for different purposes.
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	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.	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:	• Pupils will consider the responsibilities placed upon pharaohs to protect Egypt, maintain order and support the prosperity of its people. • Pupils will show respect by learning about Ancient Egyptian religious beliefs and recognising the importance these held within society.

	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. • Identify some significant features of the past, including ideas and beliefs.	• 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. *Vocabulary:* *pharaoh, divine, Ma'at, deity, afterlife*	• Recognise significant people from historical sources/accounts. • Identify some significant features of the past, including ideas and beliefs.	• Pupils will reflect on how beliefs about judgement and the afterlife influenced mummification, burial practices and daily behaviour.
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 and different times 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. • Understanding that music from different times has different features. • Performing from basic staff notation, incorporating rhythm and pitch and being able to	Kapow Music Scheme Instrumental Scheme, Unit 2: The Caribbean To know: • The key features of calypso music. • How to read and play quavers from staff notation and pitches from staff notation with letter name prompts. • How to play tuned percussion with the correct technique. *Vocabulary:* *calypso, griot, harmony, kaiso, pentatonic scale, steel pans, syncopation*	• Explaining their preferences for a piece of music using musical vocabulary. • Identifying common features between different genres, styles and traditions of music. • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Beginning to improvise musically within a given style. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.	• Pupils will show respect by listening carefully to music from the Caribbean and recognising the distinctive features, traditions and cultural influences within calypso. • Pupils will demonstrate responsibility by reading notation carefully and playing rhythms accurately using the correct technique. • Pupils will develop resilience by practising unfamiliar pitch patterns and persevering until they can play them with increasing accuracy and control. • Pupils will reflect on the musical features of calypso and use these to make informed choices when improvising within the style. • Pupils will show respect by listening to others' performances, expressing preferences thoughtfully and using appropriate musical vocabulary when discussing what they hear.

	identify these symbols using musical terminology. • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • 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.			
PE:	Year 3: • Width creates attacking opportunities. • Marking reduces attacking options. • Quick transitions create advantage. • Communication supports teamwork. • Maintaining possession can control the game. • Positioning affects attacking and defending success. • Apply dribbling, passing, receiving and shooting techniques consistently. • Apply principles of width, marking, possession and transition. • Evaluate tactical decisions and teamwork effectiveness. • Show resilience and communication during competition.	Invasion Games (Rugby): • Width creates attacking opportunities. • Marking reduces attacking options. • Quick transitions create advantage. • Communication supports teamwork. • Maintaining possession can control the game. • Positioning affects attacking and defending success. *Vocabulary:* *attack, defence, possession, space, width, marking, transition, positioning, dribbling, passing, receiving, communication*	• Apply dribbling, passing, receiving and shooting techniques consistently. • Apply principles of width, marking, possession and transition. • Evaluate tactical decisions and teamwork effectiveness. • Show resilience and communication during competition.	• Pupils will show respect by demonstrating sportsmanship during competitive situations, recognising the efforts of teammates and opponents. • Pupils will show respect by communicating constructively, listening to others' ideas and supporting fair play during cricket activities. • Pupils will develop responsibility by making thoughtful decisions about risk and reward when batting, fielding and responding to game situations. • Pupils will develop responsibility by taking on leadership roles, helping to organise their team and contributing positively to attacking and defensive strategies. • Pupils will use reflection by analysing their tactical and technical performance and identifying how to improve their striking, bowling and fielding.

				• Pupils will use reflection by adapting strategies independently in response to opponents, feedback and changing gameplay situations. • Pupils will build resilience by maintaining focus, self-regulation and effort when playing under pressure. • Pupils will build resilience by responding positively to mistakes, setbacks and competitive challenges, using them to refine performance.
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: • 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.	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. • 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. *Vocabulary:*	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 people with the way people behave. • Ask questions about the meaning of life and about identity.	• Pupils will show respect by recognising that Hindus understand the divine in ways that may differ from their own beliefs and experiences. • Pupils will develop respect by learning about different Hindu deities and appreciating the qualities and meanings they represent. • Pupils will reflect on how the Trimurti represents the cycle of creation, preservation and destruction and consider how this can be seen in the natural world. • Pupils will reflect on what Hindus may learn from stories about Ganesh and why qualities such as wisdom and overcoming obstacles are valued. • Pupils will consider how dharma encourages people to fulfil their duties, act morally and take responsibility for how their behaviour affects others. • Pupils will reflect on Hindu beliefs about karma, reincarnation, Samsara and Moksha and consider how beliefs about the

