

## Year 4 Curriculum Map 2026 -2027

|                  | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                   | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                | Summer 1                                                                                                                                                                                                                                                                                                                          | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Theme            | Through the Ages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Anglo Saxons                                                                                                                                                                                                                                                                                                                                                                                               | Rivers Deep,<br>Mountains High,<br>Stormy Seas                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Wonders of the<br>World                                                                                                                                                                                                                                                                                                                                                                                 | Vikings                                                                                                                                                                                                                                                                                                                           | Our World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Rationale</b> | Starting with the Stone Age children will learn where this fits within the time line and how the progression of this period evolved into the Bronze Age. They will identify that this period covers a million years of history. As well as understanding the chronology, the children will learn about the food, religion, homes, technology and art. This topic is ideal for cross curricular lessons and offers interesting and fascinating facts for the children to enjoy that really grasp their interest. | Children develop their knowledge of the Anglo Saxon invasion and settlement in Britain through a series of practical and informative lessons that have imaginative outcomes. It enables the learning of historic events, such as Anglo Saxon Settlement and the arrival of Christianity in Britain. Children will be able to explore Anglo Saxon life through the investigation of Sutton Hoo burial site. | In this fascinating topic, children will learn what mountains, rivers and coasts actually are, some of the forces that help create and shape these important features, and the effects they have on the world around them. They will learn technical terminology and be able to apply it to rivers and mountains. Children are able to share their own experiences with each other about their own travels and heritage. They will learn about the climates, human interactions, and lifestyles shaped by | These amazing works of art and architecture will help the children to see the imagination and sheer hard work that human beings are capable of. They are also reminders of the human capacity for disagreement, destruction and embellishment. Through this topic they will focus on using their map and research skills to locate these wonders and learn about the countries in which they are based. | Children develop their knowledge of the Viking invasion and settlement in Britain through a series of practical and informative lessons that have imaginative outcomes. It enables the learning of historic events, such as the first invasion as well as geographical terms where the children learn where the Vikings are from. | This topic will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.<br><br>This topic is based using the children's home town which really brings the subject to life. Children will link their work on studying their local area with their understanding of countries around the world.<br><br>Comparison is an everyday practice, but is it also one of the methods systematically used by geographers and serves various scientific purposes |

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|                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                     | the mountains, rivers and coasts of the world.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | and by using the two areas, children can compare and learn the skills with confidence and enthusiasm. |
| <b>Core Texts</b>                             | <u>Stone Age Tales- The Great Storm</u><br><i>Terry Deary</i><br><u>Matilda</u><br><i>Roald Dahl</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <u>Matilda</u><br><i>Roald Dahl</i> | <u>Kensuke's Kingdom</u><br><i>Michael Morpurgo</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <u>The Borrowers</u><br><i>Mary Norton</i> | <u>Beowulf</u><br><i>Robert Nye</i><br><u>Macbeth</u><br><i>William Shakespeare</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <u>Skyhawk</u><br><i>Gill Lewis</i>                                                                   |
| <b>Maths Year 4</b><br>Unit Title and Outcome | Number: Place Value (Weeks 1-4)<br><br>Number: Addition and Subtraction (Weeks 5-7)<br><br>Measurement: Area (Week 8)<br><br>Number: Multiplication and Division A (Weeks 9-11)<br><br>Consolidation (Week 12)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                     | Number: Multiplication and Division B (Weeks 1-3)<br><br>Measurement: Length and Perimeter (Weeks 4-5)<br><br>Number: Fractions (Weeks 6-9)<br><br>Number: Decimals A (Weeks 10-12)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                            | Number: Decimals B (Weeks 1-2)<br><br>Measurement: Money (Weeks 3-4)<br><br>Measurement: Time (Weeks 5-6)<br><br>Consolidation (Week 7)<br><br>Geometry: Properties of Shape (Weeks 8-9)<br><br>Statistics (Week 10)<br><br>Geometry: Position and Direction (Weeks 11-12)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                       |
| <b>Maths Vocabulary</b>                       | Number number numeral zero one, two, three ... twenty teens numbers, eleven, twelve ... twenty twenty-one, twenty-two ... one hundred, two hundred ... one thousand ... ten thousand, hundred thousand, million none how many ...? count, count (up) to, count on (from, to), count back (from, to) forwards backwards count in ones, twos, fives, tens, threes, fours, eights, fifties, sixes, sevens, nines, twenty-fives and so on to hundreds, thousands equal to equivalent to is the same as more, less most, least tally many odd, even multiple of, factor of sequence continue predict few pattern pair, rule relationship<br><br>next, consecutive > greater than < less than Roman numerals integer, positive, negative above/below zero, minus negative numbers<br><br>ones tens, hundreds digit one-, two- or three-digit number place, place value stands for, represents exchange the same number as, as many as more, larger, bigger, greater fewer, smaller, less fewest, smallest, least most, biggest, largest, greatest one more, |                                     | multiplication multiply multiplied by multiple, factor groups of times product once, twice, three times ... ten times repeated addition division dividing, divide, divided by, divided into left, left over, remainder grouping sharing, share, share equally one each, two each, three each ... ten each group in pairs, threes ... tens equal groups of doubling halving array row, column number patterns multiplication table multiplication fact, division fact inverse square, squared cube, cubed<br>measure measurement size compare unit, standard unit metric unit measuring scale, division guess, estimate enough, not enough too much, too little too many, too few nearly, close to, about the same as, approximately roughly just over, just under<br><br>millimetre, centimetre, metre, kilometre, mile length, height, width, depth, breadth long, short, tall high, low wide, narrow thick, thin longer, shorter, taller, higher ... and so on longest, shortest, tallest, highest ... and so on far, further, furthest, near, close distance apart ... between ... to ... from edge, perimeter area, covers square centimetre (cm <sup>2</sup> ) ruler metre stick, tape measure |                                            | decimal, decimal fraction, decimal point, decimal place, decimal equivalent proportion<br><br>coin penny, pence, pound price, cost buy, bought, sell, sold spend, spent pay change dear, costs more cheap, costs less, cheaper costs the same as how much ...? how many ...? Total<br>time days of the week, Monday, Tuesday ... months of the year (January, February ...) seasons: spring, summer, autumn, winter day, week, weekend, fortnight, month, year, leap year, century, millennium birthday, holiday morning, afternoon, evening, night bedtime, dinner time, playtime today, yesterday, tomorrow before, after earlier, later next, first, last noon, midnight calendar, date, date of birth now, soon, early, late, earliest, latest quick, quicker, quickest, quickly slow, slower, slowest, slowly old, older, oldest new, newer, newest takes longer, takes less time how long ago? how long will it be to ...? how long will it take to ...? how often? always, never, often, sometimes usually once, twice hour, o'clock, half past, quarter past, quarter to, 5, 10, 15 ... minutes past a.m., p.m. clock, clock face, watch, hands digital/analogue |                                                                                                       |

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|                | <p>ten more, one hundred more, one thousand more one less, ten less, one hundred less, one thousand less equal to compare order size first, second, third ... twentieth twenty-first, twenty-second ... last, last but on before, after next between halfway between above, below</p> <p>add, more, and make, sum, total altogether double near double half, halve one more, two more... ten more... one hundred more how many more to make ...? how many more is ... than ...? how much more is ...? subtract take away how many are left/left over? how many have gone? one less, two less, ten less ... one hundred less how many fewer is ... than ...? how much less is ...? difference between equals is the same as number bonds/pairs/facts missing number tens boundary, hundreds boundary inverse</p> <p>measurement size compare unit, standard unit metric unit measuring scale, division guess, estimate enough, not enough too much, too little too many, too few nearly, close to, about the same as, approximately roughly just over, just under</p> <p>Length millimetre, centimetre, metre, kilometre, mile length, height, width, depth, breadth long, short, tall high, low wide, narrow thick, thin longer, shorter, taller, higher ... and so on longest, shortest, tallest, highest ... and so on far, further, furthest, near, close distance apart ... between ... to ... from edge, perimeter area, covers square centimetre (cm<sup>2</sup>) ruler metre stick, tape measure</p> <p>multiplication multiply multiplied by multiple, factor groups of product once, twice, three times ... ten times repeated addition division dividing, divide, divided by, divided into left, left over, remainder grouping sharing, share, share equally one each, two each, three each ... ten each group in pairs, threes ... tens equal groups of doubling halving array row, column number patterns multiplication table multiplication fact, division fact inverse square, squared cube, cubed</p> |                                                                                                                                                                 | <p>fraction, equivalent fraction mixed number numerator, denominator equal part equal grouping equal sharing parts of a whole half, two halves one of two equal parts quarter, two quarters, three quarters one of four equal parts one third, two thirds one of three equal parts sixths, sevenths, eighths, tenths ... hundredths decimal, decimal fraction, decimal point, decimal place, decimal equivalent proportion</p> | <p>clock/watch, timer hour hand, minute hand hours, minutes, seconds timetable, arrive, depart Roman numerals 12-hour clock time, 24-hour clock time</p> <p>2-D shape 2-D, two-dimensional corner, side point, pointed rectangle (including square), rectangular, oblong rectilinear circle, circular triangle, triangular equilateral triangle, isosceles triangle, scalene triangle pentagon, pentagonal hexagon, hexagonal heptagon octagon, octagonal quadrilateral parallelogram, rhombus, trapezium polygon right-angled parallel, perpendicular 3-D shape 3-D, three-dimensional face, edge, vertex, vertices cube, cuboid pyramid sphere, hemisphere, spherical cone cylinder, cylindrical prism, triangular prism tetrahedron, polyhedron</p> <p>count, tally, sort, vote survey, questionnaire, data graph, block graph, pictogram represent group, set list, table, chart, bar chart, frequency table Carroll diagram, Venn diagram label, title, axis, axes diagram most popular, most common least popular, least common</p> <p>position and direction position over, under, underneath above, below top, bottom, side on, in outside, inside around in front, behind front, back beside, next to opposite apart between middle, edge centre corner direction journey, route left, right up, down higher, lower forwards, backwards, sideways across next to, close, near, far along through to, from, towards, away from clockwise, anticlockwise compass point north, south, east, west, N, S, E, W north-east, north-west, south-east, south-west, NE, NW, SE, SW horizontal, vertical, diagonal translate, translation movement slide roll turn stretch, bend whole turn, half turn, quarter turn, three-quarter turn rotate, rotation angle, is a greater/smaller angle than degree right angle acute angle obtuse angle reflection straight line ruler, set square angle measurer, compass</p> |                                                                                                      |                                                                                                                                      |
| <b>English</b> | <p>Story in a geographical setting</p> <p>Instructions- How to write a recipe (use the structure to fit with key text)</p> <p>Structured Poetry- How to build an image over a stanza</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Persuasive letter</p> <p>How to write a persuasive brochure</p> <p>Story in a familiar setting-</p> <p>Newspaper Report- How to write a newspaper report</p> | <p>Performance Poetry- How to perform your own poem</p> <p>Diary Entry</p> <p>Non-chronological report</p>                                                                                                                                                                                                                                                                                                                     | <p>Adventure Story- How to balance telling, description, dialogue and action</p> <p>Instructions- How to write a guidebook</p> <p>Poetry- How to write a cinquain</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Myths and legends- How to write a defeating the monster story</p> <p>How to enjoy Shakespeare</p> | <p>Discussion text</p> <p>Explanation text- How to write a magazine article</p> <p>Recount from the point of view of a character</p> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                | How to learn from an author                                                                                                                                                                                                                                                                                                 | How to write a tanka                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                              | Poetry- How to communicate through poetry |
| <b>Science Unit Title</b>                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Animals including Humans</b>                                                                                                                                                                                                                                                                                             | <b>Living thing and their habitats</b>                                                                                                                                                                                                                                                                                                                                   | <b>Electricity</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Electricity</b>                                                                                                                                                                                                                                                                                                                                                                                                               | <b>States of Matter</b>                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Sound</b>                              |
| <p><b>We engage children in practical experiments that use all five of the year three types of investigations. Children are encouraged to be inquisitive and challenge their own thinking. We expect them to make predictions, test their theories out and evaluate their hypothesis. We aim to provide access to high quality activities and materials that they would not necessarily engage in at home, such as cooking, circuitry.</b></p> |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                              |                                           |
| <b>Key Scientist</b>                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Constantin Fahlberg</b>                                                                                                                                                                                                                                                                                                  | <b>David Attenborough</b>                                                                                                                                                                                                                                                                                                                                                | <b>Benjamin Franklin</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Albert Einstein</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Alexander Graham Bell</b>                                                                                                                                                                                                                                                                                                                                                                                                 |                                           |
| <b>Year 4 NC Aims</b>                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> </ul> <p>construct and interpret a variety of food chains, identifying producers, predators and prey</p> | <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> </ul> <p>recognise that environments can change and that this can sometimes pose dangers to living things</p> | <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>recognise that a switch opens and closes a</li> </ul> | <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> </ul> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate</p> | <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> </ul> |                                           |

