Year Four

Curriculum Map

Ladbrooke JMI School

ENGLISH CURRICULUM – YEAR 4

Autumn Term Focused Grammar Sessions

Topics in bold are consolidation of previous years
These sessions are taught each week and the skills integrated into writing units.

Autumn 1	Singular and Plural Nouns	Adjectives	Determiners	Paragraphs	Standard English
Autumn 2	Verb Tenses – Present	Verb Tenses - Past	Plural and Possessive '-s'	Organisational Devices	Verb Inflections

Autumn Term Writing Units

Personal Narrative 2 weeks	Diary Entry 2 weeks	Discussion 2 weeks	Poetry 3 weeks	Non-Chronological reports 3 weeks
BOOK STUDY: MILO IMAGINES THE WORLD			Imagery	Animals
Singular and Plural Nouns Adjectives • Paragraphs for cohesion • Capital Letters / full-stops • Word Classes • Expanding Sentences • Prepositions • Adverbs/Adverbial Clauses • Conjunctions • 1st Person • Exploring emotional responses to surroundings	Determiners Paragraphs • Paragraphs to organise ideas around a theme • Adverbial Clauses • Expanding Sentences • Sentence Structure • Use of Correct Tense • Prepositions • Conjunctions • Observational Skills • Character Study • First Impressions	Standard English Verb Tenses - Present • Conditional Phrases ('could', 'might', 'may be') • Commas for Fronted Adverbials • Inverted Commas for Quotes or Speech • Persuasive Language • Causal Conjunctions • Present Tense • Critical Thinking • Analysis	Verb Tenses – Past Plural and Possessive '-s' • Punctuation in poetry • Similes and Metaphors • Rhyme • Alliteration • Personification • Onomatopoeia • Adverbs • Expanding Sentences • Word classes • Prepositions • Use of Correct Tense • Exclamation Marks • Use of senses	Organisational Devices Verb Inflections • Paragraphs • Commas to separate clauses • Apostrophes for Possession • Headings and Sub-headings • Subordinating Conjunctions (ISAWAWABUB) • Sentence Structure • Use of present tense • Conjunctions • Formality/Standard English • Verb Inflection • Facts and Details
Diary Entry in the voice of a chosen character	Personal Journey Recount - Journey to school on the 1st day of term	Balanced Argument Report – *Should Dancing be allowed on Trains?*	Fireworks Poem	Animal Fact-File

Autumn Term Spelling Focus

Autumn 1	Words with /aw/ speltwith 'augh' and 'au'	Adding the prefix in- (meaning 'not' or 'into')	Adding the prefix im- (before a root word starting with 'm' or 'p')	Adding the prefix il-(before a root wordstarting with 'l') and the prefix ir- (beforea root word startingwith 'r')	Homophones andnear homophones	Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')
Autumn 2	Words with a /shuhn/sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Words with a /shuhn/sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')	Words with a /shuhn/sound, spelt with 'tion'(if root word ends in 'te' or 't' / or has no definite root)	Words with a /shuhn/sound, spelt with 'cian' (if root word ends in 'c' or 'cs')	Words with 'ough' to make a long /o/, /oo/ or /or/ sound	Statutory spellings challenge words

Spring Term Focused Grammar Sessions

Topics in bold are consolidation of previous years
These sessions are taught each week and the skills integrated into writing units.

Spring 1	Adverbs to Express Time and Cause	Expanded Noun Phrases	Fronted Adverbials	Pronouns	Commas
Spring 2	Inverted Commas	Possessive Apostrophes	Homophones	Plural Possessive Apostrophes	Possessive Pronouns

Spring Term Writing Units

Story Setting 2 weeks	Character description 2 weeks	Exploring Form	Thoughts and Feelings and Diverse Language
BOOK STUDY: THE WILD ROBOT		Stars with Flaming Tails Poetry	
Adverbs to Express Time and Cause Expanded Noun Phrases • Paragraphs • Adverbial Clauses • Expanding Sentences • Word Classes • Use of Correct Tense • Coordinating conjunctions (FANBOYS) • Prepositions • Descriptive Vocabulary • Use of senses	Fronted Adverbials Pronouns • Paragraphs • Adverbial Clauses • Expanding Sentences • Commas in a List - including the use of colons • Commas for Fronted Adverbials • Subordinating Conjunctions (ISAWAWABUB) • Nouns or pronouns for clarity and cohesion (relative and possessive) • Alliteration and Similes • Describing character traits, thoughts and feelings.	Commas Inverted Commas • Paragraphs • Commas and Inverted Commas for Speech • Apostrophes for Possession • Nouns or pronouns (relative and possessive) • Expanding Sentences • Coordinating/ subordinating conjunctions • Adverbs for Time and Cause • Use of senses • Character and setting descriptions • Inclusion or a dilemma and/or cliff-hanger	Possessive Apostrophes Homophones • Rhyme • Rhythm • Alliteration • Onomatopoeia • Prepositions • Performance • Wordplay and Comic Verse • Echo Verse, Rondel and Reverse Verse • Limericks and Riddles	Plural Possessive Apostrophes Possessive Pronouns • Homonyms • Similes and Metaphors • Rhyme • Alliteration • Personification • Onomatopoeia • Expanding Sentences • Prepositions • Use of Correct Tense • Structure • Exploring Personal Experiences
Setting Description of the Island	Character Description of Roz	Limericks/Riddles/Elfje/Cinquains (Incidental Writing)	Personal Interest/Experience Poem

Spring Term Spelling Focus

Spring 1	Homophones andnear homophones	Homophones andnear homophones	Nouns ending in the suffix -ation	Nouns ending in thesuffix -ation	Adding the prefix sub- (meaning 'under')and adding the prefix super- (meaning 'above')	Plural possessive apostrophes with plural words
Spring 2	Words with the /s/ sound spelt with 'sc'	Words with a 'soft c'spelt with 'ce'	Words with a 'soft c'spelt with 'ci'	Word families basedon common words, showing how words are related in form and meaning		Statutory spellings challenge words

Summer Term Focused Grammar Sessions

Topics in bold are consolidation of previous years
These sessions are taught each week and the skills integrated into writing units.

