Year 4 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	The whale Setting Narrative Newspaper Report	Leaf Outsider narrative Diary	Arthur and the golden rope Myth Info Guide	The Promise Character Narrative Bargain letter	The Lost Book of adventure Survival narrative Survival guide	King Kong Dilemma narrative Balanced argument
Reading	<u>Autumn 1: Year 4</u> P – And everything will be glad to see NF – Kid vs adults, ultimate quiz book F – Tales from Africa and Caribbean folk tales NF – 42 Artists everyone knows F – The song walker P – Over to you	<u>Autumn 2: Year 4</u> NF – Atlas of ocean adventures F – The legend of Podkin one-ear P – The lost words NF – Start to cook F – Viking boy P – Love that dog	<u>Spring 1:</u> Year 4 NF - You can do anything F – The girl who stole and elephant P – The complete nonsense of Edward Lear NF – 100 forest school activities F – The boy at the back of the class P – Odder	<u>Spring 2: Year 5</u> NF – The moon F – Ballet shoes P – 100 best poems NF – Knowledge encyclopaedia: space F – Storm keeper's island P – Wonderland: Alice in poetry	<u>Summer 1: Year 5</u> NF – Mythologica F – The nowhere emporium P – Where my wellies take me NF – The illustrated encyclopaedia of ugly animals F – No Ballet shoes in Syria P – Tiger, tiger burning bright	<u>Summer 2: Year 5</u> NF – Magic your mind happy F – Kick P – Inside out and back again NF – Windrush child F – Sky song P – Fear and the last snow deer.
Maths focus	**Place Value** Step 1: **Represent numbers to 1,000** (Read and write numbers up to 1,000 in numerals and words (Y3) • Identify, represent and estimate numbers using different representations) Step 2: **Partition numbers to 1000** (Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones) and Identify, represent and estimate numbers using different representations Step 3: **Number line to 1000** (Identify, represent and estimate numbers using different representations) Step 4: **Thousands** (Count in multiples of 6, 7, 9, 25 and 1,000) Step 5: **Represent numbers to 10,000** (Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones) tens • Identify, represent and estimate numbers using different representations) Step 6: **Partition numbers to 10,000** (Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones) tens • Identify, represent and estimate numbers using different representations) Step 7: **Flexible Partitioning to 10,000** (Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones) • Identify, represent and estimate numbers using different representations) Step 8: **Find 1, 10, 100, 1000 more or less** (Find 1,000 more or less than a given number) Step 9: **Number line to 10,000** (Identify, represent and estimate numbers using different representations • Order and compare numbers beyond 1,000)		**Multiplication and Division B** **Step 1** Factor pairs **Step 2** Use factor pairs **Step 3** Multiply by 10 **Step 4** Multiply by 100 **Step 5** Divide by 10 **Step 6** Divide by 100 **Step 7** Related facts – multiplication and division **Step 8** Informal written methods for multiplication **Step 9** Multiply a 2-digit number by a 1-digit number **Step 10** Multiply a 3-digit number by a 1-digit number	**Decimals B** • **Step 1** Make a whole with tenths • **Step 2** Make a whole with hundredths • **Step 3** Partition decimals • **Step 4** Flexibly partition decimals • **Step 5** Compare decimals • **Step 6** Order decimals • **Step 7** Round to the nearest whole number • **Step 8** Halves and quarters as decimals **Money** • **Step 1** Write money using decimals • **Step 2** Convert between pounds and pence • **Step 3** Compare amounts of money • **Step 4** Estimate with money • **Step 5** Calculate with money • **Step 6** Solve problems with money		