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|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors</p>                                                                                                                                                                                                                                                                                                                                                                                                                            | of evaporation with temperature                                                                                                                                                                                                                                                                                                                                                                                               | recognise that sounds get fainter as the distance from the sound source increases                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Lesson Objectives</b> | <p>7 Lessons</p> <ol style="list-style-type: none"> <li>To understand the types and function of teeth.</li> <li>To investigate tooth decay and why it happens.</li> <li>To understand the function of each part of the digestive system.</li> <li>To plan an investigation into the digestive system.</li> <li>To investigate the digestive system.</li> <li>To evaluate the digestive system investigation.</li> </ol> <p>To understand the functions of a food chain.</p> | <p>7 Lessons</p> <ol style="list-style-type: none"> <li>To understand life processes.</li> <li>To group animals in a variety of ways.</li> <li>To understand the different types of animals for classification.</li> <li>To classify animals using a classification key (simplified – is it a vertebrate or invertebrate?).</li> <li>To classify animals using a classification key (what type of vertebrate or invertebrate is it?).</li> <li>To understand how environmental changes affect living things.</li> </ol> <p>To understand threats to habitats locally.</p> | <p>12 Lessons</p> <ol style="list-style-type: none"> <li>To understand the history of electricity from invention to modern day.</li> <li>To understand the different types of electricity.</li> <li>To identify whether an appliance uses mains or battery powered electricity.</li> <li>To identify and name the symbols used in circuits.</li> <li>To identify the difference between complete and incomplete circuits.</li> <li>To investigate how to create a complete circuit.</li> <li>To plan an investigation into the strength of a bulb or buzzer.</li> <li>To investigate the strength of a bulb or buzzer.</li> </ol> | <p>6 Lessons</p> <ol style="list-style-type: none"> <li>To understand what solids, liquids and gasses are.</li> <li>To compare and groups materials according to whether they are solids, liquids and gasses.</li> <li>To understand how solids can change into liquids.</li> <li>To understand the viscosity of liquids.</li> <li>To understand the process of evaporation.</li> </ol> <p>To investigate everyday gases.</p> | <p>7 lessons</p> <ol style="list-style-type: none"> <li>To identify that sound is made through vibration.</li> <li>To recognise how vibrations travel through a medium to the ear.</li> <li>To understand pitch and volume.</li> <li>To investigate how the volume of sound depends on the strength of the vibrations.</li> <li>To recognise how distance affects the volume of sound.</li> </ol> <p>To consider how to reduce the sounds we hear.</p> |

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|                |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                  | 9. To evaluate the strength of a bulb or buzzer investigation.<br>10. To create a circuit using a switch.<br>11. To identify and classify predictions of conductors and insulators.<br>To recognise materials that are conductors and insulators by testing.            |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                       |
| Key Vocabulary | human digestive system<br>mouth<br>tongue-mixes, moistens, saliva<br>teeth:<br>incisors- cutting, slicing<br>canines- ripping, tearing<br>molars-chewing, grinding<br>oesophagus<br>transports<br>stomach<br>acid<br>enzymes<br>small intestine<br>large intestine<br>carnivore<br>herbivore<br>omnivore<br>brush<br>floss<br>food chain<br>Sun<br>producers<br>prey | Alive<br>Dead<br>not living<br>food chain<br>habitat<br>microhabitat<br>respiration<br>growth<br>diet<br>energy<br>movement<br>senses<br>predator<br>prey<br>energy<br>producers | appliances<br>electricity<br>electrical circuit<br>cell<br>wire<br>bulb<br>buzzer<br>danger<br>electrical safety<br>sign<br>insulators<br>wood<br>rubber<br>plastic<br>glass<br>conductors<br>metal<br>water<br>switch<br>open<br>closed<br>components<br>plug<br>motor | solid<br>liquid<br>gas<br>air<br>oxygen<br>powder<br>grain/ granular<br>crystals<br>ice/ water/ steam<br>water vapour<br>heated/ heating<br>cooled/ cooling<br>temperature<br>degrees Celsius<br>melt<br>freeze<br>solidify<br>melting point<br>molten<br>boil | sound<br>sound source<br>noise<br>vibrate<br>travel<br>solid<br>liquid<br>gas<br>pitch<br>tune<br>high<br>low<br>volume<br>loud<br>quiet<br>fainter<br>muffle<br>vibrations<br>insulation<br>instrument<br>percussion<br>strings<br>brass<br>woodwind |

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| Year 4 History | Through the ages (Iron Age to Stone Age)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Anglo Saxons and the Vikings |       |  | Anglo Saxons and the Vikings |
|                | <p>History is as practical, interactive and immersive as possible. We begin each unit by placing the period we are studying on a timeline which builds on and revises children's previous learning, putting the time period in context.</p> <p>We then move on to evaluating sources of evidence from the time period in question: we look at how we know what life was like; how we get our information; and how sources can answer historical questions. We also begin to discuss the reliability of different types of source and what can impact this. In each unit, we spend a lesson learning about how people lived during the period which gives children a sense of what life was like. This is further enhanced by Viking and Tudor workshops which allow children to put themselves in the shoes of citizens of the time. Once we have learned about what life was like for the people, we focus on understanding how this can shape their accounts of history. We spend a lesson communicating what we have learned. This could be done through drama, drawing, diagrams, writing, storytelling or even ICT – but this gives the children time to consolidate their understanding of the period and reflect on how we know what life was like during it. To finish a unit of work, we think about the changes that occurred over the time period we have been focussing on and how these developments shaped the future. Throughout this, we focus on the evidence that informs us about these changes and ensure we are using correct dates and historical terminology.</p> |                              |       |  |                              |

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|  | <p>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</p> <p><i>Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age</i></p> <p>1<br/>How long ago did prehistoric man live?</p> <p>2<br/>What does Skara Brae tell us about life in the Stone age?</p> <p>3<br/>Who was Amesbury Archer?</p> <p>4<br/>How did bronze change life in the Stone-Age?</p> <p>5<br/>How did trade change life in the Iron -Age?</p> <p>6<br/>What changed between the stone</p> | <p>How hard was it to invade and settle in Britain?</p> <p>Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain</p> <p>1<br/>Who were the Anglo Saxons and scots?</p> <p>2<br/>How did the Anglo Saxons settle in Britain?</p> <p>3<br/>What does Sutton Hoo tell us about Anglo Saxon life?</p> <p>4<br/>How did Christianity arrive in Britain?</p> <p>5<br/>Was King Alfred really great?</p> <p>6<br/>How did Anglo Saxon rule end?</p> |  |  | <p>Were the Vikings raiders, traders or settlers?</p> <p>Investigating whether the Vikings were raiders, traders or settlers, making boats to see if the Vikings were engineers and exploring causes and consequences. Making deductions from sources, identifying the author's viewpoint and explaining how this impacts the accuracy of the source</p> <p>1<br/>Why did the Vikings come to Britain?</p> <p>2<br/>What do we know about the Vikings?</p> <p>3<br/>How did the Vikings travel?</p> <p>4<br/>Were the Vikings raiders or traders?</p> <p>5<br/>What were the consequences of the Anglo-Saxon and Vikings' struggle for Britain?</p> |  |
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|                                                                                                                                                                                                                                                                                         | age and the iron age?                                                                                                                       |                                                                                                                                                |                                   |                               | 6<br>What was Viking life in Britain like?                                                                                                     |                  |
| <b>Key Vocabulary</b>                                                                                                                                                                                                                                                                   | <b>Vocab:</b><br><i>BC</i><br><i>AD</i><br><i>Bartering</i><br><i>Settlement</i><br><i>Trade</i><br><i>Tribe</i><br><i>Neolithic period</i> | <u><b>Vocab</b></u><br>Inference<br>Claimant<br>Invasion<br>Kingdom<br>Missionary<br>Oath<br>Settlement<br>Settlers<br>Viking raids<br>Vikings |                                   |                               | <u><b>Vocab</b></u><br>Inference<br>Claimant<br>Invasion<br>Kingdom<br>Missionary<br>Oath<br>Settlement<br>Settlers<br>Viking raids<br>Vikings |                  |
| <u><b>Vocabulary</b></u><br>recent history, time difference, shape our lives, religious, trader, settler, monarch, empire, differences, wealthy / poor, items, accurate picture of the past, version, historical argument, point of view.<br>primary source, secondary source, evidence |                                                                                                                                             |                                                                                                                                                |                                   |                               |                                                                                                                                                |                  |
| <b>Geography</b>                                                                                                                                                                                                                                                                        |                                                                                                                                             |                                                                                                                                                | <b>Rivers, Mountains and seas</b> | <b>7 Wonders of the world</b> |                                                                                                                                                | <b>Our World</b> |

Geography is as practical, interactive and immersive as possible. Every lesson begins with a recap of key core knowledge, such as: the location of UK countries and their capitals, the location of the continents and their features, the names and locations of oceans and seas and the four points of a compass.

In our first unit of work, we spend lessons focussing on river formation and features, mountain formation and features, map keys and symbols, the causes of natural disasters and their human impact and map features. This all links with our work in science which focusses on the water cycle and forms excellent cross curricular links.