Summer 1	Commas after Fronted Adverbials	Subordinate Clauses	Conjunctions to Express Time and Cause	Prefixes	Suffixes
Summer 2	Editing and Evaluating	Word Families	Compound Words	Prepositional Phrases	Prepositions to Express Time and Cause

Summer Term Writing Units

Story Setting 3 weeks	Diary Entry 3 weeks	Informal Letter 2 weeks	Newspaper Report 2 weeks
BOOK STUDY: VARJAK PAW			The Three Little Pigs
Commas after Fronted Adverbials Subordinate Clauses Conjunctions to Express Time and Cause	Prefixes Suffixes Editing and Evaluating	Word Families Compound Words	Prepositional Phrases Prepositions to Express Time and Cause
• Paragraphs to organise ideas around a theme • Adverbial Clauses including commas • Expanding Sentences • Prepositions • Conjunctions – Coordinating and Subordinating • Commas in a list • Commas for Fronted Adverbials • Descriptive Language • Use of Senses • The Five Ws	• Paragraphs to organise ideas around a theme • Adverbial Clauses including commas • Expanding Sentences • Prepositions • Conjunctions - Coordinating and Subordinating • Adverbs and prepositions to express time and cause • Correct use of present and past tense • Metaphors and Similes to express emotions	• Paragraphs to organise ideas around a theme • Adverbs/Adverbial Clauses including commas • Expanding Sentences • Nouns or pronouns for clarity and cohesion (relative and possessive) • Conjunctions - Coordinating and Subordinating • Verb Inflection • Exclamation Marks • Persuasive Language	• Cohesion across paragraphs • Inverted Commas for Quotes • Conjunctive Adverbials/ Causal Conjunctions • Commas in a List - including the use of colons • Formality/Standard English • Verb Inflection • Exclamation Marks • Quotes • Headlines/Wordplay • Impactful Language to gain attention
Setting Description of the City	Diary Entry – How Varjak feels in the city	Persuasive Letter to convince Varjak to help Holly	The Three Little Pigs Newspaper Report

Summer Term Spelling Focus

Summer 1	Adding the prefix inter- (meaning 'between' or 'among')	Adding the prefix anti- (meaning 'against')	Adding the prefix auto- (meaning 'self'or 'own')	Adding the prefix ex-(meaning 'out')	Adding the prefix non- (meaning 'not')	Words ending in -ar/-er
Summer 2	Adding the suffix -ous (No change to root word)	Adding the suffix -ous (No definitive root word)	Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our'become 'or')	Adding the suffix -ous (Wording ending in 'y' become 'I' and words ending in 'our' become 'or')	Adverbials of frequency and possibility	Adverbials of manner

Y4 National Curriculum Reading Skills

To maintain positive attitudes to reading and understanding of what they read by:

- develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning (E2)
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (E1/S5)
- reading books that are structured in different ways and reading for a range of purposes (E2)
- using dictionaries to check the meaning of words that they have read (V4)
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally (E1/E5)
- identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action (E1)
- discussing words and phrases that capture the reader's interest and imagination (V2)
- recognising some different forms of poetry [for example, free verse, narrative poetry] (E1/E5)
- understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context (V3/S2)
- asking questions to improve their understanding of a text (I3)
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied (I2/3)
- identifying main ideas drawn from more than one paragraph and summarising these (S1)
- retrieve and record information from non-fiction (R5)
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say(E1/2/3)

Vocabulary • using dictionaries to check the meaning of words that they have read • use a thesaurus to find synonyms • discuss why words have been chosen and the effect these have on the reader • explain how words can capture the interest of the reader • discuss new and unusual vocabulary and clarify the meaning of these • find the meaning of new words using the context of the sentence.	**Inference** • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • infer characters' feelings, thoughts and motives from their stated actions. • consolidate the skill of justifying them using a specific reference point in the text • use more than one piece of evidence to justify their answer	**Prediction** • justify predictions using evidence from the text. • use relevant prior knowledge as well as details from the text to form predictions and to justify them. • monitor these predictions and compare them with the text as they read on
Explaining • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these	**Retrieval** • confidently skim and scan texts to record details, • using relevant quotes to support their answers to questions. • retrieve and record information from a fiction or non-fiction text.	**Summarise** • use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. • identifying main ideas drawn from more than one paragraph. • identify themes from a wide range of books • summarise whole paragraphs, chapters or texts highlight key information and record it in bullet points, diagrams, maps etc

YEAR FOUR MATHS OVERVIEW

Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry: properties of shapes	Geometry: position and direction	Statistics
Pupils should be taught to: • count in multiples of 6, 7, 9, 25 and 1000 • find 1000 more or less than a given number • count backwards through zero to include negative numbers • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • order and compare numbers beyond 1000 • identify, represent and estimate numbers using different representations • round any number to the nearest 10, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers • read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value	Pupils should be taught to: • add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	Pupils should be taught to: • recall multiplication and division facts for multiplication tables up to 12 × 12 • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers • recognise and use factor pairs and commutativity in mental calculations • multiply two-digit and three-digit numbers by a one-digit number using formal written layout • solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	Pupils should be taught to: • recognise and show, using diagrams, families of common equivalent fractions • count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. • solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number • add and subtract fractions with the same denominator • recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to $^{1}/_{4}$; $^{1}/_{2}$; $^{3}/_{4}$ • find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • round decimals with one decimal place to the nearest whole number • compare numbers with the same number of decimal places up to two decimal places • solve simple measure and money problems involving fractions and decimals to two decimal places	Pupils should be taught to: • convert between different units of measure [for example, kilometre to metre; hour to minute] • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares • estimate, compare and calculate different measures, including money in pounds and pence • read, write and convert time between analogue and digital 12 and 24-hour clocks • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	Pupils should be taught to: • compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • identify acute and obtuse angles and compare and order angles up to two right angles by size • identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry	Pupils should be taught to: • describe positions on a 2-D grid as coordinates in the first quadrant • describe movements between positions as translations of a given unit to the left/right and up/down • plot specified points and draw sides to complete a given polygon	Pupils should be taught to: • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

Y4 Maths Overview – White Rose

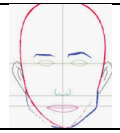
Term by Term Objectives

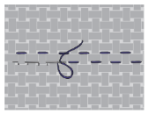
Year 4

Year 4 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value			Number- Addition and Subtraction			Number- Multiplication and Division				Measurement- Area	
Spring	Fractions				Time		Decimals			Measurement- Money		
Summer	Measures- Perimeter and Length	Geometry- Angles	Geometry- Shape and Symmetry		Geometry- Position and Direction		Statistics		Measurement- Area and Perimeter			