	Step 10: **Estimate numbers to 10,000** (Identify, represent and estimate numbers using different representations • Order and compare numbers beyond 1,000) Step 11: **Compare numbers to 10,000** (Order and compare numbers beyond 1,000) Step 12: **Order numbers to 10,000** (Order and compare numbers beyond 1,000) Step 13:**Roman Numerals** (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) Step 14: **Round to the nearest 10** (Round any number to the nearest 10, 100 or 1,000) Step 15: **Round to the nearest 100** (Round any number to the nearest 10, 100 or 1,000) Step 16: **Round to the nearest 1000** (Round any number to the nearest 10, 100 or 1,000) Step 17:**Round to the nearest 10,100 and 10,000** (Round any number to the nearest 10, 100 or 1,000) **Addition and Subtraction** Step 1**: Add and Subtract 1's 10's, 100's, 1000's (**Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why) Step 2: **Add up to two digit numbers** (Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why) Step 3: **Add two 4 digit numbers (**Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why) Step 4: **Add two 4 digit numbers - more than one exchange** (Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why) Step 5: **Subtract two 4 digit numbers – No Exchange** (Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate ? • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why) Step 6: **Subtract two 4 digit numbers - one exchange** (Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate ? • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why) Step 7: **Subtract two 4 digit numbers – More than one exchange** (Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why) Step 8: **Efficient Subtraction** (Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate) Step 9: **Estimate Answers** (Estimate and use inverse operations to check answers to a calculation)	**Step 11** Divide a 2-digit number by a 1-digit number (1) **Step 12** Divide a 2-digit number by a 1-digit number (2) **Step 13** Divide a 3-digit number by a 1-digit number **Step 14** Correspondence problems **Step 15** Efficient multiplication **Length and Perimeter** **Step 1** Measure in kilometres and metres **Step 2** Equivalent lengths (kilometres and metres) **Step 3** Perimeter on a grid **Step 4** Perimeter of a rectangle **Step 5** Perimeter of rectilinear shapes **Step 6** Find missing lengths in rectilinear shapes **Step 7** Calculate perimeter of rectilinear shapes **Step 8** Perimeter of regular polygons **Step 9** Perimeter of polygons **Fractions** **Step 1** Understand the whole **Step 2** Count beyond 1 **Step 3** Partition a mixed number	**Time** • **Step 1** Years, months, weeks and days • **Step 2** Hours, minutes and seconds • **Step 3** Convert between analogue and digital times • **Step 4** Convert to the 24 hour clock • **Step 5** Convert from the 24 hour clock **Shape** • Step 1 Understand angles as turns • Step 2 Identify angles • Step 3 Compare and order angles • Step 4 Triangles • Step 5 Quadrilaterals • Step 6 Polygons • Step 7 Lines of symmetry • Step 8 Complete a symmetric figure **Statistics** • **Step 1** Interpret charts • **Step 2** Comparison, sum and difference • **Step 3** Interpret line graphs • **Step 4** Draw line graphs **Position and direction** • **Step 1** Describe position using coordinates • **Step 2** Plot coordinates • **Step 3** Draw 2-D shapes on a grid • **Step 4** Translate on a grid • **Step 5** Describe translation on a grid

	Step 10: **Checking Strategies** (Estimate and use inverse operations to check answers to a calculation) **Measurement Area** Step 1: What is Area (Find the area of rectilinear shapes by counting squares) Step 2: Count Squares (Find the area of rectilinear shapes by counting squares) Step 3: Make Shapes (Find the area of rectilinear shapes by counting squares) Step 4: Compare Areas (Find the area of rectilinear shapes by counting squares) **Multiplication and Division** Step 1: **Multiples of 3** (Recall multiplication and division facts for multiplication tables up to 12 × 12 • Recognise and use factor pairs and commutativity in mental calculations) Step 2: **Multiples of 6** (Recall multiplication and division facts for multiplication tables up to 12 × 12 • Recognise and use factor pairs and commutativity in mental calculations) Step 3: **6 times tables and division facts** (Recall multiplication and division facts for multiplication tables up to 12 × 12 • Count in multiples of 6, 7, 9, 25 and 1,000 Step 4: **Multiply and divide by 9** (Recall multiplication and division facts for multiplication tables up to 12 × 12 • Count in multiples of 6, 7, 9, 25 and 1,000 Step 5:**9 times tables and division facts** (Recall multiplication and division facts for multiplication tables up to 12 × 12 • Count in multiples of 6, 7, 9, 25 and 1,000 Step 6:**The 3, 6 and 9 times tables** (Recall multiplication and division facts for multiplication tables up to 12 × 12 • Count in multiples of 6, 7, 9, 25 and 1,000 Step 7: **Multiply and Divide by 7** (Recall multiplication and division facts for multiplication tables up to 12 × 12 • Count in multiples of 6, 7, 9, 25 and 1,000 Step 8: **7 times tables and division facts** (Recall multiplication and division facts for multiplication tables up to 12 × 12 • Count in multiples of 6, 7, 9, 25 and 1,000 Step 9: **11 times tables and division facts** (Recall multiplication and division facts for multiplication tables up to 12 × 12 ÷ 11? • Recognise and use factor pairs and commutativity in mental calculations) Step 10: **12 times tables and division facts** (Recall multiplication and division facts for multiplication tables up to 12 × 12 • Recognise and use factor pairs and commutativity in mental calculations) Step 11: **Multiply by 1 and 0** (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) Step 12: **Divide a number by 1 and itself** (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) Step 13: **Multiply three numbers** (Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers)	**Step 4** Number lines with mixed numbers **Step 5** Compare and order mixed numbers **Step 6** Understand improper fractions **Step 7** Convert mixed numbers to improper fractions **Step 8** Convert improper fractions to mixed numbers **Step 9** Equivalent fractions on a number line **Step 10** Equivalent fraction families **Step 11** Add two or more fractions **Step 12** Add fractions and mixed numbers **Step 13** Subtract two fractions **Step 14** Subtract from whole amounts **Step 15** Subtract from mixed numbers **Decimals** **Step 1** Tenths as fractions **Step 2** Tenths as decimals **Step 3** Tenths on a place value chart **Step 4** Tenths on a number line **Step 5** Divide a 1-digit number by 10 **Step 6** Divide a 2-digit number by 10 **Step 7** Hundredths as fractions **Step 8** Hundredths as decimals	