Our second focus is on the world and its features. We learn about key features of the globe: the equator, the hemispheres, the tropics and the poles and move on to an understanding of the weather in countries in these locations (particularly focussing on how proximity to the equator affects weather). We use the seven wonders to pique children's interest in locating countries and discuss the weather and time zones of these countries.

In the summer term, we revise our understanding of map keys and symbols to enable us to use and draw maps at various scales. This focusses on our local area, and we try to follow and give directions to get us around our town. We compare the physical and human features of our locality to the countries in which we have found the modern wonders and move on to a discussion about how Basildon has changed over time and what we predict the future of our town could be. Our focus is on honing children's geographical skills and enabling them to utilise them to access our world now and in the future.

|                              |   |  |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                      |
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| Key Knowledge and Vocabulary | , |  | Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers (e.g. What evidence is there that...; Is there a pattern between...; Why did x change?)- what is a map? How is the UK split up? What are the capital cities? How are mountains formed? How do natural disasters occur? What effects do we have on the | Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers (e.g. What evidence is there that...; Is there a pattern between...; Why did x change?)- What are the seven natural wonders? Where is the equator? Why should we use natural resources? How do different countries compare to the UK? What is longitude? | <b>Earth Day:</b> Explain what a place might be like in the future, taking account of issues impacting on human features<br><br>Understand the distribution of natural resources including energy, food, minerals and water (Earth Day) | Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers (e.g. What evidence is there that...; Is there a pattern between...; Why did x change?)- How does the climate change? (Earth Day) How has the land changed? What may happen to the land in the future? Why? |
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|  |  |  | <p>environment?<br/>(covered in Science)</p> <p><i>What does altitude mean?</i><br/><i>How do rivers and seas link?</i><br/><i>Can you explain how a mountain is formed?</i><br/><i>How does the water cycle work?</i> (covered in Science)<br/><i>What is a biome?</i><br/><i>What is a vegetation belt?</i></p> <p><i>TigTag- Rivers:</i><br/><i>What do we call the path that a river follows?</i><br/><i>Where does a river start?</i><br/><i>Why do rivers flow downhill?</i><br/><i>What is the name for a small stream or river that flows into a larger one?</i><br/><i>What is the end point of a river called?</i><br/>Use keys and symbols - differentiating</p> | <p><i>What is latitude?</i></p> <p>Make simple observations of weather patterns the UK and compare to other places and relate to the equator</p> <p>Use a range of sources to research and present information, including ICT (E.g. reports, graphs, sketches, pictures)</p> <p>Compare the UK to another country focussing on their topic (Seven wonders)</p> <p>Develop understanding of difference between human and physical geography and how they interact</p> <p>Discuss why the weather is different around the world</p> |  | <p>Name the 8 points of a compass. Use simple compass directions. Use other directional language (left/ right/ up / down/forwards/ backwards)</p> <p>Use globes, maps, plans at a range of scales - i.e. following a route on map and make maps and plans</p> <p>Use geographical vocabulary to refer to key physical features: e.g. cliff, coast, vegetation, sea, ocean, river, soil, valley, mountain and their formation</p> <p>Understand how some natural disasters occur (earthquakes and volcanoes)</p> <p>Understand how some aspects of land have changed over time</p> |
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|  |  |  | <p>countries, capital cities, rivers, main cities and roads</p> <p>Develop understanding of difference between human and physical geography and how they interact</p> <p>Use geographical vocabulary to refer to key physical features: e.g. cliff, coast, vegetation, sea, ocean, river, soil, valley, mountain and their formation</p> <p>Understand processes involved in the water cycle (covered in Science too)</p> <p>Locate key topographical features (including hills, mountains, coasts and rivers) in the UK</p> | <p>Understand geographical similarities and differences through the study of places linked to topic (seven wonders)</p> <p>Understand the location of hot and cold areas of the world in relation to the Equator, hemispheres, tropics and the North and South Poles</p> <p>Discuss countries that pupils have connections with (heritage or visited) and describe a places outside of Europe using geographical terms and express own views about people, places and environments</p> <p>Locate some of the world's countries focussing on Europe (including the location of Russia) and North and South America using maps/</p> |  | <p>Explain what a place might be like in the future, taking account of issues impacting on human features</p> <p>Use world maps, atlases and globes to identify the UK and its countries. Locate counties within the UK.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</p> |
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|  |  |  |                                                                                                          | <p>globes/ computer mapping</p> <p>Locate countries around the world and identify the 5 oceans.</p> <p>Identify the 7 continents and their characteristics and why</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> |  |                                                                                                 |
|  |  |  | <p>River</p> <p>Mountain</p> <p>Sea</p> <p>Water cycle</p> <p>Formation</p> <p>Altitude</p> <p>Mouth</p> | <p>Equator</p> <p>Hemisphere</p> <p>Great Wall of China</p> <p>Petra</p> <p>Christ the Redeemer</p> <p>Colosseum</p> <p>Taj Mahal</p>                                                                                                                                                                                                                                                                                                   |  | <p>Compass</p> <p>Points</p> <p>North</p> <p>South</p> <p>East</p> <p>West</p> <p>Fieldwork</p> |

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|                                   |                                                                                                                                                                      |                                                                                                                                                 | Tributary<br>Tectonic<br>Plates<br>Evaporation<br>Precipitation<br>Condensation                                                                                    | Machu Picchu<br>Chitchen Itza                                                                                                                                  |                                                                                                                                                             | Comparison<br>Grid references<br>Map                                                                                                           |
| <b>Year 4</b><br>Art              | Autumn 1<br>Sculpture/3D Work                                                                                                                                        | Autumn 2<br>Textiles/Collage                                                                                                                    | Spring 1<br>Printing                                                                                                                                               | Spring 2<br>Painting                                                                                                                                           | Summer 1<br>Cooking                                                                                                                                         | Summer 2<br>Drawing                                                                                                                            |
| <b>Year 4</b><br>Key<br>Knowledge | <i>In Y3, the children learnt how to carve some simple shapes into clay. This half term, the children will build on this skill and carve more intricate patterns</i> | <i>In Y3, children focused on selecting appropriate materials for their project and learnt how to cut mosaic pieces cutting intricately and</i> | <i>In Y3, the children learnt about printing in monocolour and multicolour. They learnt how to do a successful print. In year four, children will learn how to</i> | <i>In Y3, the children learnt how different brush techniques (dry brush technique, double/triple load, cross hatch, fan brush, washes, paint splatter) and</i> | <i>In Y3, the children started to know that food can be grown, reared and caught. In this unit, the children will have the opportunity to develop their</i> | <i>In Y3, the children learnt how to implement hatching, cross-hatching, stippling and finger blending into their work. They also explored</i> |