ART & DESIGN CURRICULUM OVERVIEW

4	Autumn 1	Autumn 2	Spring 1
	 **Portraits (Drawing)**	**Printing**	**Sculpture**
End Product	Children to compete a self portrait	Mono/relief printed, repeated patterns, on fabric	Canopic Jar and Scarab beetles
Skills	Experiment with different grades of pencil and other implements to achieve variations in tone. Identify and draw the effect of light, understanding the direction of light sources and creating shadows. Position features accurately on portraits (A,B & C) Accurate shape and proportion of features. Begin to use tonal shading	Learn about, observe and explore Andy Warhol's art and use of repeated patterns. Design and create blocks to use for printing. Experiment with different effects inc. blocking in colour. Increase awareness of mono and relief printing, using these techniques to create layered prints. Demonstrate experience in fabric printing. Create repeating patterns.	Study ancient Egyptian ceramics and create designs. Carve, mould, sculpt and make impressions in clay, making a slip to join to pieces of clay. Decorate, coil, and produce maquette. Use recycled, natural and man-made materials to create sculptures.
Vocabulary & Resources	Shading pencils, step by step guides, ruler, mirror. Tonal, shades, layers, blend, light, dark, shadow, observation, reflection, guidelines, marking, sketching, angle, perspective	Polystyrene boards, pencils, scissors, fabric squares, acrylic paint, brushes, rollers Pop art, expression, advertising, mono-printing, relief-printing	Clay, carving tools, hessian mats, trays, paint brushes, pots of water, pots for slip, patterned paper and leaves for impressions, acrylic paint Carve, mould, etch, join, sculpt, pinch, slip, join
Linked Artist	Josh Bryan / Adam Riches	Andy Warhol	Bernard Leach

4	Spring 2		Summer 1		Summer 2	
		Textiles		**Colour Mixing**		**Artist Study**
End Product	Evidence of practise - stitched patterns, joining fabric and sewing on embellishments. 		Painted shell from a drawing, using colour mixes and textured paint.		Wax resist/water colour landscape and stained-glass window landscape – inspired by Ted Harrison.	
Skills	Apply decoration using needle and thread: buttons, sequins. Experiment with different stitches, to create patterns on fabric. Demonstrate experience in looking at fabrics from other countries.		Have opportunities to develop further drawings featuring the third dimension and perspective. Mix colour, shades and tones with increasing confidence. Experiment with different effects and textures inc. thickened paint creating textural effects. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Start to develop a painting from a drawing.		**Focus: Developing analysis and technical vocabulary** • Describing artworks using correct art vocabulary (tone, texture, form). • Explaining how an artist's choices (colour, brushwork, materials) affect mood or meaning. • Beginning to identify influences or themes in the artist's work. • Recording experiments and explaining the outcome. • Comparing their practical outcomes to the artist's style.	
Vocabulary & Resources	Sewing needles, cotton, embroidering thread, binca, mixed fabrics, buttons, beads embroider, embellish, hemming, running stitch, overcast stitch, catch stitch, cross stitch, back stitch, blanket stitch, template, pattern		Shells, shell images, magnifying glass to observe detail, sand, flour, paint, mixing palettes, brushes Shades, tones, primary, secondary, complimentary, texture, observation, dimension, perspective, texture		Wax crayons, water colours, brushes, water, tracing paper, coloured pens, oil pastels Landscape, colour, abstract, bold, rhythmic, tundra, resist, colour wash	
Linked Artist			Georgia O'Keefe Kezia Noel-Paton		Ted Harrison	

COMPUTING CURRICULUM OVERVIEW

4	Autumn		Spring		Summer	
	Coding	**Online Safety & Databases**	**Effective Searching Intro to AI**	**Animation Making Music**	**Logo Hardware Investigators**	**Writing for Different Audiences**
Key Learning	• To begin to understand selection in computer programming. • To understand how an IF statement works. • To understand how to use co-ordinates in computer programming. • To understand the 'repeat until' command. • To understand how an IF/ELSE statement works. • To understand what a variable is in programming. • To use a number variable. • To create a playable game.	• To understand how children can protect themselves from online identity theft. • To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. • To identify the risks and benefits of installing software including apps. • To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. • To identify the positive and negative influences of technology on health and the environment. • To understand the importance of balancing game and screen time with other parts of their lives.	• To locate information on the search results page. • To use search effectively to find out information. • To assess whether an information source is true and reliable • To learn what is meant by the term artificial intelligence. • To be clear about ways artificial intelligence is used in our everyday lives. • To consider the future of artificial intelligence • To look at how artificial intelligence is used in music and the arts to create things.	• To discuss what makes a good animated film or cartoon. • To learn how animations are created by hand. • To find out how animation can be created in a similar way using the computer. • To learn about onion skinning in animation. • To add backgrounds and sounds to animations. • To be introduced to 'stop motion' animation. • To share animation on the class display board and by blogging. • To identify and discuss the main elements of music. • To understand and experiment with rhythm and tempo. • To create a melodic phrase. • To electronically compose a piece of music	• To learn the structure of the coding language of Logo. • To input simple instructions in Logo. • Using 2Logo to create letter shapes. • To use the Repeat function in Logo to create shapes. • To use and build procedures in Logo. • To understand the different parts that make up a computer. • To recall the different parts that make up a computer.	• To explore how font size and style can affect the impact of a text. • To use a simulated scenario to produce a news report. • To use a simulated scenario to write for a community campaign.

Touch Type Focus	**Words starting C and Y** To use increasing knowledge of a keyboard to be able to type out words beginning with and including a variety of letters.	**Words starting D and X** To use increasing knowledge of a keyboard to be able to type out words beginning with and including a variety of letters.	**Words starting F and W** To use increasing knowledge of a keyboard to be able to type out words beginning with and including a variety of letters.	**Words starting G and V** To use increasing knowledge of a keyboard to be able to type out words beginning with and including a variety of letters.	**Words starting H and T** To use increasing knowledge of a keyboard to be able to type out words beginning with and including a variety of letters.	**Words starting J and S** To use increasing knowledge of a keyboard to be able to type out words beginning with and including a variety of letters.
Vocabulary	Action, alert, algorithm, background, button, code blocks, command, debug/debugging, design, execute, event, flowchart, if statements, if/else statement, input, nest, object, prompt, implement, repeat until, predict, repeat, run, properties, selection, sequence, timer, variable	Adfly, attachment, citation, collaborate, cookies, copyright, digital footprint, malware, phishing, plagiarism, ransomware, SMART rules, spam, virus, watermark	Balanced view, easter eggs, internet, key words, reliability, results page, search engine Algorithm Artificial intelligence, data	Animation, Frames per second FPS, frame, onion skinning, pause, stop motion BPM, dynamics, harmonious, melody, pitch, tempo, pulse, tempo, texture, rhythm, synths	Debugging, grid, LOGO, LOGO commands e.g. FD, BK, RT, LT), multi-line mode, pen down, prediction, Pen Up, Procedure, repeat, run speed, SETPC, SETPS Components, CPU, graphics card, hard drive, input, motherboard, network card, output, peripherals, RAM, software	Campaign, format, font, genre, opinion, reporter, viewpoint
Skills	**Pupils should be taught to:** ♣ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ♣ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ♣ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ♣ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ♣ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ♣ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ♣ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					