	• 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.	*Hindu, Brahman, deity, Trimurti, dharma, karma, Samsara, reincarnation, moksha, atman*		future may influence how people live now.
RHW:	Year 3: • About the importance of friendships. • That positive friendships support wellbeing. • What constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties). • That truthfulness and loyalty are also part of this, but when these might be less appropriate.	My Happy Relationships: Friendships and Showing Respect (Bullying) To learn: • how courtesy and manners can be used to show respect; • that different cultures can use different customs and behaviours to show courtesy; • to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own. • about diversity, personal identity and self-respect;	My Happy Relationships: Friendships and Showing Respect (Bullying) • Demonstrate courtesy and good manners when interacting with others, recognising that these may differ across cultures. • Listen and respond respectfully to people with different beliefs, traditions, backgrounds and lifestyles. • Identify and celebrate aspects of their own identity and the qualities that make others unique. • Show respect for diversity through inclusive language, behaviour and actions.	My Happy Relationships: Friendships and Showing Respect (Bullying) • Pupils will demonstrate respect by valuing diversity, treating others with courtesy and kindness, challenging bullying behaviours and helping to create an inclusive environment where everyone feels safe and valued. My Happy Mind: Celebrate: • Pupils will identify and reflect on their own character strengths, recognising the qualities that make them unique and developing greater self-awareness.

	• That healthy friendships make people feel included, safe and happy. • How to recognise when they or others feel lonely or excluded. • Strategies to include others. • The importance of seeking support if feeling lonely or excluded. • Strategies for recognising and managing peer influence and the desire for peer approval in friendships. • That friendships have ups and downs and can change overtime. • That working through differences can sometimes strengthen friendships. • Ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise. • How to respond to situations where they experience disappointment or frustration with others. • 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.	• what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), • the benefits of living in a diverse community and that everyone should be treated with respect. • about different types of bullying, • how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; • the impacts for all involved(including on wellbeing) and how to report and seek help for themselves or others. *Vocabulary:* *respect, treating, positive environment, Character Strengths, bullying* 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 - 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.	• Identify different types of bullying, including bullying that takes place online and offline. • Recognise and challenge bullying behaviours, including situations where peer influence contributes to bullying. • Use safe strategies to respond when witnessing bullying, including supporting others without putting themselves at risk. • Report bullying and seek help from trusted adults for themselves or others. 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. • Applying character strengths to overcome challenges and situations.	• Pupils will recognise and celebrate the different character strengths of their peers, appreciating individuality and valuing the unique contributions of others. • Pupils will reflect on their achievements and personal development, identifying how they can use their strengths to continue growing and achieving their goals. • Pupils will demonstrate respect by recognising that everyone has different strengths, appreciating the perspectives and experiences of others, and celebrating their successes.

	• 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.	• 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. *Vocabulary:* *character strengths, love, kindness, bravery, honesty, exploring, learning, teamwork, friendship, unique, special, strengths spotting, neuroplasticity, team H-A-P, dopamine, habits, neural pathways*		
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 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	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. *Vocabulary:* *una mascota - a pet, amistoso – friendly, energético – energetic, feroz – fierce, grande – big, lento – slow, mono – cute, obediente – obedient, negra – black, pequeño – small, rápido – fast, roja – red, tímido – shy, tranquilo – calm, travieso - naughty*	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: • 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.	• Pupils will show respect by listening carefully when others speak Spanish. • Pupils will show respect by recognising that languages and cultures may communicate ideas in different ways. • Pupils will show respect by responding positively to others' attempts to speak Spanish. • Pupils will show respect by valuing accurate pronunciation and clear communication. • Pupils will demonstrate responsibility by participating actively in speaking, listening, reading and writing activities. • Pupils will demonstrate responsibility by practising vocabulary and language structures regularly. • Pupils will demonstrate responsibility by using resources, such as word banks and dictionaries, appropriately. • Pupils will demonstrate responsibility by contributing positively during paired and group work.

	between statements and questions. • Introducing self to a partner with simple phrases. • Selecting and writing short words and phrases.		• 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.	• Pupils will develop reflection by considering how Spanish is similar to and different from English and other languages they know. • Pupils will develop reflection by reviewing their pronunciation, vocabulary and grammatical accuracy. • Pupils will develop reflection by using feedback to improve their spoken and written Spanish. • Pupils will develop reflection by recognising the progress they have made as language learners. • Pupils will develop resilience by having the confidence to speak Spanish even when they are unsure. • Pupils will develop resilience by continuing to communicate when they cannot recall every word. • Pupils will develop resilience by learning from mistakes in pronunciation, grammar and vocabulary. • Pupils will develop resilience by practising unfamiliar language until they can use it with increasing fluency and independence.