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|  | <p><i>into soap using an appropriate tool. Children will also learn about dimension and perspective and apply this to make a salt dough necklace. Children should focus on strengthening, stiffening and reinforcing their necklace so it doesn't break.</i></p> <p>Lesson One:<br/><b>Carving – using an appropriate tool</b><br/>Children should explore carving by carving spearheads out of bars of soap. Teachers should model how to carve intricate patterns into the soap. Children should use an appropriate tool and carve intricate patterns into the soap.<br/><b>Carving</b><br/><b>Appropriate</b></p> | <p><i>sticking pieces together with focus and intent. In this unit, children will learn how to use fabric and build a strong, stable structure.</i></p> <p>Lesson One:<br/><b>Design a Viking boat with a stable structure.</b><br/>Children will learn about the different parts of a Viking longship while producing a labelled design in their sketch books. Children will discuss as a table the different materials they could use and different methods they could use to join the elements together. Children should consider the fabric skills that they learnt last half term (knotting, fraying, fringing, pulling threads, twisting, plaiting). Children should</p> | <p><i>print with a wider range of materials.</i></p> <p>Lesson 1: <b>Artist study</b><br/>Children will use the internet and fact sheets to create a fact file about Hokusai and his art work. They will recreate a famous picture in their sketch books. The children should give their opinions on work and talk about the interpretations and context of his work.</p> <p>Lesson Two:<br/><b>Printing with string.</b><br/>Explain to the children that they will learn and master a new printing technique each lesson. This will build up to a final piece. Children will learn how they can use string to print a water effect for the</p> | <p><i>how to use light and dark within their paintings. In this unit, the children will learn how to use paint to represent different types of materials and to create texture. Children will also recap their previous learning about colour, tone and shade by learning about complimentary colours and shades.</i></p> <p>Lesson One:<br/><b>Colour, shade and tone.</b><br/>Children will broaden their knowledge on colour and learn about how we can mix colour to create different shades and tones. The children should be taught about complementary colours.<br/><b>Paint</b><br/><b>Paint application</b></p> | <p><i>understanding of how food can be grown, reared and caught as well as have their understanding of how market research can be conducted and used to inform a design criteria strengthened.</i></p> <p>Lesson One:<br/><b>Where does food come from?</b><br/>Use research to find information about what ingredients were used in the Anglo-Saxon era. Compare ingredients used in the Anglo-Saxon era to modern day ingredients and encourage the children to think about why more ingredients are available now. Mention that people of that time ate rustic, flat griddle cakes made of grains like</p> | <p><i>mixed media drawing for the first time and drew pictures with more than one media (pens, crayons, pencils). In this unit, children will continue to develop their sketching technique by recapping previous learning including tone, pattern, shading, hatching and the different pencils that they can use. Children will also learn how light and dark can be represented by pencil control.</i></p> <p>Lesson One:<br/><b>Sketching technique.</b><br/>Children will recap sketching techniques that they have learnt previously including tone, pattern, shading, hatching and the different pencils that they can use. The children will</p> |
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|  | <p><b>Tool</b><br/><b>Intricate Patterns</b><br/><b>Carve</b><br/><b>Spear heads</b></p> <p>Lesson Two:</p> <p><b>Design a salt dough necklace.</b><br/>Children will design a salt dough necklace to create for their final project. Children should focus on strengthening, stiffening and reinforcing their necklace so it doesn't break.<br/><b>Strengthening</b><br/><b>Stiffening</b><br/><b>Reinforcing</b></p> <p>Lesson Three:</p> <p><b>How to use fabric.</b><br/>Children will learn the different types of fabric and practise knotting, fraying, fringing, pulling threads, twisting, plaiting to make friendship bracelets.<br/><b>Fabric</b></p> | <p>also look at how the Vikings decorated their boats and the reasons why. They should then implement this into their own work.</p> <p><b>Fabric</b><br/><b>Materials</b><br/><b>Cardboard</b><br/><b>Paper</b><br/><b>Knotting</b><br/><b>Fraying</b><br/><b>Fringing</b><br/><b>Pulling</b><br/><b>Threads</b><br/><b>Twisting</b><br/><b>Plaiting</b><br/><b>Strong</b><br/><b>Stable</b><br/><b>Structure</b><br/><b>Viking Boat</b></p> <p>Lesson Two and Three:<br/><b>Constructing a Viking longship.</b><br/>Children will use cardboard to create the different parts of the hull and mast. They will use a variety of different methods</p> | <p>river in their final piece. Children should focus on how to create the shape of the water and how thick they will have to make the string to print successfully.<br/><b>Printing</b><br/><b>Materials</b><br/><b>String</b><br/><b>Paint</b><br/><b>Thickness</b><br/><b>Shape</b><br/><b>Colour</b><br/><b>Strong</b><br/><b>Stable</b><br/><b>Flexible</b></p> <p>Lesson Three:<br/><b>Printing with natural resources.</b><br/>Children will collect natural resources to print things that you may see on/near a river (bark, leaves). Children should evaluate whether they preferred their print with string, natural resources or wax.<br/><b>Printing</b></p> | <p><b>Watercolours</b><br/><b>Poster Paint</b><br/><b>Brush</b><br/><b>Palett</b><br/><b>Textures</b><br/><b>Materials</b><br/><b>Mixing</b><br/><b>Shade</b><br/><b>Tone</b><br/><b>Colour</b></p> <p>Lesson two:<br/><b>How to use paint to represent different types of materials.</b><br/>Children will learn how to use paint to represent different types of materials (i.e Brick, grass, sand etc). Children should be able to paint three different textures by the end of the lesson into their sketchbooks.</p> <p><b>Paint</b><br/><b>Watercolours</b><br/><b>Poster Paint</b><br/><b>Brush</b><br/><b>Palett</b><br/><b>Textures</b><br/><b>Materials</b></p> | <p>barley or oats and how these were the ancestors of the scone. Recap and discuss how a healthy diet is made up from a variety and balance of different food, including foods that contain carbohydrates which provide us with energy. Explore how foods such as potatoes, tomatoes and wheat are grown.</p> <p><b>Ingredient</b><br/><b>Seasonality</b><br/><b>Healthy diet</b><br/><b>Carbohydrates</b><br/><b>Grown</b></p> <p>Lesson Two:<br/><b>Conducting market research and investigating existing products.</b><br/>Children to explore and evaluate a range of existing scone products using their senses and score them based on</p> | <p>complete a task based on this. Children will also learn how light and dark can be represented by pencil control.<br/><b>Sketching</b><br/><b>Technique</b><br/><b>Pattern</b><br/><b>Tone</b><br/><b>Shading</b><br/><b>Hatching</b><br/><b>Pencil</b><br/><b>2B</b><br/><b>HB</b><br/><b>4B</b><br/><b>6B</b><br/><b>Light</b><br/><b>Dark</b><br/><b>Pencil Control</b></p> <p>Lesson Two:<br/><b>Sketching a monotone self-portrait.</b><br/>Children will use the skills that they learnt last lesson to sketch a monotone self-portrait. Teachers should see evidence of tone, pattern, shading, hatching and the different pencils that they</p> |
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|  | <p>Materials<br/>Knotting<br/>Fraying<br/>Fringing<br/>Pulling<br/>Threads<br/>Twisting<br/>Plaiting<br/>Friendship<br/>Bracelets</p> <p>Lesson 4&amp;5<br/>Final project:<br/>Children will make salt dough necklaces inspired by Stone age jewellery. Children should use their carving skills and knotting skills in their pieces to produce a suitable cord to hold their beads. There should be evidence of intricate carving of lines and patterns. Children will evaluate their work once they have finished.</p> <p>Use language appropriate to skill and technique.</p> | <p>including folding, taping, glueing and stapling as well as including knotting, fraying, fringing, pulling threads, twisting and plaiting to create a strong and stable structure.</p> <p>Fabric<br/>Materials<br/>Cardboard<br/>Paper<br/>Knotting<br/>Fraying<br/>Fringing<br/>Pulling<br/>Threads<br/>Twisting<br/>Plaiting<br/>Strong<br/>Stable<br/>Structure<br/>Viking Boat</p> <p>Lesson 4<br/><b>Strengthening, stiffening and reinforcing the Viking boat.</b><br/>Children will use papier- mache to improve the stability of their boats before adding appropriate</p> | <p>Katsushika<br/>Hokusai<br/>Materials<br/>String<br/>Paint<br/>Thickness<br/>Shape<br/>Colour<br/>Strong<br/>Stable<br/>Natural Resources<br/>Flexible<br/>Evaluate</p> <p>Lesson Four:<br/><b>Printing with tinfoil</b><br/>Children will learn how to print with tinfoil, felt pen and water to create prints of the sky and sea. Children will experiment with different colour combinations and patterns to create different designs.</p> <p>Printing<br/>Katsushika<br/>Hokusai<br/>Materials<br/>String<br/>Paint<br/>Thickness<br/>Shape<br/>Colour</p> | <p>Prunella Clough<br/>Rusty<br/>Shiny<br/>Metal<br/>Rough</p> <p>Lesson 3 &amp; 4<br/>Final project:<br/>Children will use the skills that they have learnt this half term to paint a wonder of the world. The paintings should have texture, tone and shading in their paintings. Children should evaluate their work once they have finished.</p> <p>Begin to use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> | <p>appearance, texture, smell and taste. Children to think about which is their favourite scone product and why. This research will help to inform the childrens' own scone designs in a later lesson.</p> <p>Evaluate<br/>Ingredient<br/>Senses<br/>Appearance<br/>Taste<br/>Texture<br/>Smell</p> <p>Lesson Three:<br/><b>Selecting and using tools, equipment and ingredients safely and effectively.</b><br/>The children have the opportunity to practise the skills that will be involved in the preparing and making of their savoury scone. They can practise skills such as mixing, kneading,</p> | <p>can use and how light and dark can be represented by pencil control. Children should look at examples of monotone self-portraits and discuss artists choices. For example, the 1945 Frieda Kahlo where she has drawn tears on her face to show her upset about her divorce.</p> <p>Sketching<br/>Technique<br/>Pattern<br/>Tone<br/>Shading<br/>Hatching<br/>Pencil<br/>2B<br/>HB<br/>4B<br/>6B<br/>Light<br/>Dark<br/>Pencil Control<br/>Monotone<br/>Self Portrait</p> <p>Lesson Three:<br/><b>Using a view finder to focus on details.</b></p> |
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|  | Continue to explore carving as a form of 3D art.                                                      | colour to their design. Discussing what the boats were made from before making decisions on colour.                                                                                                                                                                                                                                                            | <b>Strong</b><br><b>Stable</b><br><b>Flexible</b><br><b>Evaluate</b>                                                                                                                                                                                                                                | Record ideas and make changes in a sketch book                                                                                                                                        | greasing, cutting and dusting. The children can also practise how to use an oven safely again. The children can explain their choice of tools and equipment in relation to the skills and techniques they will be using.                             | Children will be introduced to how artists use a view finder to zoom in on detail. Children will then sketch one osprey in detail using view finders to prepare for their final project. Teachers should see evidence of tone, pattern, shading, hatching and the different pencils that they can use and how light and dark can be represented by pencil control. |
|  | Use equipment and media with confidence. Learn to secure work to continue at a later date.            | <b>Materials</b><br><b>Strong</b><br><b>Stable</b><br><b>Structure</b><br><b>Viking Boat</b>                                                                                                                                                                                                                                                                   | Lesson 5&6<br>Final Project:<br>Children will use all of the printing techniques that they have learnt this half term to make a version of Hokosai's Great Wave. They should use foil and pens, string and natural resources to do this. Children will evaluate their work once they have finished. | Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. | <b>Cook</b><br><b>Prepare</b><br><b>Make</b><br><b>Mix</b><br><b>Ingredient</b><br><b>Method</b><br><b>Process</b><br><b>Tools</b><br><b>Equipment</b><br><b>Knead</b><br><b>Grease</b><br><b>Cut</b><br><b>Dust</b><br><b>Oven</b><br><b>Safety</b> | Sketching<br>Technique<br>Pattern<br>Tone<br>Shading<br>Hatching<br>Pencil<br>2B<br>HB<br>4B<br>6B<br>Light<br>Dark<br>Pencil Control<br>Monotone<br>View Finder                                                                                                                                                                                                   |
|  | Begin to show an awareness of objects having a third dimension and perspective.                       | Lesson 5:<br><b>Sail design, experimentation and making.</b><br>In this lesson children will design their sails in their sketchbooks. Children will experiment with using paint, pen and crayon to apply their design. They will evaluate their experiments before creating their final sail design. They can include a variety of different methods including | Continue to gain experience in applying colour with printing.                                                                                                                                                                                                                                       | Confidently create different effects and textures with paint according to what they need for the task.                                                                                |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                    |
|  | Construct a simple base for extending and modelling other shapes.                                     |                                                                                                                                                                                                                                                                                                                                                                | Use language appropriate to skill and technique.                                                                                                                                                                                                                                                    | Use language appropriate to skill and technique.                                                                                                                                      | Lesson Four:<br><b>Design an appealing product.</b><br>Children to design a savoury scone product based on a design criteria                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                    |
|  | Begin to use a sketchbook to record media explorations and experimentations as well as try out ideas, |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                       |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                    |