DT CURRICULUM OVERVIEW

4	Autumn	Spring	Summer
	Greenhouses	**Egyptian Collars**	**Motorised Buggies**
Brief	**To design, make and evaluate the making of a model greenhouse.**	**To design, make and evaluate a motorised buggy, for a specific purpose.**	**To design, make and evaluate a motorised buggy, for a specific purpose.**
Skills	• Design a greenhouse which is fit for purpose. • Generate annotated sketches, labelling the different parts and materials that could be used. • Consider how to produce this design, as a smaller scale model. • Select and use a range of tools. • Accurately cut, finish and join materials. • Reflect on process and evaluate.	• Design and plan a textile collar, based on Egyptian designs. • Annotate designs, suggesting suitable materials to use and ways to embellish. • Cut fabric, using a pattern. • Combine materials using joining techniques such as pinning, sewing, stitching and glueing. • Experiment with a variety of stitches, to create patterns and design features. • Apply decoration – buttons, sequins and beads, to add detail.	• Design a product which is fit for a particular design brief. • Generate annotated sketches, using technical language to label the different mechanical and electrical components. • Select and use a range of tools. • Accurately cut, finish and join materials. • Understand and use electrical systems. • Use electrical circuits to create a functional product.
Vocabulary	Greenhouse, greenhouse gases, atmosphere, environment, plastic, condensation, temperature, protection, sunlight, growth, timber, junior hacksaw, bench-hook, g-clamp, hot glue gun, timber.	Collar, fabric, material, felt, thread, cotton, sew, needle, join, stitch, embroider, embellish, bead, button, sequin, scissors, glue, hemming, running stitch, overcast stitch, catch stitch, cross stitch, back stitch, blanket stitch, template, pattern	Cell, cell holder, battery pack, wires, measure, bench-hook, junior hacksaw, g-clamp, pulley, chassis, axle, dowel, motor, wheels, elastic band, cable tie, movement, motion, linear, rotary, sandpaper
Inventor	The French botanist **Charles Lucien Bonaparte** is often credited with building the first practical modern greenhouse in Leiden, Holland, during the 1800s to grow medicinal tropical plants. Originally only on the estates of the rich, the growth of the science of botany caused greenhouses to spread to the universities.	1846 Sewing Machine invented by **Elias Howe.** 1850 **Isaac Singer** produced a sewing machine which could be used at home.	On January 29, 1886, **Carl Benz** applied for a patent for his “vehicle powered by a gas engine.” The patent – number 37435 – may be regarded as the birth certificate of the automobile.

GEOGRAPHY CURRICULUM OVERVIEW

4	Autumn	Spring	Summer
	Weather and Climate	**Our World**	**Coasts**
Key Questions	What are weather, climate and biomes? What are the polar regions like? Where are the hottest, driest places in the world? Where are the hottest, wettest places in the world? Which climate zone and biome do we live in? Why is climate important?	What is the world like? How can we describe where places are on Earth's surface? What do the lines of maps and globes mean? Why do we have night and day? What time is it where you are? What are co-ordinates?	Have you been to the seaside? What is the coast of South-West England like? What natural features can I see beside the seaside? What other features and activities can be seen around UK coasts? What do I like about being beside the seaside? Which sort of seaside would you choose?
Vocabulary	Weather, weather forecast, season, climate, climate zone, polar, temperate, tropical, rainforest, biome, tundra, flora, fauna, vegetation, temperature, glacier, iceberg, Arctic, Antarctic, continent, polar tundra, alpine tundra, Northern/Southern Hemisphere, permafrost, desert, sub-tropical, dry, arid, monsoon, deciduous	Globe, map, longitude, latitude, continent, ocean, Equator, North Pole, South Pole, Northern Hemisphere, Southern Hemisphere, address, postcode, county, country, Earth, solar system, universe, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Greenwich/ Prime Meridian, Earth's rotation, axis, clockwise, anti-clockwise, International Date Line, Pacific Ocean, coordinate	Sea, waves, seaside, coast, coastline, strandline, beach, sand, dune, rocks, cliff, location, holiday, resort, tourism, sand, rock, industry, fishing, harbour, physical features, settlement, economic activities, region, peninsula, reef, coral, headland, clifftop, horizon, high-tide, low-tide, waves, port, dock, harbour, shipping, fisherman, trawlerman, human activity, rock pool, shells, climate change, rising sea level
Skills	Use locational terminology to describe where places are Describe why climates are different and the advantages and disadvantages of this Understand how animals adapt to their environments Use positional language to describe where places are Show how places have changed over time Describe features of places Use 4 figure grid references Present information gathered in fieldwork		

HISTORY CURRICULUM OVERVIEW

4	Autumn	Spring	Summer
	Ancient Egyptians	**Local History**	**Crime and Punishment**
Key Questions	Why were people able to prosper in the desert land of Ancient Egypt? Why do we know so much about the Ancient Egyptians and their achievements? How did different groups of people contribute to the achievements of Ancient Egyptian society? What can we learn about the Ancient Egyptians from the Great Pyramid? Are you surprised by Ancient Egyptian religion? How much did the Ancient Egyptians achieve?	What makes a building/site special and are there any such sites in our local area? Should all listed buildings be preserved? Can we find reasons as to why a building might be worth saving? What local building do you want to save and why? What local building do you want to save and why? How can we present our campaign arguments to an audience?	Do laws and punishments change over time? What is a crime? How has the police force changed over time? What were punishments in the past meant to achieve? How and why have attitudes changed towards suffragettes? How has Crime and Punishment changed over time?
Vocabulary	Ancient, civilisation, fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, scribes, society, sarcophagus, excavation, inscription, papyrus, mummification, role, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule	Significant, listed, period names, architecture, names of features related to the buildings, architectural terms, terms related to time periods, campaign, leisure, worship, heritage, community, services, argument, persuade	Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes, execution, vagabond, highwayman, smuggling, police, respect, hostile, truncheon, cartoon, severe crime, lesser crime, liberty, prison, separate system, silent system, suffrage, suffragettes, discrimination, prejudice, democracy, parliament, change, continuity, attitudes, values.
Skills	Identify details from local, national and global history Sequence a number of significant events, using dates Make valid statements about the main similarities, difference and changes occurring within topics Can comment on the importance of cause and effects for some of the key events and developments within topics Identify why some aspects of historical accounts are significant Understand reasons why accounts are different and why Pose valid questions and answer them with substantial answers Use a range of sources to answer historical enquiry		