			Step 9 Hundredths on a place value chart **Step 10** Divide a 1- or 2-digit number by 100	
Science focus	Digestion and teeth Food Chains 1. Where does all the food we eat go? 2. What teeth do humans have? 3. What do teeth do in the digestive system? 4. What happens to food after we put in our mouths? 5. What do animals eat? 6. What do animal teeth tell us? Key Vocabulary: Oesophagus, Intestines (large and small), Molar, Canine, Incisor Key person –William Beaumont	Sound Link to DT – (electricity) 1. How are sounds made? 2. How do sounds reach our ears? 3. How can we change the volume of a sound? 4. How does the volume of sound change as we move away from the source? 5. How can we change the pitch of sound? 6. What affects the pitch of a plucked note? Key Vocabulary: Vibrate/vibration, pitch, volume, decibel, variable.	Changes of State Lesson Objectives: 1. To identify if a material is a liquid or a solid. 2. To measure temperature. 3. To investigate how temperature affects ice cubes. 4. To know the difference between melting and freezing. 5. To discuss and explore if spaces can be empty. 6. To explore evaporation and how it helps things dry. Key Vocabulary: evaporation, liquid, solid, gas, condensation.	Classification of Plants and Animals Lesson Objectives: 1. To understand how living things can be classified 2. To understand how to classify vertebrates 3. To understand how to classify invertebrates 4. To experiment using a branching key 5. To research and investigate, 'what is this living thing?' 6. To research the biologist, Carl Linnaeus Key Vocabulary: classification, vertebrates, invertebrates, crustacean, exoskeleton Human Impact on the Environment Lesson Objectives: 1. To investigate the impact of litter around school 2. To observe how materials change over time 3. To understand how microplastics find themselves in the food chain 4. To research the prevention of microplastics 5. To understand the importance of how to clean birds after an oil spill Key Vocabulary: decomposition, pollution, global, recycling, organically
History	Stone Age	Ancient Egypt Key Person - Tutankhamun		Ancient Greece Focus – Democracy