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|  | <p>plan colours and collect source material for future works.</p> <p>Apply understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Start to select from and use a wider range of materials, including textiles.</p> <p>Show awareness and name a range of different fabrics.</p> <p>Knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Show further experience in changing and modifying threads</p> | <p>folding, taping, glueing and stapling as well as including knotting, fraying, fringing, pulling threads, twisting and plaiting to create this part of the strong and stable structure.</p> <p>Fabric<br/>Materials<br/>Strong<br/>Stable<br/>Structure<br/>Viking Boat</p> <p>Lesson 6:<br/><b>Dimension and perspective</b><br/>Children should learn about dimension and perspective and why it is important. Children should complete a task based on this.</p> <p>Dimension<br/>Perspective</p> <p>Use language appropriate to skill and technique.</p> | <p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both mono-printing and relief printing.</p> <p>Demonstrate experience in colour printing.</p> <p>Begin to use a sketchbook to record media explorations and experimentations as well as try out ideas.</p> | <p>Discuss own work and others work, expressing thoughts and feelings.</p> | <p>informed by market research conducted in an earlier lesson. The children can identify a purpose and a target group for their product. Children can explain why they have chosen their design.</p> <p>Ingredient<br/>Design<br/>Design criteria<br/>Appealing<br/>Market research<br/>Purpose<br/>Target group</p> <p>Lesson Five:<br/><b>Make and evaluate.</b><br/>Children to make and evaluate their scone product. They are made based on their design from the lesson before and they are evaluated against their design criteria. Children can also consider the views of others in an</p> | <p>Lesson 4&amp;5:<br/>Final Project:<br/>Children will sketch a group of ospreys in a nest using a wide range of drawing implements that they have learnt this half term. Teachers should see evidence of tone, pattern, shading, hatching and the different pencils that they can use and how light and dark can be represented by pencil control. Children will then evaluate their work.</p> <p>Create textures and patterns with a wide range of drawing implements.</p> <p>Use language appropriate to skill and technique.</p> |
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|  | <p>and fabrics, fabrics from other countries.</p> <p>Use language appropriate to skill and technique. Show awareness and name a range of different fabrics. Knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Use equipment and media with confidence. Learn to secure work to continue at a later date.</p> <p>Use language appropriate to skill and technique. Show further experience in changing and modifying threads and fabrics, fabrics from other countries.</p> <p>Start to select from and use a wider range of materials, including textiles.</p> <p>Begin to show an awareness of objects having a</p> |  |  | <p>effort to improve their work. The children can for example identify what they think went well, what it tasted like, whether it was aesthetically pleasing, how it baked and also what they could do to improve their work.</p> <p>Ingredient<br/>Evaluate<br/>Cook<br/>Prepare<br/>Make<br/>Mix<br/>Method<br/>Process<br/>Tools<br/>Equipment<br/>Knead<br/>Grease<br/>Cut<br/>Dust<br/>Oven<br/>Safety<br/>Design criteria<br/>Design</p> <p>Start to use research and develop design criteria to inform</p> | <p>Record ideas and make changes in a sketch book.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> |
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|  |  | <p>third dimension and perspective.</p> <p>Apply understanding of how to strengthen, stiffen and reinforce more complex structures.</p> |  |  | <p>the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Start to select from and use a wider range of tools and equipment to perform practical tasks<br/>[for example, cutting, shaping, joining and finishing], accurately</p> |  |
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|  |  |  |  |  | <p>Start to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Start to investigate and analyse a range of existing products – compare their product to what is already on the market</p> <p>Start to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand and apply the principles of a healthy and varied diet.</p> |  |
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|            |                                                                                                                                                                        |                                                                                                                                                                                                                               |                                                                                                                                                                                                |                                                                                                                                                                                                                                    | <p>Start to prepare and cook a variety of predominantly savoury dishes using a range of cooking Techniques.</p> <p>Start to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> |                                                                                                                                                                                                          |
| Vocabulary | <p>Strengthening<br/>Stiffening<br/>Reinforcing<br/>Carving<br/>Appropriate<br/>Tool<br/>Intricate Patterns<br/>Carve<br/>Spear heads<br/>Friendship<br/>Bracelets</p> | <p>Fabric<br/>Materials<br/>Cardboard<br/>Paper<br/>Knotting<br/>Fraying<br/>Fringing<br/>Pulling<br/>Threads<br/>Twisting<br/>Plaiting<br/>Strong<br/>Stable<br/>Structure<br/>Viking Boat<br/>Dimension<br/>Perspective</p> | <p>Printing<br/>Katsushika<br/>Hokusai<br/>Wax<br/>Materials<br/>String<br/>Paint<br/>Thickness<br/>Shape<br/>Colour<br/>Strong<br/>Stable<br/>Natural Resources<br/>Flexible<br/>Evaluate</p> | <p>Paint<br/>Paint application<br/>Watercolours<br/>Poster Paint<br/>Brush<br/>Pallett<br/>Textures<br/>Materials<br/>Prunella Clough<br/>Mixing<br/>Shade<br/>Tone<br/>Colour<br/>Rusty<br/>Shiny<br/>Water<br/>Metal<br/>Fur</p> | <p>Cook<br/>Prepare<br/>Make<br/>Mix<br/>Ingredient<br/>Method<br/>Process<br/>Tools<br/>Equipment<br/>Knead<br/>Grease<br/>Cut<br/>Dust<br/>Oven<br/>Safety</p>                                                                                 | <p>Sketching<br/>Technique<br/>Pattern<br/>Tone<br/>Shading<br/>Hatching<br/>Pencil<br/>2B<br/>HB<br/>4B<br/>6B<br/>Light<br/>Dark<br/>Pencil Control<br/>Monotone<br/>View Finder<br/>Self Portrait</p> |

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| <b>Year 4</b><br>DT               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Learn about inventors, designers, engineers, chefs and manufacturers                     |  |  | Working with tools, equipment and materials.               | Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Make a slip to join to pieces of clay Decorate, coil, and produce Marquette's confidently when necessarily. |
|                                   | <p><b>In year four we guarantee that the children build and evaluate their projects in order make thoughtful changes that will change the overall quality of their outcome. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. It is essential that the children make prototypes and test their understanding.</b></p> <p><b>We participate in the Ford Engineering project by making battery powered cars that need to travel a distance up a ramp. It helps to bring Design and Technology to life whilst also linking to Science. The project encourages children to cooperate and support each other. They also use materials that they will not have used before, e.g. they measure and cut wood with a saw.</b></p> <p><b>Year four children understand how key events and individuals in design and technology have helped shape the world. We hope that by doing this we inspire children and help them to achieve the best possible future they can.</b></p> |                                                                                          |  |  |                                                            |                                                                                                                                                                                                           |
| <b>Year 4</b><br>Key<br>Knowledge |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Evaluate key designs of individuals in design and technology has helped shape the world. |  |  | Understand how to reinforce and strengthen a 3D framework. | Use sketchbooks to collect and record visual information from different sources as well as planning, trying out                                                                                           |

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|  |  |  |  |  | <p>Develop plan and communicate ideas. When designing and making, pupils should be taught to:</p> <p>"Start to generate ideas, considering the purposes for which they are designing."</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes</p> <p>using appropriate tools</p> <p>Start to join and combine materials and components accurately in temporary and permanent ways.</p> | <p>ideas, plan colours and collect source material for future works.</p> <p>When designing and making, pupils should be taught to:</p> <p>"Select a wider range of tools and techniques for making their product safely."</p> <p>Know how to measure, mark out, cut and shape a range of materials,</p> |
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| <b>Vocabulary</b>    |                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Invent, design, process, create, innovate, Alexander Bell, Thomas Edison, Leonardo DaVinci, John Fowler,                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                      | Plan, preparation, review, adapt, Design, framework, 3D, assemble, glue, attach                                                                                                                                                                                                                                                                                                                                                                              | Slab, formation, elasticity, natural material, develop, dry, mould, pottery                                                                                                                                                                                                                                                                                                                                                                          |
| <b><u>Music</u></b>  | Year 4 Unit 1 - How Does Music Bring Us Together?                                                                                                                                                                                                                                                                                                                                                                                                 | Year 4 Unit 2 - How Does Music Connect Us With The Past?                                                                                                                                                                                                                                                                                                                                                                                          | Year 4 Unit 3 - How Does Music Make The World A Better Place?                                                                                                                                                                                                                                                                                                                                                                       | Year 4 Unit 4 - How Does Music Teach Us About Our Community?                                                                                                                                                                                                                                                                                                                                                         | Year 4 Unit 5 - How Does Music Shape Our Way Of Life?                                                                                                                                                                                                                                                                                                                                                                                                        | Year 4 Unit 6 - How Does Music Connect Us With The Environment?                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Key Knowledge</b> | <p><b><u>Key knowledge:</u></b><br/> Tempo: 112 bpm (Moderato, a moderate speed)<br/> Time Signature: 4/4 (4 crotchets in every bar)<br/> Simple rhythmic patterns using minims, dotted crotchets, crotchets, quavers and their rests<br/> Key Signature: C major (no sharps/flats)<br/> Simple melodic patterns using the notes C D E</p> <p><b><u>Song</u></b><br/> <b><u>Composer</u></b><br/> <b><u>Genre</u></b><br/> <b><u>Date</u></b></p> | <p><b><u>Key knowledge:</u></b><br/> Tempo: 97 bpm (Andante, a walking pace)<br/> Time Signature: 2/4 (2 crotchets in every bar)<br/> Simple rhythmic patterns using minims, dotted crotchets, crotchets, quavers, semiquavers and their rests<br/> Key Signature: F major (1 flat)<br/> Simple melodic patterns using the notes F G A</p> <p><b><u>Song</u></b><br/> <b><u>Composer</u></b><br/> <b><u>Genre</u></b><br/> <b><u>Date</u></b></p> | <p><b><u>Key knowledge:</u></b><br/> Tempo: 150 bpm (Allegro, a fast pace)<br/> Time Signature: 3/4 (3 crotchets in every bar)<br/> Simple rhythmic patterns using minims, dotted crotchets, crotchets, quavers and their rests<br/> Key Signature: G major (1 sharp)<br/> Simple melodic patterns using the notes G A B</p> <p><b><u>Song</u></b><br/> <b><u>Composer</u></b><br/> <b><u>Genre</u></b><br/> <b><u>Date</u></b></p> | <p><b><u>Key knowledge:</u></b><br/> Tempo: 97 bpm (Andante, a walking pace)<br/> Time Signature: 2/4 (2 crotchets in every bar)<br/> Simple rhythmic patterns using minims, dotted crotchets, crotchets, quavers, semiquavers and their rests<br/> Key Signature: G major (1 sharp)<br/> Simple melodic patterns using G A B D E</p> <p><b><u>Song</u></b><br/> <b><u>Composer</u></b><br/> <b><u>Genre</u></b></p> | <p><b><u>Key knowledge:</u></b><br/> Tempo: 68 bpm (Adagio, a slow pace)<br/> Time Signature: 4/4 (4 crotchets in every bar)<br/> Simple rhythmic patterns using minims, crotchets, dotted quavers, quavers, semiquavers and their rests<br/> Key Signature: A minor (no sharps/flats)<br/> Simple melodic patterns using the notes A B C D E F G</p> <p><b><u>Song</u></b><br/> <b><u>Composer</u></b><br/> <b><u>Genre</u></b><br/> <b><u>Date</u></b></p> | <p><b><u>Key knowledge:</u></b><br/> Tempo: 114 bpm (Moderato, a moderate pace)<br/> Time Signature: 4/4 (4 crotchets in every bar)<br/> Simple rhythmic patterns using minims, dotted crotchets, crotchets, quavers and their rests<br/> Key Signature: C major (no sharps/flats)<br/> Simple melodic patterns using the notes C D E G A</p> <p><b><u>Song</u></b><br/> <b><u>Composer</u></b><br/> <b><u>Genre</u></b><br/> <b><u>Date</u></b></p> |