FRENCH CURRICULUM OVERVIEW

4	Autumn		Spring			Summer	
Context	**Describing me and Others**	**Saying what I and others have**	**Saying what I and others do**	**Saying what I and others like**	**Saying how many and describing things**	**Describing things and people**	**Expressing likes and saying what I and others do**
Grammar	**Talking about being** Essential verb: to be, being – **ÊTRE** I am – **je suis** you are – **tu es** he is – **il est** she is – **elle est** it is, it's – **c'est** Adjective agreement for masculine/feminine Yes/no questions with raised intonation	**Talking about having** Essential verb: to have, having – **AVOIR** I have – **j'ai** you have – **tu as** he has – **il a** she has – **elle a** Indefinite, singular articles and gender **Talking about identifying** **C'est un/une**… Intonation questions with **quoi** ?	**Talking about doing** Infinitive – regular ER verbs (singular) Definite articles – **le, la, l'** **Talking about possession** Possessive adjectives – **mon, ma, ton, ta** **'de'** for possession	**Talking about liking, preferring** Essential verb: to like – **AIMER,** to prefer – **PRÉFÉRER** **Joining ideas together** Conjunctions **et, mais, aussi**	**Talking about more than one** Essential verb: there is/are – **il y a** Plural indefinite article **– des** Regular plural marking on nouns [-s]	**Talking about being (2)** Postnominal adjective agreement Subject pronouns – **il, elle** – meaning 'it' Noun + **préféré**(**e**) **Avoir** meaning 'be' for age and states	**Talking about liking doing** 2-verb structures: **AIMER, DÉTESTER** + infinitive Plural definite article **les**
Phonics	Vowels [a] [e] [i] [o] [u] Silent final consonants [SFC] – t, s, d SSC [an/en] SSC closed [eu]	Liaison (t) SSC [ch] SSC [on] SSC [au/eau/o] SSC [ou] [u]	SSC [é] [er] SSC [ez] & **et** (and) SSC open [eu] SSC [è] [ê]	SSC [ai] SSC [oi]	Liaison (s), (x) SSC [(a)in]	Silent final 'e' [Sfe] SSC [ç], soft [c] SSC [ien] SSC [qu] SSC [j], soft [g]	SSC [-tion] SSC [r]
Vocabulary	Simple greetings Verb **être** Range of adjectives Days of the week	Verb **avoir** Range of singular masculine and feminine nouns	Range of regular – ER verbs Family members Range of nouns, adjectives and adverbs	Range of regular –ER verbs Range of singular masculine and feminine nouns	Numbers 1-12 Parts of the body (Jaune only)	Range of nouns Range of adjectives Months of the year (J	Range of regular – ER verbs Please, thank you, you're welcome

Skills	**PHONICS** I can link SSC to new words I hear. I listen and transcribe SSC within single words with some success. I use sound-spelling links to follow when I listen and read. I enjoy listening to and joining in with simple songs and rhymes. I can read aloud familiar words observing certain pronunciation rules (silent letters, accent/ stress markers, etc) and some unknown words. My pronunciation is usually comprehensible. I understand around 200 words when I listen and read them as single items and in short sentences which describe people, places, things and actions. I look words up in an alphabetical word list. I can use around 200 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures **VOCABULARY** I understand around 100 words when I listen and read them as single items and in short sentences which describe people, places, things and actions. I can use around 100 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures. **GRAMMAR** I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, (il y a), regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand) To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, il y a, regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking(-s), intonation questions, including question words quoi, où, combien, comment, quand)	

MUSIC CURRICULUM OVERVIEW

	The national curriculum for music aims to ensure that all pupils: **perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians**
Listening and Appraisal Skills	Pupils should be taught to: • listen with attention to detail and recall sounds with increasing aural memory • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.

4	Knowledge	**Skills**
Singing	To know and be able to talk about: • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • Texture: How a solo singer makes a thinner texture than a large group • To know why you must warm up your voice	• To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To rejoin the song if lost. • To listen to the group when singing.

Playing	To know and be able to talk about: • The instruments used in class (a glockenspiel, recorder or xylophone). • Other instruments they might play or be played in a band or orchestra or by their friends.	• To treat instruments carefully and with respect. • Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the playing section of the song.
Composition	To know and be able to talk about: • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.)	• Help create at least one simple melody using one, three or all five • different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make • musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial • notation).
Performance	To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music	• To choose what to perform and create a programme. • Present a musical performance designed to capture the audience. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. • To record the performance and say how they were feeling, what they were pleased with what they would change and why.

PE CURRICULUM OVERVIEW

4	Autumn 1		Autumn 2	
	Swimming	**Flag Football**	**Swimming**	**Dance**
Key Skills	**Physical:** submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water **Social:** communication, support and encouragement, keeping safe **Emotional:** confidence, determination, perseverance **Thinking:** observe and provide feedback, select and apply skills	**Physical:** Running, Throwing, Catching, Evading, Tagging, **Social:** Can you help teammates when they make a mistake **Emotional:** Can we deal with positives and negatives from the game? **Thinking:** What position is becoming my favourite and a strength	**Physical:** submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water **Social:** communication, support and encouragement, keeping safe **Emotional:** confidence, determination, perseverance **Thinking:** observe and provide feedback, select and apply skills	**Physical**: actions, dynamics, space, relationships **Social**: respect, work safely, collaboration, share ideas, inclusion **Emotional**: sensitivity, confidence, perseverance, acceptance **Thinking**: provide feedback, comprehension, reflection, observation, creativity
Learning Objectives	To develop head above water breaststroke technique. To develop head above water breaststroke technique. To develop basic skills in water safety and floating. To learn techniques for personal survival. To develop water safety skills and an understanding of personal survival.	**By the end of the lesson, year four would have recapped understanding from year 3 flag football lessons and** demonstrate throwing as a quarterback back over a longer distance. should be able to snap the ball to the quarterback consistently. should be able to perform basic routes (Hook, slant and fade) without defenders be able to describe and demonstrate at least four different football plays that involve C, QB, RB and WR be able to play multiple positions in a flag football match and play a full match	To develop head above water breaststroke technique. To develop head above water breaststroke technique. To develop basic skills in water safety and floating. To learn techniques for personal survival. To develop water safety skills and an understanding of personal survival.	THEME: The Spy To copy and create actions in response to an idea and be able to adapt this using changes of space. To choose actions which relate to the theme. To develop a dance using matching and mirroring. THEME: Carnival To learn and create dance moves in the theme of carnival. To develop a carnival dance using formations, canon and unison. To develop a dance phrase and perform as part of a class performance.
Vocab	Alternate, backstroke, breaststroke breathing, buoyancy, crawl, floating, front crawl, glide, rotation, sculling, submerge, surface treading water	Offence, Defensive, Quarterback, Running Back, Plays, Touchdown, Down, Snap, Line of scrimmage	Alternate, backstroke, breaststroke breathing, buoyancy, crawl, floating, front crawl, glide, rotation, sculling, submerge, surface treading water	Action, reaction, canon, dynamics, expression, flow, formation, match, mirror, order, performance, phrase, relationship, rhythm, space, structure, timing, unison
Assessment	I can swim competently, confidently and proficiently over a distance of at least 25 meters I can use a range of strokes effectively (front crawl, backstroke and breaststroke) I can perform safe self-rescue in different water-based situations	Can they perform different roles on offence and defence? Can they throw to a moving player as a quarterback back Are we able to use sportsmanship when winning and losing	I can swim competently, confidently and proficiently over a distance of at least 25 meters I can use a range of strokes effectively (front crawl, backstroke and breaststroke) I can perform safe self-rescue in different water-based situations	I can choose actions and dynamics to convey a character or idea I can copy and remember set choreography I can respond imaginatively to a range of stimuli relating to character and narrative I can use changes in timing and spacing to develop a dance I can use counts to keep in time with others and the music I can sue simple movement patterns to structure dance phrases on my own, with a partner