	Historical concepts - Civilization, Invention and Legacy Stone Age Lesson Objectives: To understand what humans needed for survival in the Stone Age. To understand what Skara Brae was and why it was important To compare how the Bronze Age was different to the Stone Age To understand what Stone Henge can tell us about the past To compare and contrast how the Iron Age was different to the Stone and Bronze Age. Key Vocabulary: Pre-historic, Neolithic, Paleolithic, Domestication, Nomadic Key Place – Skara Brae, Stone Henge	Historical concepts - Monarchy and Rulers and Civilisation Learning Objectives: 1. Know when the Ancient Egyptians lived in relation to other periods studied 2. To recognise the use of hieroglyphics by The Egyptians and its impact. 3. To understand the process of mummification as a ritual for The Egyptians and their belief of an afterlife. 4. To understand the significance of the pharaohs and pyramids **(Pyramid of Giza)** 5. To know why **The River Nile** was so important for the Civilisation. Compare and contrast to other important landmarks in history (Stonehenge. Skara Brae) 6.To research the life and death of Tutankhamun (Howard Carter's discovery – link to diary entry) Key Vocabulary: Afterlife, mummification, canopic jar, papyrus, hieroglyph,	Key Person - Homer Historical concepts - Monarchy and Rulers and Civilisation **Ancient Greece** 1. To place Ancient Greece accurately on a historical timeline. 2. To explain how Ancient Greek city-states were organised (including Athens and Sparta). 3. To understand the idea of democracy and how decisions were made in Athens. 4. To research the life of Alexander The Great and why he was a significant historical figure. (Why was he great?) 5. To investigate Greek achievements. (philosophy, theatre, maths, architecture) 6. To compare aspects of Ancient Greek life with modern Britain. (What have The Greeks done for us?). **Key Vocabulary:** Democracy City-state Philosopher Citizen Civilization

Geography	Maps of Europe including Russia Prior knowledge: Countries of the Uk Continents and World Oceans Maps of Europe Lesson Objectives: 1. Identify and locate countries in Europe (France, Germany, Spain, Greece, Italy, Denmark, Norway, Russia) 2. Locate the Northern and Southern Hemisphere, equator, lines of latitude and longitude, Tropic of Cancer – identify and place on map. 3. Locate key mountain ranges, rivers and oceans in Europe on maps. 4. Atlantic Ocean – focus on Amelia Earhart's journey over the Atlantic Ocean – focus on scale and distance on maps. 5. Writing outcome – Amelia Earharts Journey across the Atlantic. Key Vocabulary: Equator, Northern and Southern Hemispheres, Tropic of Cancer, Scale, Time Zones	Rivers – trade and economics Water cycle Prior Knowledge Weather Contrasting locations Continents and Oceans Lesson objectives 1. Describe and understand key aspects of the water cycle. 2. Name and locate key rivers in the UK. 3. Recognise and label the key features of a river and how erosion and deposition affect them. 4. Understand the human geography around rivers. Look at the types of settlements and land use around key rivers and understand how some of these aspects have changed over time. 5. Understand the importance of trade links using rivers and how this has changed over times. Compare the River Thymes and the River Nile (links to History). Key Vocabulary water cycle, river, erosion, deposition, settlements, trade Field trip to local river take photos and sketch. Key Place The River Thymes and the River Nile	Volcanoes and Mountains Prior Knowledge: human and physical features of different areas, continents and oceans, Lesson Objectives 1. Explain how mountains are formed and compare mountains e.g. heights. 2. Describe how volcanoes are formed, the structure of the Earth and features of a volcano. 3. To locate major mountain ranges and volcanic regions on a world map. Compare a mountain region and a volcanic region. 4. To identify the Ring of Fire and explain its global position. 5. Describe the risks and benefits of living near a volcano. 6. To find out about significant explorers- Sir Edmund Hillary and Tenzing Norgay. Key vocabulary volcano, mountain, Ring of fire, eruption, summit, ridge, altitude Key Person - Sir Edmund Hillary and Tenzing Norgay