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|  | Hoedown<br>Joanna Mangona<br>and Pete Readman<br>20th and 21st<br>Century Orchestral<br>2020/21                                                                      | Looking In The<br>Mirror Joanna<br>Mangona and Chris<br>Taylor<br>Pop<br>2020/21                                                                                        | Bringing Us Together<br>Joanna Mangona<br>and Pete Readman<br>Disco<br>2020                                                              | <u>Date</u><br><br>Let Your Spirit Fly<br>Joanna Mangona<br>and Pete Readman<br>R&B<br>2020/21 | You Can See It<br>Through<br>Joanna Mangona<br>and Chris Taylor<br>Electronic Dance<br>Music<br>2020/21          | Train Is A-Comin'<br>Unknown<br>Gospel<br>Unknown                                                                                                                                                                                                                       |
|  | Go Tell It On The<br>Mountain Unknown<br>Reggae<br>1865                                                                                                              | It's All About Love<br>Joanna Mangona<br>and Chris Taylor<br>Pop<br>2020/21                                                                                             | Mambo From West<br>Side Story<br>Leonard Bernstein<br>Musicals<br>1957                                                                   | Symphony No.5 4th<br>Movement<br>Ludwig van<br>Beethoven<br>Classical<br>1808                  | A Ceremony Of<br>Carols<br>Benjamin Britten<br>20th and 21st<br>Century Orchestral /<br>Choral<br>1942           | O Eucharist Hildegard<br>von Bingen<br>Choral<br>1140                                                                                                                                                                                                                   |
|  | I'm Always There<br>Joanna Mangona<br>Soul: Ballad<br>2020/21                                                                                                        | Take Time In Life<br>Unknown<br>Folk<br>Unknown                                                                                                                         | Old Joe Clark<br>Unknown<br>Folk<br>Early 1900s                                                                                          | Frère Jacques<br>Unknown<br>Jazz<br>Unknown                                                    | Oh Happy Day Philip<br>Dodderidge Gospel<br>Mid 1700s                                                            | The Octopus Slide<br>Joanna Mangona<br>and Brendan Reilly<br>Funk<br>2020                                                                                                                                                                                               |
|  | Trick Or Treat<br>Joanna Mangona<br>and Pete Readman<br>20th and 21st<br>Century Orchestral<br>2020/21                                                               | Perdido<br>Juan Tizol<br>Jazz<br>1941                                                                                                                                   | Bachianas Brasileiras<br>No. 2 - The Little<br>Train Of The Caipira<br>Heitor Villa-Lobos<br>20th and 21st<br>Century Orchestral<br>1930 | On The Beautiful<br>Blue Danube<br>Johann Strauss II<br>Romantic 1<br>866                      | Romeo and Juliet,<br>Overture-Fantasy<br>Pyotr Ilyich<br>Tchaikovsky<br>Romantic<br>1872                         | Connect<br>Joanna Mangona<br>and Chris Taylor<br>Electronic Dance<br>Music<br>2020/21                                                                                                                                                                                   |
|  | Martin Luther King<br>Chris Madin<br>R&B<br>2020/21                                                                                                                  | Scarborough Fair<br>Unknown<br>Folk<br>Unknown                                                                                                                          | Dance With Me<br>Joanna Mangona<br>and Pete Readman<br>20th and 21st<br>Century Orchestral<br>2020/21                                    | The Other Side Of<br>The Moon<br>Joanna Mangona<br>Rock<br>2020/21                             | A World Full Of<br>Sound<br>Joanna Mangona<br>and Pete Readman<br>20th and 21st<br>Century Orchestral<br>2020/21 | <u><b>Musicianship</b></u><br><u><b>(including playing,</b></u><br><u><b>composing and</b></u><br><u><b>improvising)</b></u><br>Tempo: 114bpm<br>Time Signature: 4/4<br>Key Signature: C<br>major Rhythmic<br>patterns using:<br>Minims, dotted<br>crotchets, crotchets |
|  | <u><b>Musicianship</b></u><br><u><b>(including playing,</b></u><br><u><b>composing and</b></u><br><u><b>improvising)</b></u><br>Tempo: 112bpm<br>Time Signature: 4/4 | <u><b>Musicianship</b></u><br><u><b>(including playing,</b></u><br><u><b>composing and</b></u><br><u><b>improvising)</b></u><br>Tempo: 97bpm Time<br>Signature: 2/4 Key | <u><b>Musicianship</b></u><br><u><b>(including playing,</b></u><br><u><b>composing and</b></u><br><u><b>improvising)</b></u>             | <u><b>Musicianship</b></u><br><u><b>(including playing,</b></u>                                |                                                                                                                  |                                                                                                                                                                                                                                                                         |



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|                       | Ensemble<br>Improvisation<br>Instrumental<br>Lyrics<br>Melody<br>Notation<br>Original<br>Pitch<br>Pulse<br>Rhythm<br>Solo<br>Steady<br>Structure<br>Style<br>Tempo<br>Verse<br>Vocals           | Ensemble<br>Improvisation<br>Instrumental<br>Lyrics<br>Melody<br>Notation<br>Original<br>Pitch<br>Pulse<br>Rhythm<br>Solo<br>Steady<br>Structure<br>Style<br>Tempo<br>Verse<br>Vocals | Ensemble<br>Improvisation<br>Instrumental<br>Lyrics<br>Melody<br>Notation<br>Original<br>Pitch<br>Pulse<br>Rhythm<br>Solo<br>Steady<br>Structure<br>Style<br>Tempo<br>Verse<br>Vocals | Ensemble<br>Improvisation<br>Instrumental<br>Lyrics<br>Melody<br>Notation<br>Original<br>Pitch<br>Pulse<br>Rhythm<br>Solo<br>Steady<br>Structure<br>Style<br>Tempo<br>Verse<br>Vocals | Ensemble<br>Improvisation<br>Instrumental<br>Lyrics<br>Melody<br>Notation<br>Original<br>Pitch<br>Pulse<br>Rhythm<br>Solo<br>Steady<br>Structure<br>Style<br>Tempo<br>Verse<br>Vocals | Ensemble<br>Improvisation<br>Instrumental<br>Lyrics<br>Melody<br>Notation<br>Original<br>Pitch<br>Pulse<br>Rhythm<br>Solo<br>Steady<br>Structure<br>Style<br>Tempo<br>Verse<br>Vocals |
| <b>Enquiry</b>        | <i>Where do religious beliefs come from?</i>                                                                                                                                                    | <i>What do we mean by truth? Is seeing believing?</i>                                                                                                                                 | <i>How do/have religious groups contribute to society and culture?</i>                                                                                                                | <i>Why is there so much diversity of belief within Christianity?</i>                                                                                                                  |                                                                                                                                                                                       | <i>What does sacrifice mean?</i>                                                                                                                                                      |
| <b>Religion</b>       | <b>Christian</b>                                                                                                                                                                                | <b>Multi, Sikh</b>                                                                                                                                                                    | <b>Hindu, Christian</b>                                                                                                                                                               | <b>Christian</b>                                                                                                                                                                      |                                                                                                                                                                                       | <b>Multi, Humanist</b>                                                                                                                                                                |
| <b>Core Knowledge</b> | <ul style="list-style-type: none"> <li>God: specifically, the Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit)</li> <li>Sources of authority that</li> </ul> | <ul style="list-style-type: none"> <li>Different views about the nature and existence of God</li> <li>The difference between knowledge,</li> </ul>                                    | <ul style="list-style-type: none"> <li>Christian teachings about compassion and care for the most vulnerable in society e.g., Agape, "Love</li> </ul>                                 | <ul style="list-style-type: none"> <li>Understand the Church as a global community of Christian believers.</li> <li>Awareness of the concept of</li> </ul>                            |                                                                                                                                                                                       | Still to come                                                                                                                                                                         |

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|  | <p>explain to Christians the nature of God, eg Bible, experience, creeds</p> <ul style="list-style-type: none"> <li>• Jesus: as God incarnate, also known as the Son of God.</li> <li>• The Christian belief that Jesus fulfilled prophecies about the Messiah</li> <li>• The Christian belief that humans are made in God's image, but became sinful and needed saving</li> </ul> <p>Textual theology; considering genre, author, context and audience in relation to the Bible</p> | <p><b>belief and opinion</b></p> <ul style="list-style-type: none"> <li>• The complex nature of concepts such as truth and reality</li> <li>• Debates about whether something can be proven</li> <li>• Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things</li> <li>• Use of the term Waheguru and other titles used for God</li> </ul> | <p>your neighbour ..."</p> <ul style="list-style-type: none"> <li>• Hindu teachings about compassion and care for the most vulnerable in society e.g., seva (to serve selflessly), following dharma (duty).</li> <li>• The life and work of a Christian individual whose faith impacts (or impacted) on their actions e.g., Martin Luther King, Mother Teresa, Edith Cavell.</li> <li>• The role of the Hindu community in charity work as an expression of dharma e.g., Sewa UK, Bocharanwasi Shri Akshar Purushtottam Swaminarayan Sanstha.</li> </ul> | <p>denominations within Christianity, along with examples e.g. Anglican, Roman Catholic, Baptist, Methodist, Free Church, Salvation Army.</p> <ul style="list-style-type: none"> <li>• Describe different expressions of Christian worship including for example the Eucharist and pilgrimage.</li> </ul> <p>The diverse ways in which people celebrate festivals such as Christmas, Easter and Pentecost; in particular contrasting two different contexts such as local/global or rural/urban.</p> |  |  |
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|                      |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>The life and work of a Hindu whose faith impacts (or impacted on) their actions e.g., Mahatma Gandhi</li> </ul>                                                                                                                    |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                    |
| <b>Key words</b>     | Bible, Messiah, Commandments, Incarnation, Testament, Sacrifice, Prophecy, Atonement                                                                                                                                                                                                       | Axiom, Proof, Burden of Proof, Reality, Evidence, Truth, Logical Fallacy, Ultimate Reality                                                                                                                                                                                              | Christian, Compassion, Contribution, Society, Impact, Hindu, Dharma, Seva/Sewa                                                                                                                                                                                            | Society, Worship, Re                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                    |
| <b>PSHE</b>          | <b><u>Autumn 1</u></b><br>Beginning and belonging                                                                                                                                                                                                                                          | <b><u>Autumn 2</u></b><br>My emotions                                                                                                                                                                                                                                                   | <b><u>Spring 1</u></b><br>Safety context/healthy lifestyles                                                                                                                                                                                                               | <b><u>Spring 2</u></b><br>Rights, rules and responsibilities                                                                                                                                                                                                                                                       | <b><u>Summer 1</u></b><br>Diversity and communities                                                                                                                                                                                                                                                                  | <b><u>Summer 2</u></b><br>Personal safety<br><b><u>Summer 2</u></b><br><b><u>HRSE</u></b>                                                                                                                                                          |
| <b>Key Knowledge</b> | <p>Family and relationships, jobs in the community, how we use the internet, how to keep safe online and what to do if something isn't right.</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> | <p>My own self-worth and strengths, to know about jobs and what is needed to achieve them, positive, healthy friendships and how to maintain them.</p> <p>H28. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> | <p>Healthy lifestyles and physical health, how to have positive mental health including sleep and exercise and dealing with emotions.</p> <p>H3. To make choices about how to develop healthy lifestyles (e.g. knowing the importance of healthy diet &amp; exercise)</p> | <p>Rules and laws in and outside of school, compassion and concern for each other, protecting the environment around us.</p> <p>L1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. To recognise there are human rights, that are there to protect everyone</p> | <p>How to access help if they are uncomfortable, marriage and civil partnership, responsibilities at home and at school.</p> <p>R16. To recognise when they feel uncomfortable when they see or hear something online, and know how to access help</p> <p>R1. To identify different types of relationships (e.g.</p> | <p>Age restrictions and why they exist e.g. games, online, films and programmes, hazards in the environment, how to keep safe and basic first aid.</p> <p>Growing and changing</p> <p>What is puberty</p> <p>Puberty, changes and reproduction</p> |