4	Spring 1		Spring 2	
	Fitness	**Gymnastics**	**Gymnastics**	**Athletics**
Key Skills	**Physical:** agility, balance, coordination, speed, stamina, strength **Social:** support others, work safely, communication **Emotional:** perseverance, determination, honesty **Thinking:** identify areas of strength and areas for development	**Physical:** individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand **Social:** work safely, determination, collaboration, communication, respect **Emotional:** confidence, perseverance, **Thinking:** observe and provide feedback, select and apply actions, creativity, evaluate and improve	**Physical:** individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand **Social:** work safely, determination, collaboration, communication, respect **Emotional:** confidence, perseverance, **Thinking:** observe and provide feedback, select and apply actions, creativity, evaluate and improve	**Physical:** Pace, sprint, jump for distance, throw for distance **Social:** collaborate, leadership **Emotional:** determination, perseverance, honesty **Thinking:** reflection, observing and providing feedback, exploring ideas, comprehension
Learning Objectives	To recognise different areas of fitness and explore what your body can do. To develop speed and strength. To develop co-ordination. To develop agility. To develop balance. To develop stamina.	To develop individual and partner balances. To develop individual and partner balances using apparatus. To develop control in performing and landing rotation jumps. To develop rotation jumps and sequence building using apparatus. To develop the straight, barrel, forward and straddle roll. To assess my straight, barrel, forward and straddle roll.	To link actions that flow using the rolls I have learnt on my own and with a partner. To develop strength in inverted movements. To create a great partner sequence to include the skills I have learnt and apparatus. To create a great partner sequence to include the skills I have learnt and apparatus.	To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop techniques when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills.
Vocab	Accelerate, agility, balance, coordination, control, decelerate, direction, dynamic, muscle, progress, react, record, speed, stamina, static, strength, technique	Body tension, bridge, contrast, extend, flow, fluidly, inverted, landing position, match, momentum, perform, rotation, sequence, shoulder stand, stability, wrist grip	Body tension, bridge, contrast, extend, flow, fluidly, inverted, landing position, match, momentum, perform, rotation, sequence, shoulder stand, stability, wrist grip	Accuracy, distance, heave, launch, measure, official, officiate, pace, power, record, speed, stamina, stride, technique, transfer of weight
Assessment	I can collect and record my scores and identify areas I need to improve I can sue key points to help me improve my sprinting technique I show balance when changing direction at speed show control when completing activities to improve balance I show determination to continue working over a period of time I understand there are different areas of fitness, and that each area challenges my body differently	I can plan and perform sequences with a partner that include a change of level and shape I can provide feedback using appropriate language relating to the lesson I can safely perform balances individually and with a partner I understand how body tension can improve the control and quality of my movements	I can plan and perform sequences with a partner that include a change of level and shape I can provide feedback using appropriate language relating to the lesson I can safely perform balances individually and with a partner I understand how body tension can improve the control and quality of my movements	I can demonstrate the difference in sprinting and jogging techniques I can explain what happens when my body warms up I can jump for distance with balance and control I can throw with some accuracy and power to a target area

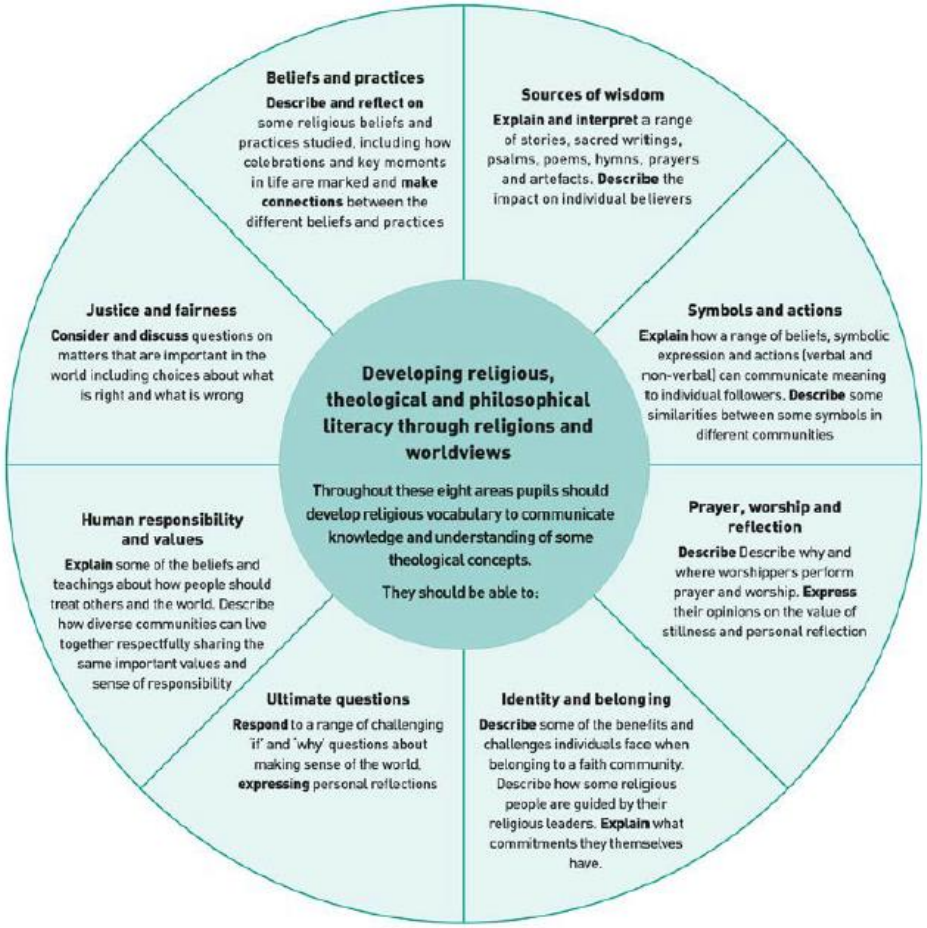
4	Summer 1		Summer 2	
	OAA	**Cricket**	**Hockey**	**Tennis**
Key Skills	**Physical:** balance, run at speed, run over distance, coordination **Social:** communication, cooperation, collaboration **Emotional:** determination, resilience, honesty, trust **Thinking:** problem solving, evaluation, reflection, create, select and apply	**Physical:** underarm an overarm throwing, bowling, batting, two handed pick up, short barrier **Social:** collaboration and communication, respect **Emotional:** perseverance, honesty, determination **Thinking:** observing and providing feedback, applying strategies	**Physical:** dribble, pass, intercept, receive, run, shoot **Social:** respect, communication, collaboration, work safely **Emotional:** determination, perseverance, honesty **Thinking:** comprehension select and apply, decision making, identifying strengths and areas for development	**Physical:** throwing, catching, forehand, backhand, rallying **Socia**l: cooperation, collaboration, respect, support and encourage others **Emotional:** perseverance, honesty, determination **Thinking:** comprehension select and apply, use tactics, reflection, identifying strengths and areas for improvement
Learning Objectives	To develop co-operation and teamwork skills. To orientate a map and navigate around a grid. To develop observational skills, listening to others and following instructions. To develop trust whilst listening to others and following instructions. To be able to identify, draw and follow a simple map. To be able to orientate and navigate around a map and draw a route using directions.	To develop overarm and underarm throwing and apply these to a striking and fielding game. To develop bowling technique and learn the rules of the skill within this game. To develop batting technique and understand where to hit the ball. To develop fielding techniques and apply them to game situations. To play different roles in a game and begin to think tactically about each role. To apply skills and knowledge to compete in a tournament.	To develop sending and receiving the ball with accuracy and control. To develop the attacking skill of dribbling. To develop dribbling to beat a defender. To use defending skills to delay an opponent and gain possession. To apply attacking skills to move towards goal and find space. To apply skills and knowledge to compete in a tournament.	To develop racket and ball control. To develop returning the ball using a forehand and understand when to use it. To develop the backhand and understand when to use it. To keep a continuous rally going showing increased technique. To use and apply rules and simple tactics. To understand and use rules to manage a game.
Vocab	Collaborate, communicate, effectively, key, leader, navigate, orientate, reflect, role, solve, symbol, teamwork	Accuracy, bowled out, caught out, cushion, decision, grip, momentum, no ball, opposition, pressure, retrieve, run out, short barrier, tactics, technique, tournament, two handed pickup, wicket	Accelerate, control, cushion, decision, delay, gain, invasion, opposition, option, possession, receive, referee, tackle, tournament	Backhand, competition, control, court, face, feeder, forehand, opponent, opposition, rally, react, return, tactics, track
Assessment	I can accurately follow and give instructions I can confidently communicate ideas and listen to others I can identify symbols on a map and use a key to help navigate around a grid I can plan and apply strategies to solve problems I can reflect on when I why I was successful at solving challenges I can work collaboratively and effectively with a partner and small group	I can bowl a ball with some accuracy and consistency I can strike a bowled ball after a bounce I can use overarm and underarm throwing, catching skills with increasing accuracy I can communicate with my teammates to apply simple tactics I can persevere when learning a new skill	I can dribble, pas, retrieve and shoot the ball with increasing control I can move to space to help my team to keep possession and score goals I can use simple tactics to help my team score or gain possession I can share ideas wand work with others to manage our game	I can return to the ready position to defend my own court I can sometimes play a continuous game I can use a range of basic racket skills I understand the rules of the game and I can use them often and honestly