	Key People: Amelia Earhart					
Computing	**Computing Systems and Network – The Internet** Lesson Objectives: To describe how networks physically connect to other networks. To recognise how networked devices make up the internet. To outline how websites can be shared via the World Wide Web (WWW) To recognise how the content of the WWW is created by people. **Network, Router, Internet, World Wide Web, Content Creator** E-safety Thread – look at the consequences of unreliable content on the internet and how to keep safe when using different websites.	**Creating Media – Audio Production** Lesson Objectives – To identify the input and output devices used to record and play sound and to record audio on a device. To inspect the sound wave view and trim audio. To plan appropriate content for a podcast and to save mu podcast to edit in future. To create a podcast. To combine audio to enhance my podcast project. **Input Device, Output Device, Waveform, Trimming, Podcast** E-safety thread – discuss personal information and what should/should not be shared on podcasts. Discuss consequences of actions and digital footprint.	**Programming A - Repetition in shapes** Lesson objective To explore a new programming environment To identify that commands have an outcome To explain that a program has a start To recognise that a sequence of commands can have an order To change the appearance of my project To create a project from a task description **Programming Environment, Command, Sequence, Order, Sprite** Discuss online identity and privacy, understanding	**Data and Information – Data Logging** Lesson objective To create questions with yes/no answers To identify the attributes needed to collect data about an object To create a branching database To explain why it is helpful for a database to be well structured To plan the structure of a branching database To independently create an identification tool **Data Logger, Sensor, Interval,**	**Creating Media – Photo Editing** **Lesson 1** To explain that the composition of digital images can be changed I can improve an image by rotating it I can explain why I might crop an image I can use photo editing software to crop an image I understand that editing images can be unethical **Lesson 2** To explain that colours can be changed in digital images I can explain that different colour effects make you think and feel different things I can experiment with different colour effects I can explain why I chose certain colour effects **Lesson 3** To explain how cloning can be used in photo editing I can add to the composition of an image by cloning	**Programming B – Repetition in Games** **Lesson 1** To develop the use of count-controlled loops in a different programming environment I can list an everyday task as a set of instructions including repetition I can predict the outcome of a snippet of code I can modify a snippet of code to create a given outcome **Lesson 2** To explain that in programming there are infinite loops and count-controlled loops I can modify loops to produce a given outcome I can choose when to use a count-controlled and an infinite loop I can recognise that some programming languages enable more than one process to be run at once **Lesson 3** To develop a design that includes two or

			why we should use safe avatars and project names rather than personal information when creating and saving digital projects.	**Data Collection, Analysis** Discuss automated data collection and privacy, exploring how smart sensors (like location tracking, health monitors, or smart home devices) gather personal data continuously.	I can identify how a photo edit can be improved I can remove parts of an image using cloning **Lesson 4** To explain that images can be combined I can experiment with tools to select and copy part of an image I can use a range of tools to copy between images I can explain why photos might be edited **Lesson 5** To combine images for a purpose I can describe the image I want to create I can choose suitable images for my project I can create a project that is a combination of other images **Lesson 6** To evaluate how changes can improve an image I can review images against a given criteria I can use feedback to guide making changes I can combine text and my image to complete the project **Photo Editing, Composition,**	more loops which run at the same time I can choose which action will be repeated for each object I can explain what the outcome of the repeated action should be I can evaluate the effectiveness of the repeated sequences used in my program **Lesson 4** To modify an infinite loop in a given program I can identify which parts of a loop can be changed I can explain the effect of my changes I can re-use existing code snippets on new sprites **Lesson 5** To design a project that includes repetition I can evaluate the use of repetition in a project I can select key parts of a given project to use in my own design I can develop my own design explaining what my project will do **Lesson 6**

					Crop, Filter, Cloning Discuss digital manipulation, body image, and online trust: exploring how altered photos on social media/advertising can mislead viewers and affect feelings of self-worth.	To create a project that includes repetition I can refine the algorithm in my design I can build a program that follows my design I can evaluate the steps I followed when building my project **Count-controlled Loop, Infinite Loop, Repetition, Sprite, Algorithm** Discuss online gaming habits and screen time balance, understanding how game mechanics (like infinite loops and rewards) are designed to keep players engaged.
RE	L2.5a **Recall** and **describe** at least two religious and two non-religious celebrations (e.g., Christmas, Eid,	L2.10	U2.1 Outline clearly a Christian understanding of what God is like,	L2.8 Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1)		