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|  | L26. Talk about a range of jobs and explain how they will develop skills to work in the future                                                                                               | L26. To know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life | H15. To know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health                | L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others                                 | marriage/friendships ) & show ways to maintain good relationships (e.g. listening, supporting, caring)                                                                                                  | H37. To know reasons for following restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming |
|  | R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour                                                                                   | L30. To know about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation                                     | H16. To know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors etc. | L5. To explore ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices | R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong                                     | H39. To know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe                                                               |
|  | R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online                                                                                                 | L31. To identify the kind of job that they might like to do when they are older                                                                                    | H19. To have a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;                            | L10. To know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced                                                          | L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices | H41. To learn strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about                                    |
|  | R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns | R10. To know about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing                         | H24. To know problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools etc.           |                                                                                                                                                                                                                    | L2. to recognise there are human rights, that are there to protect everyone                                                                                                                             |                                                                                                                                                                                                                    |
|  | R24. how to respond safely and appropriately to                                                                                                                                              | R11. To explore what constitutes a positive                                                                                                                        |                                                                                                                                                  |                                                                                                                                                                                                                    |                                                                                                                                                                                                         |                                                                                                                                                                                                                    |
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|                      | adults they may encounter (in all contexts including online) whom they do not know                                                                                                                                                                                                        | healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness)                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                              | L3. about the relationship between rights and responsibilities                                                                                                                                                               | H43. To know about what is meant by first aid; basic techniques for dealing with common injuries                                                                                                                             |
| <b>Vocabulary</b>    | Emotions, happiness, joy, sadness, nervous, confident, happy, unhappy, feelings, change, circumstances, positive, negative, difficult, worries                                                                                                                                            | Bullying, anti-bullying, sad, miserable, lonely, unkind, assertiveness, support, help, respond, demonstrate, strategies                                                                                                                                                                             | Medicine, nicotine, alcohol, drugs, affect, body, choice, impact, pressure, peers, risk, decision, legal                                                                                                                                                            | Difference, stereotypes, needs, media, environment, animals, care, community, challenge                                                                                                                                                                                                      | Healthy, healthily, active, sleeping, physical, mental, persuasion, menu, food choices, benefits, snacks. Dental hygiene                                                                                                     | Money, paid, safe, grow, risk, spending, choices, manage, feelings, value, culture, charity, effectively                                                                                                                     |
| <b>PE</b>            | <b>Outdoor and adventurous and dance</b>                                                                                                                                                                                                                                                  | <b>Football and dodgeball</b>                                                                                                                                                                                                                                                                       | <b>Netball and Gymnastics</b>                                                                                                                                                                                                                                       | <b>Tag Rugby and Fitness</b>                                                                                                                                                                                                                                                                 | <b>Swimming and Rounders</b>                                                                                                                                                                                                 | <b>Swimming and Athletics</b>                                                                                                                                                                                                |
| <b>Key Knowledge</b> | To develop trust and team work.<br>To involve all team members in an activity and work towards a collective goal.<br>To develop trust and accept support whilst listening to others and following instructions.<br>To be able to identify objects on a map, draw and follow a simple map. | To develop passing to a teammate.<br>To be able to control the ball with different parts of the body.<br>To develop changing direction with the ball using an inside and outside hook.<br>To be able to jockey / track an opponent.<br>To be able to apply the rules and tactics you have learnt to | To develop passing and moving and play within the footwork rule.<br>To develop passing and moving towards a goal.<br>To develop movement skills to lose a defender.<br>To be able to defend an opponent and try to win the ball.<br>To develop the shooting action. | To develop throwing, catching and running with the ball.<br>To develop an understanding of tagging rules.<br>To begin to use the 'forward pass' and 'off side' rule.<br>To be able to dodge a defender and move into space when running towards the goal.<br>To develop defending skills and | To develop gliding, front crawl and backstroke.<br>To develop rotation, sculling and treading water.<br>To develop the front crawl stroke and breathing technique.<br>To develop the technique for backstroke arms and legs. | To develop gliding, front crawl and backstroke.<br>To develop rotation, sculling and treading water.<br>To develop the front crawl stroke and breathing technique.<br>To develop the technique for backstroke arms and legs. |

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|  | <p>To draw a route using directions.<br/>To be able to orientate a map and navigate around a grid.</p> <p>To identify fastest strokes and personal bests</p> <p>To copy and create actions in response to an idea and be able to adapt this using changes of space.<br/>To choose actions which relate to the theme.<br/>To use actions, dynamics, spacing and timing to represent a state of matter.<br/>To use actions, dynamics, spacing and timing to represent a state of matter.<br/>To remember and repeat actions and create dance ideas in response to a stimulus.</p> | <p>play in a football tournament.</p> <p>To develop stamina and an understanding of speed and pace in relation to distance.<br/>To develop power and speed in the sprinting technique.<br/>To develop technique when jumping for distance.<br/>To develop power and technique when throwing for distance.<br/>To develop a pull throw for distance and accuracy.<br/>To develop officiating and performing skills.<br/>To identify fastest strokes and personal bests</p> <p>To learn the rules of dodgeball and apply them to a game situation.<br/>To develop throwing at a moving target.</p> | <p>To develop playing using netball rules.<br/>To develop controlling the ball and dribbling under pressure.</p> <p>To develop individual and partner balances.<br/>To develop control in performing and landing rotation jumps.<br/>To develop the straight, barrel, forward and straddle roll.<br/>To develop the straight, barrel, forward and straddle roll.<br/>To develop strength in inverted movements.<br/>To be able to create a partner sequence to include apparatus.</p> | <p>use them in a game situation.<br/>To be able to apply the rules and tactics you have learnt and play in a tag rugby tournament.</p> <p>To develop an awareness of what your body is capable of.<br/>To develop speed and strength.<br/>To complete actions to develop co-ordination.<br/>To complete actions to develop agility.<br/>To complete actions to develop balance.<br/>To complete actions to develop stamina.</p> | <p>To develop breaststroke technique.<br/>To develop breaststroke technique.<br/>To develop breaststroke and breathing technique.<br/>To develop basic skills of water safety and floating.<br/>To develop the dolphin kick.<br/>To learn techniques for personal survival.<br/>To develop water safety skills and an understanding of personal survival.<br/>To increase endurance in swim challenges.</p> <p>To play different roles in a game and begin to think tactically about each role.<br/>To develop the bowling action and learn the rules of bowling.<br/>To run around the outside of the bases and make decisions</p> | <p>To develop breaststroke technique.<br/>To develop breaststroke technique.<br/>To develop breaststroke and breathing technique.<br/>To develop basic skills of water safety and floating.<br/>To develop the dolphin kick.<br/>To learn techniques for personal survival.<br/>To develop water safety skills and an understanding of personal survival.<br/>To increase endurance in swim challenges.</p> <p>To develop stamina and an understanding of speed and pace in relation to distance.<br/>To develop power and speed in the sprinting technique.</p> |
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|                   | <p>To use action and reaction when creating ideas with a partner.</p> <p>To remember, repeat and create actions to represent an idea.</p> <p>To use choreographing ideas to change how actions are performed.</p>    | <p>To use jumps, dodges and ducks to avoid being hit.</p> <p>To develop catching a dodgeball at different heights.</p> <p>To learn how to block using the ball.</p> <p>To understand the rules of dodgeball and use them to play in a tournament.</p> |                                                                                                                                                                           |                                                                                                                                                               | <p>about when to stop and when to run.</p> <p>To field a ball using a two handed pick up and a short barrier.</p> <p>To develop batting technique and an understanding of where to hit the ball.</p> <p>To apply skills and rules learnt to play rounders.</p> | <p>To develop technique when jumping for distance.</p> <p>To develop power and technique when throwing for distance.</p> <p>To develop a pull throw for distance and accuracy.</p> <p>To develop officiating and performing skills.</p> |
| <b>Vocabulary</b> | <p>pass, catch, intercept, shoot, footwork, communicate, collaborate, fair play, persevere, tactics.</p> <p>physical, canon, unison, formation, dynamics, structure, space, balance, control, technique, observe</p> | <p>balance, running, communication, teamwork, trust, inclusion, listen, confidence, planning, map reading, decision, problem</p> <p>throw, catch, dodge, block, communicate, decision, team</p>                                                       | <p>dribble, pass, control, track, jockey, turn, receive, goal</p> <p>balance, rotate, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand</p> | <p>pass, catch, dodge, score, communicate, collaborate, integrity</p> <p>strength, speed, power, agility, coordination, balance, stamina, support, safety</p> | <p>underarm, catch, throw, forehand, backhand, ready position</p> <p>underarm and overarm throw, catch, underarm and overarm bowl, fielding, tracking, batting, strategies</p>                                                                                 | <p>pacing, sprinting, jumping for distance, throwing for distance</p>                                                                                                                                                                   |
| <b>Computing</b>  | <b>Computing systems and networks – The Internet</b>                                                                                                                                                                 | <b>Creating media - Audio production</b>                                                                                                                                                                                                              | <b>Programming A – Repetition in shapes</b>                                                                                                                               | <b>Data and information – Data logging</b>                                                                                                                    | <b>Creating media – Photo editing</b>                                                                                                                                                                                                                          | <b>Programming B – Repetition in games</b>                                                                                                                                                                                              |

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| National curriculum objectives | <p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> | <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> | <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that</p> | <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> | <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> | <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> |
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|               | <p>presenting data and information</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>                                                                                                                                                                                                          | <p>concerns about content and contact</p>                                                                                                                                                                                                                                                                                                                                                   | <p>accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Skills</b> | <ul style="list-style-type: none"> <li>-To describe how networks physically connect to other networks</li> <li>-To recognise how networked devices make up the internet</li> <li>-To outline how websites can be shared via the World Wide Web (WWW)</li> <li>-To describe how content can be added and accessed on the World Wide Web (WWW)</li> <li>-To recognise how the content of the WWW is created by people</li> </ul> | <ul style="list-style-type: none"> <li>-To identify that sound can be recorded</li> <li>-To explain that audio recordings can be edited</li> <li>-To recognise the different parts of creating a podcast project</li> <li>-To apply audio editing skills independently</li> <li>-To combine audio to enhance my podcast project</li> <li>-To evaluate the effective use of audio</li> </ul> | <ul style="list-style-type: none"> <li>-To identify that accuracy in programming is important</li> <li>-To create a program in a text-based language</li> <li>-To explain what 'repeat' means</li> <li>-To modify a count-controlled loop to produce a given outcome</li> <li>-To decompose a task into small steps</li> <li>-To create a program that uses count-controlled loops to produce a given outcome</li> </ul> | <ul style="list-style-type: none"> <li>-To explain that data gathered over time can be used to answer questions</li> <li>-To use a digital device to collect data automatically</li> <li>-To explain that a data logger collects 'data points' from sensors over time</li> <li>-To recognise how a computer can help us analyse data</li> <li>-To identify the data needed to answer questions</li> <li>-To use data from sensors to answer questions</li> </ul> | <ul style="list-style-type: none"> <li>-To explain that the composition of digital images can be changed</li> <li>-To explain that colours can be changed in digital images</li> <li>-To explain how cloning can be used in photo editing</li> <li>-To explain that images can be combined</li> <li>-To combine images for a purpose</li> <li>-To evaluate how changes can improve an image</li> </ul> | <ul style="list-style-type: none"> <li>-To develop the use of count-controlled loops in a different programming environment</li> <li>-To explain that in programming there are infinite loops and count controlled loops</li> <li>-To develop a design that includes two or more loops which run at the same time</li> <li>-To modify an infinite loop in a given program</li> <li>-To design a project that includes repetition</li> </ul> |