PSHE CURRICULUM OVERVIEW

4	Autumn		Spring		Summer	
	Families and people who care for me	**Caring Friendships**	**Online Relationships**	**Respectful Relationships**	**Being Safe**	**Mental Wellbeing**
Key Questions	Explore ways in which families can offer protection and care for one another, including extended family Explore how families can support one another in times of difficulty	Understand how to recognise who to trust and who not to trust and how to judge is a friendship is making them feel uncomfortable Understand that healthy friendships make people feel included & learn some strategies for how to include others as well as how to seek help if you're feeling lonely	Consider why someone might behave differently online, including pretending to be someone they are not Learn some strategies for recognising risks, harmful content and contact; how to report concerns	Understand that personal behaviour can affect other people: to recognise and model respectful behaviour online To understand the responsibility of the bystander regarding any type of bullying	Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact Learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)	Continue to develop a plethora of self-care techniques including the importance of seeking help or support from others. Begin to consider how you know when your feelings and/ or actions are appropriate or justified
Vocabulary	acquaintances, actions, alternatives, anonymous, anti-bullying, arguments, behaviour, bully, bullying, care, choices, complimenting, compromise, conflict, consideration, cyber, dares, decisions,	differences, discrimination, disputes, diversity, equality, equity, falling-out, families, family, friends, friendship, healthy, help, hobbies, honest, impact, important, interests, kindness, loyal, negotiation, opinions, physical,	prejudice, prejudiced, reflect, relationship, relatives, resolution, resolving, respect, self-preservation, strategies, support, support, network, teasing, techniques, thought, unhealthy, victim, views, VIPs	achieve, actions, attitude, behaviours, benefit, body language, change, collaboratively, communication, compromise,	conflict, consequences, considerate, dispute, effect, emotion, facial expression, feelings, goals, group, helpful,	impact, individuals, interpret, listening, negotiation, reflect, resolution, resolve, responding, responsibility, ripple, scenarios, team, teammates, teamwork, transition, unhelpful
Skills	These objectives are taught through the whole curriculum/assemblies: **Physical Health and Wellbeing** – Understand how and when to seek support and who to speak to if they are concerned about their health. To understand the importance of building regular exercise into their routines and how to achieve this. **Internet Safety** – Understand how to use search engines effectively to ensure the most accurate information. Begin to understand how to display respectful behaviour online and what to do if they experience something that worries them. **Healthy Eating** – Begin to understand what is meant by a poor diet and the potential risks associated with unhealthy eating. **Basic first Aid** - Understand how to identify someone who is having an asthma attack, how to give first aid. Demonstrate some ways to deal with head injuries and how to access further medical support if necessary. **Health and Prevention** - Understand some ways to identify physical illness. Begin to understand some common allergies they may encounter. **Drugs, Alcohol and Tobacco -** Alcohol and risk. Effects of alcohol. Limits to drinking alcohol			**Sex and Relationship Education** Explore the human lifecycle Explore how puberty is linked to reproduction Identify some basic facts about puberty. 		

RELIGIOUS EDUCATION OVERVIEW

The Hertfordshire Agreed Syllabus enables schools to achieve high quality RE for all. Teaching needs to provide pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews1, which guide people through life. RE aims to enable pupils to become religiously, theologically and philosophically literate2 so they can engage in life in an increasingly diverse religious and secular society. It is not about telling pupils what views they should have but rather assists them in gaining shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints.