	Diwali; birthdays, national holidays). **Identify and explain** specific features of how people mark these occasions – including rituals, foods, symbols, music, gatherings. **Recognise similarities and differences** in how different communities celebrate (for example, use of light, sharing food, reflecting, giving). **Explain why celebrations matter** to belief communities – i.e., what these festivals express about identity, values, beliefs, family or community bonds.	**Explain links** between key Jewish stories and beliefs: **Describe how festivals and family life express beliefs**. **Explore and suggest what is worth celebrating or remembering**, drawing connections to their own lives:	using examples and evidence (A2). Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). Present different views on why people believe in God or not, including their own ideas (C1).	Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2) Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2) Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).		
PE	Handball Learning objectives: 1. To protect the ball from our opponent after catching it 2. Basic overarm shooting technique 3. To build an attack in a team using the 3- man weave 4. To perform turns on the move to get back and defend 5. To perform a 7-metre throw with power and accuracy 6. To use a throw off to restart a game OAA Learning objectives:	Gymnastics unit 1 Learning objectives 1. to perform a 6-element sequence that uses changes in speed and direction. 2. to use the STEP principle to create and perform a partner sequence. 3. to take weight on our hands, showing control. 4. to develop a sequence using compositional ideas, e.g. pathways 5. to co-operate as a group to refine a short sequence. 6. to compare and judge sequences. Netball Learning objectives 1. to protect the ball once we have caught it.	Gymnastics unit 2 Learning objectives 1. to perform a weighted bunny hop showing control and balance. 2. an arabesque balance and over-theshoulder roll. 3. to identify and engage core muscles for stability. 4. to smoothly transition from a front support to side support. 5. to perform a shoulder stand with control.	Dance unit 1 Learning objectives 1. How to create a secret agent solo dance. 2. To remember, perform and master an agent phrase. 3. To develop a trio dance using relationship variations 4. To create a combat trio	Dance unit 2 Learning objectives 1. To use the Jumanji story to create a dice and counter solo dance 2. How to remember, master and perform a monsoon phrase. 3. To develop a trio dance using relationship variations like moving away/towards. 4. To create a rhino trio phrase and use timing to	Yoga Learning objectives 1. To develop the breathing technique needed for each yoga pose. 2. To develop poses that involve flexibility 3. To develop oses that involve balancing 4. To develop poses that

	1. To work collaboratively to complete a problem-solving task 2. To work collaboratively to create shapes whilst blindfolded 3. To name and recognise the cardinal points of the compass 4. To complete an orienteering task calmly under time pressure 5. To work with a partner to use a map to follow a course 6. To recognise and recall common map symbols from a key	2. to use basic shooting techniques in a game. 3. one-to-one marking. 4. to pivot once we have caught the ball. 5. to use quick feet. 6. to use preliminary moves.	6. to combine all elements of this unit, showing smooth transitions. Hockey <u>Leaning objectives</u> 1. to perform a push pass with accuracy. 2. to perform a straight dribble to maintain possession. 3. to use reverse-stick to control a ball on the far side of our body. 4. to use a slap pass to send the ball over longer distances. 5. to turn to keep the ball under control and move into space. 6. to develop new skills in competitive situations and look to improve.	5. To use gestures to create a secret mission ending. 6. To perform a secret agent dance with control, precision and skill. Tennis 1. to return to the middle of the court after playing a shot. 2. to accurately use the forehand in game situations to score points. 3. to play a backhand shot with some control. 4. to combine ready position and court	make it interesting to watch. 5. To use actions to create the ending to the board game. 6. To use performance skills in our Jumanji dance, showing control, precision and skill. Athletics <u>Learning objectives</u> 1. To challenge ourselves in running, jumping and throwing tasks 2. To accelerate over short distances. 3. To run and jump using one-footed take-off. 4. To use a sling action to throw a discus. 5. To run on a curve and exchange a baton in our team 6. To apply the skills we have developed in	involve movement. 5. To develop poses that involve movement. 6. To complete a full routine of Yoga poses. Rounders <u>Learning objectives</u> 1. To hit the ball in different directions. 2. To run between the posts and avoid getting stumped out. 3. To intercept the ball using one hand. 4. To underarm bowl, abiding by the rules of bowling. 5. To play the role of backstop in a small game. 6. The rounders scoring system and using

				movement to consistently return the serve. 5. to work with a partner to score points in a game. 6. to use forehand and backhand shots to score points in a competitive situation.	a competitive way	it in a game.
Art	**Drawing – The eyes have it** Lesson Objectives: To draw using tone to create a 3D effect. To explore proportion and tone when drawing. To plan a composition for a mixed-media drawing. To use shading techniques to create pattern and contrast (link to eyes – Hector Gonzales)	**Painting and Mixed Media- Portraits** Lesson Objectives: To explore how artist Chila Kumari Burman uses portraiture to represent identity and cultural heritage. To mix paint to create expressive, vibrant backgrounds inspired by South Asian colour palettes To draw an observational self-portrait using correct facial proportions. To create relief prints of personal and cultural symbols to layer onto a portrait. To apply mixed-media techniques and embellishments to add texture and personal symbolism. (final response double lesson)	**Sculpture- Gargoyles** Lesson Objectives: To learn about sculptors, developing an understanding of their style and techniques. To learn about sculptors, developing an understanding of their style and techniques. To be able to use a range of tools and techniques to create different effects. To plan a gargoyle 3D structure considering style, techniques and design features. To create a clay 3D sculpture of a gargoyle using a range of clay techniques. To evaluate my completed sculpture Key Vocabulary : Impress, carve, coil, slab, gargoyle, grotesque, pinch pot Key Person: Franz Messerschmidt Trip – Rochdale Town Hall		