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|                                                                                                   | -To evaluate the consequences of unreliable content                                                                                                                                                     |                                                                                                   |                                                                                                                                                                                                         |                                                                                                                                  |                                                                                                                                                             | -To create a project that includes repetition                                                                                                 |
| <b>Vocabulary</b>                                                                                 | Creating + modifying<br>Specific purpose<br>Photo modifying<br>Keyboard shortcuts<br>Bullet points<br>Spell check<br>Constructive feedback<br>Database creation<br>Database searches<br>Inaccurate data | E-safety rules<br>Secure passwords<br>Report abuse button<br>Gaming<br>Blogs                      | Creating + modifying<br>Specific purpose<br>Photo modifying<br>Keyboard shortcuts<br>Bullet points<br>Spell check<br>Constructive feedback<br>Database creation<br>Database searches<br>Inaccurate data | Type + edit logo<br>commands<br>Sensors<br>Open-ended problems<br>Bugs in programs<br>Complex programming                        | Type + edit logo<br>commands<br>Sensors<br>Open-ended problems<br>Bugs in programs<br>Complex programming                                                   | Type + edit logo<br>commands<br>Sensors<br>Open-ended problems<br>Bugs in programs<br>Complex programming                                     |
| <b>MFL</b><br>Due to the catch curriculum we are currently working towards the year 3 objectives. | <b>Encore!</b>                                                                                                                                                                                          | <b>Quelle heure est-il?</b>                                                                       | <b>Les fetes</b>                                                                                                                                                                                        | <b>Ou vas-tu?</b>                                                                                                                | <b>On mange!</b>                                                                                                                                            | <b>Le cirque</b>                                                                                                                              |
|                                                                                                   | Revising ways to describe people<br>Nationalities<br>Giving characteristics using various adjectives                                                                                                    | Talking about leisure activities<br>Telling the time<br>Talking about what time you do activities | Talking about festivals and dates<br>Talking about presents at festivals<br>Numbers 31-60<br>Giving and understanding commands                                                                          | Going to French cities<br>Giving and understanding basic directions<br>Talking about the weather<br>Weather and places in France | Shopping for food<br>Asking and saying how much something costs<br>Talking about activities at a party<br>Giving opinions about food and various activities | Talking about francophone countries<br>Talking about the languages we speak<br>Identifying different items of clothing<br>Clothes and colours |

|       | Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Listening                                                                                                                                                                                                                                                                                                          | Reading                                                                                                                                                                                                                                                                                                                                     | Writing                                                                                                                                                                                                                                                                                  | Grammar                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                          |
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|       | <p>Children will be able to: Begin to use correct intonation when asking and answering simple questions and giving basic information on different topics. Express simple likes and dislikes. Memorise and present a short presentation on a known subject. Use simple sentence starters to describe people and places using adjectives and simple verbs- e.g:</p> <ul style="list-style-type: none"> <li>• Say where I live</li> <li>• Say the date and time</li> <li>• Talk about festivals</li> <li>• Talk about different foods</li> </ul> | <p>Children will be able to: Demonstrate an understanding of a range of familiar and spoken phrases. Follow a short written text, listening for specific words and phrases- e.g.</p> <ul style="list-style-type: none"> <li>• basic phrases concerning myself, my family, school, the weather, and food</li> </ul> | <p>Children will be able to: Understand and read out familiar written phrases. Understand the main points of a paragraph that uses familiar language. Use context and previous knowledge to workout meanings of new words- e.g.</p> <ul style="list-style-type: none"> <li>• simple descriptions of objects , festivals and food</li> </ul> | <p>Children will be able to: Write two or three short sentences using a writing frame or model. Write words from memory with increasing accuracy- e.g.</p> <ul style="list-style-type: none"> <li>• Personal information</li> <li>• Where I live</li> <li>• holiday greetings</li> </ul> | <p>Children will be able to: Understand feminine and masculine forms e.g. le, l', la and un, une. Recognize different adjectival endings Begin to recognize different verb forms between you plural and singular, and first and third person Use il y a + indefinite article Use c'est + adjectives Begin to use negative Recognise some prepositions</p> |                                                                                                                                          |
| Vocab | <p>Descriptive vocabulary: il/elle a (he/she has)... les cheveux courts/longs (short/long hair), les yeux bleus, etc. (blue</p>                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Activities: je regarde (I am watching)... la télé (TV), un DVD (a DVD); j'écoute (I am listening to)... mes CD (my CDs), la radio</p>                                                                                                                                                                           | <p>Festivals: le Nouvel An (New Year), la Fête des Rois (Feast of Kings/Epiphany), la Saint-Valentin (St Valentine's day),</p>                                                                                                                                                                                                              | <p>Saying where you are going: Je vais à (I'm going to)... Paris/Bordeaux/Strasbourg/Nice/Grenoble.</p>                                                                                                                                                                                  | <p>Asking and answering what you want: Qu'est-ce que tu veux? (What do you want?); Je voudrais (I'd like)...</p>                                                                                                                                                                                                                                          | <p>Francophone countries: <i>la France</i> (France), <i>la Suisse</i> (Switzerland), <i>le Canada</i> (Canada), <i>la Martinique</i></p> |

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|  | <p>eyes, etc.), un chien (a dog), un frère/une soeur (brother/sister); il/elle a sept ans (he/she is seven years old),</p> <p>Nationalities: français(e) (French), canadien(ne) (Canadian), britannique (British)</p> <p>Character adjectives: intelligent(e) (clever), sportif/sportive (sporty), sévère (strict)</p> | <p>(the radio); je joue (I'm playing)... au football (football), au tennis (tennis)</p> <p>Telling the time: il est... heure(s)</p> <p>Activities at certain times: Je regarde la télé à cinq heures, etc.</p> | <p>Pâques (Easter), la Fête Nationale (Bastille Day), Noël (Christmas)</p> <p>Presents: un vélo (bike), un jeu (a game), un livre (a book), un ballon (a ball), un Père Noël en chocolat (chocolate Father Christmas), un oeuf de Pâques (Easter egg)</p> <p>Numbers 31–60</p> <p>Instructions: touchez le nez/les pieds! (touch your nose/feet!), comptez! (count!), sautez! (jump!), levez les bras! (raise your arms!), tournez! (turn around!), hochez la tête! (nod your head!)</p> | <p>Directions: tournez à droite (right), tournez à gauche (left), allez tout droit (straight on), arrêtez (stop)</p> <p>Weather: Quel temps fait-il? (What's the weather like?), Il fait beau. (It's sunny), Il fait froid. (It's cold), Il fait chaud. (It's hot), Il pleut. (It's raining), Il neige. (It's snowing)</p> <p>Weather in a particular town: À Paris/Bordeaux/Strasbourg/Nice/Grenoble, il fait beau/il fait froid/il fait chaud/il pleut/il neige. (In Paris [etc.], it's sunny/cold/hot/rainy/snowing.)</p> | <p>Food items: du pain (bread), du fromage (cheese), de la limonade (lemonade), de la crème (cream), des fraises (strawberries), des tomates (tomatoes)</p> <p>Using money: C'est combien? (How much is it?); C'est [cinq] euros. (It's [five] euros.)</p> <p>Party activities: On boit. (We are drinking.), On Mange. (We are eating.), On danse. (We are dancing.), On chante. (We are singing.), On s'amuse. (We are having fun.)</p> <p>Opinions: c'est chouette (it's great), c'est nul (it's rubbish), c'est bizarre (it's weird)</p> | <p>(Martinique), <i>le Maroc</i> (Morocco), <i>le Sénégal</i> (Senegal)</p> <p>Talking about languages: <i>Je parle anglais/français</i> (I speak English/French), <i>Je ne parle pas anglais/français</i> (I don't speak English/French)</p> <p>Clothes: <i>un pantalon</i> (trousers), <i>une veste</i> (jacket), <i>une chemise</i> (shirt), <i>un t-shirt</i> (t-shirt), <i>un chapeau</i> (hat), <i>une jupe</i> (skirt)</p> <p>Describing colour of clothes: colours met so far, plus <i>blanc(he)</i> (white) and <i>noir(e)</i> (black)</p> |
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| RSE Curriculum                                                                                                                                                | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Objectives<br>PSHE Programme of study                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Resources                                                                                                                                                                                                                                                                                                                                             |
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| <p>LKS2</p> <p>Year 4</p> <p>Lesson 1<br/>Growing and Changing.</p> <p>Lesson 2<br/>What Is puberty?</p> <p>Lesson 3<br/>Puberty changes and reproduction</p> | <p><b>All children should be able to:</b></p> <p>-Name the main male and female body parts needed for reproduction.</p> <p>-Describe some of the changes boys go through during puberty.</p> <p>-Describe some of the changes girls go through during puberty.</p> <p>-Describe some feelings young people might experience as They grow up.</p> <p>-Talk about their own family and the relationships within it.</p> <p>-Understand that there are many different types of family.</p> <p>-Identify similarities and differences in different loving relationships.</p> <p>-Explain in simple terms how babies are made and how they are born.</p> <p>-Identify someone they could talk to about their changing body should they need to.</p> <p>-Explain what the male and female reproductive body parts are for.</p> <p>-Discuss ways in which people can deal with or overcome emotions experienced during puberty.</p> <p>-Show respect for the differences between different families.</p> <p>-Describe the conception and birth of a baby, using some scientific vocabulary.</p> <p>-Use scientific vocabulary to accurately explain how babies are made and how they are born.</p> | <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen during puberty</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H17. to recognise that feelings can change over time and range in intensity. H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, <b>online relationships</b>)</p> <p>R2. that people may be attracted to someone emotionally, romantically; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry</p> | <p>All vocabulary from KS1</p> <p>Reproduction</p> <p>Male</p> <p>Female</p> <p>Change</p> <p>Living</p> <p>Uterus</p> <p>Ovaries</p> <p>Penis</p> <p>Testicles</p> <p>Sperm</p> <p>Egg</p> <p>Fallopian tube</p> <p>Foetus</p> <p>Species</p> <p>Puberty</p> <p>Adams Apple</p> <p>Voice box</p> <p>Hair</p> <p>Erection</p> <p>Sweat</p> <p>Deodorant</p> <p>Spots</p> <p>Acne</p> <p>Hormones</p> <p>Chemicals</p> <p>Testosterone</p> <p>Anus</p> <p>Clitoris</p> <p>Urethra</p> <p>Labia</p> <p>Periods</p> <p>Menstruation</p> <p>Breasts</p> <p>Oestrogen</p> <p>Pregnant</p> | <p>Reproduction ppt</p> <p>Reproductive body parts activity sheet</p> <p>Changes in boys ppt</p> <p>Changes in boys word mat and activity.</p> <p>Changes in girls ppt</p> <p>Changes in girls word mat and activity.</p> <p>Where do I come from ppt</p> <p>Where do I come from activity</p> <p>Christopher Winters lesson plans and resources.</p> |

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|  |  | <p>against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> | <p>Embryo</p> <p>Uterus</p> <p>Umbilical cord</p> |  |
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