Beliefs and practices

Describe, make connections and reflect upon different features of the religions and worldview studied, **discovering more about the significance** of pilgrimage, worship and the rituals which mark important points in life including the joy of celebrations

Sources of wisdom

Investigate interpret and respond to a range of stories, sacred writings and sources of wisdom and authority **reflecting on the impact** of beliefs and teachings as ways of seeing the world in different communities

Symbols and actions

Explore and describe beliefs, practices and symbols and their deeper meanings, in order to understand different ways of expressing meaning

Prayer, worship and reflection

Research and explore varied examples of how people of faith communicate their beliefs and receive inspiration through sacred spaces, worship, prayer, reflection, meditation and stillness

Identity and belonging to a family

Explore and describe the challenges of individual commitment to a community of faith or belief. **Examine** the role of religious leadership **and consider why** belonging to a community may be valuable in their own lives

Ultimate questions

Discuss and present thoughtfully, through a range of media media, their own and others' views and challenging questions about belonging, meaning, purpose and truth

Human responsibility and values

Consider and apply ideas about ways in which diverse communities can live together for the well-being of all. **Respond thoughtfully** to ideas about values, respect and human responsibility

Justice and fairness

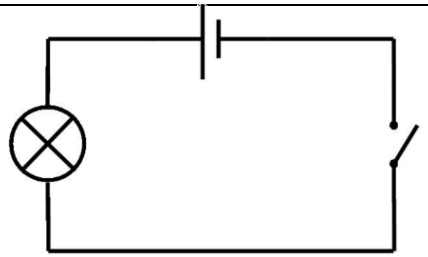
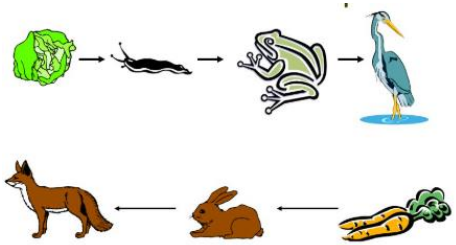
Discuss and apply their own and others' ideas about ethical questions **reflecting** on ideas about what is right and wrong and what is just and fair

RELIGIOUS EDUCATION OVERVIEW

4	Autumn **Beliefs and Practices** **Ultimate Questions**	Spring **Justice and Fairness** **Ultimate Questions**	Summer **Sources of Wisdom** **Ultimate Questions**
Key Focus	Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked	Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong	Reflect on the impact of beliefs and teachings from a range of sacred writings and sources of wisdom. Apply ideas about ways in which diverse communities can live together for the wellbeing of all.
Key Questions	**I can describe and make connections on features of religions and worldviews.** **I know how pilgrimages, worship and rituals can mark important events in life.**	**I can discuss ideas about ethical questions.** **I can reflect on ideas about what is right and wrong, and what is just and unfair.**	**I can understand why religious songs and stories affect followers in different ways.** **I can understand how believers interpret stories in their different communities.** **I can understand how diverse communities can live together respectfully sharing the same values and responsibilities.**
Vocabulary	Festivals, Sikh, celebrating, marking of life's journey, Christian, Hindu, Myrrh, Muslim, Christmas, Lent, Advent, resurrection, Saints, incarnation, forgiven, honey, Good Friday, Guru Granth Sahib, Easter, salvation, Hajj, Kumbha Mela Golden Temple, pilgrimages, Karah Parshad	Development charities, Christian Aid, Islamic Relief Oxfam, harmlessness (ahimsa), Langar, equality, Gandhi	Impact, followers, wisdom, sacred, artefacts, parable, origins, authority, deities, Muhammad, Ramayana, personal hero, psalm, inspire, forgiveness, crisis, religious code, worldview, value, harmlessness
	Other Events Harvest and Remembrance 	Other Events 	Other Events

SCIENCE CURRICULUM OVERVIEW

	hardness, reaction, bar chart, pictogram, data, increase, decrease, prediction, dissection, scales, filter paper, filter funnel, measuring cylinder, thermometer, conclusion, evaluation, data, volume, decibel, meter, stopwatch, beaker, temperature, Petri dish, block chart, bar graph, classifying, classification key	**Exposure words** fair test, identify, group and classify, model, modelling, investigate, changed, measured, stayed the same, millimetres, millilitres, data logger, tape measure, features, scientists, diagram, sorting diagram, block diagram, distance, results

4	**Autumn 1**		**Autumn 2**	**Spring 1**
	Grouping and Classifying	**Data Collection**	**States of Matter**	**Sound**
Key Learning	How can animals be grouped? What are vertebrates and invertebrates? What are classification keys? How can plants be grouped? Can I use a classification key?	Can I collect data? Can I analyse data?	What are solids, liquids and gases? Why are some materials difficult to categorise? How can solids, liquids and gases change state? Which materials melt? What is the water cycle?	What are vibrations? How does the ear work? Can I investigate sounds? Can I explore volume? Can I explore pitch?
Skills	Gather, record and classify data Ask questions Present findings	Gather, record and classify data	Gather, record and classify data Make observations Ask questions Plan Answer questions and make conclusions	Ask questions Gather, record and classify data Make observations Plan Answer questions and make conclusions
Vocabulary	vertebrate, invertebrate, soft bodied invertebrate, flowering plant, non-flowering plant, seasonal changes, natural resources, rewilding, nature reserve,		solid, liquid, gas, states of matter, pouring solid, ooblek, flow, freezing, melting, boiling, condensation, evaporation, melting point, water cycle, precipitation, atmosphere, petri dish	vibration, sound, volume, pitch, outer ear, ear bones, cochlea, ear drum, ear canal, decibel, insulate, high-pitched, low-pitched, background noise

4	Spring 2	Summer 1		Summer 2
	Electricity	**Data Collection**	**Habitats and food chains**	**Digestive System**
Key Learning	What appliances use electricity? How do I build and draw series circuits? What has gone wrong with a circuit? What are conductors and insulators? What materials are conductors or insulators of electricity and is there a pattern?	Can I collect data? Can I analyse data?	Can I identify living things and their habitats? Can I classification keys to sort animals? Can I use classification keys to sort plants? What impact do humans have on habitats? What is a food chain? Can I interpret a food chain? Can I draw a food chain? What would happen if an element in the food chain were to change?	How do omnivores, carnivores and herbivores teeth differ? What teeth do humans have? What are the layers of a tooth? What is the digestive system? What are the organs in the digestive system?
Skills	Gather, record and classify data Answer questions and make conclusions Ask questions	Gather, record and classify data	Ask questions Gather, record and classify data Present findings Answer questions and make conclusions Present findings	Make observations Ask questions Plan Gather, record and classify data Present findings Answer questions and make conclusions
Vocabulary	appliances, plug, socket, cell, electrocuted, circuit, switch, battery, buzzer, conductor, insulator		vertebrate, invertebrate, soft bodied invertebrate, flowering plant, non-flowering plant, seasonal changes, natural resources, rewilding, nature reserve, producer, consumer, prey, predator, farming, overfishing, hunting	incisors, canines, premolars, molars, enamel, root, decay, digestive system, mouth, oesophagus, stomach, small intestine, large intestine, rectum, saliva