	To work collaboratively to develop drawings into prints (link to eyes) Key Vocabulary: contrast, gradient, observational drawing, tone, proportion Key person: Hector Gonzales	To evaluate a completed mixed-media portrait and reflect on how it communicates personal identity. Key Vocabulary: Identity, Portrait, Mixed-Media, Heritage, Symbolism, Embellishment Key person: Chila Kumari Burman		
D.T	**Electrical Systems- Torches** Lesson Objectives: To learn about electrical items and how they work. To analyse and evaluate electrical products. To design a product to fit a set of specific user needs. To make and evaluate a torch.	**Structures- Pavilions** Lesson Objectives: To create a range of different shapes frame structures. To design a structure. To build a frame structure. To add cladding to a frame stricture. Key Vocabulary- Cladding, innovative, natural, reinforce, structure, 3D shapes	**Cooking and Nutrition – Adapting a Recipe** Lesson Objectives: To evaluate existing biscuit products To prepare and cook a dish To select ingredients to follow a budget and to design a final biscuit	**Textiles- Stuffed Toys** Lesson Objectives: To design a stuffed toy. To sew a blanket stitch. To create and add decorations to fabric. To use a blanket stitch to assemble the components of a stuffed toy. Key Vocabulary- accurate, template, blanket stitch, annotate, appendage, fabric.

	Key Vocabulary- Insulator, target audience, series circuit, circuit diagram, conductor.	Geography- Focus on World Expo Event (where is it being held?)	To take inspiration from existing products and their packaging To make, test and evaluate a prototype biscuit (based on an adapted recipe) Key vocabulary – Adapt, budget, hygiene, appearance, modify Link to Science – Digestion Key person: Nadiya Hussain	Key person: Margarete Steiff
Music Focus	**Body and tuned percussion: Theme : Rainforests** Lesson objectives: 1. To identify structure and texture in music. 2. To use body percussion. 3. To create musical rhythms using body percussion. 4. To create simple tunes. 5. To build and improve a composition.	**Changes in pitch, tempo and dynamics (Theme: Rivers)** Lesson objectives: 1. To sing in two parts using expression and dynamics. 2. To recognise key elements of music. 3. To perform a vocal ostinato. 4. To create and perform ostinato. 5. To improve and perform a piece of music based around ostinatos. KEY VOCABULARY: a cappella dynamics mood	**Rock and Roll** Lesson objectives: 1. To understand the history of rock and roll music. 2. To perform with a sense of style. 3. To play a walking bass line	**Adapting and transposing motifs (Theme: Romans)** Lesson objectives: 1. To sing in tune and in time. 2. To understand what a musical motif is. 3. To compose a notate a motif. 4. To develop and transpose a musical motif. 5. To combine and perform different versions of a musical motif. KEY VOCABULARY: backing track bass line beat

	KEY VOCABULARY: Body percussion, combine, compose, contrast, contrasting rhythms, dynamics, inspiration, layers, loop, melody line, organisation, pitch, record, repeated melodies, rhythm sections, structure, tempo, texture, tune, tuned percussion.	ostinato parts percussion rhythm round texture tempo	on tuned percussion. 4. To be able to play a rock and roll piece of music. KEY VOCABULARY: bass line beat chorus dynamics flat notes hand jive in-time in-tune notation originate pitch rhythm rhythmic patterns rock and roll sections sequence style sharp notes tempo untuned percussion verse vocals walking bass line	call and response compose crotchet dotted minim flats graphic notation in-time in-tune key key signature loop lyrics minim motif notation ostinato pitch quavers repeating patterns repetition rhythm rhythmic notation riff semibreve sharps tempo transpose tuned instrument vocal warm-ups

PSHE Focus	Book - The Grand Hotel of Feelings 1.I can tell you a range of feelings words and can explain when I have felt these feelings. 2.I can tell you why it is important to listen to our emotions. 3.I can describe examples of how people experience more than one feeling at a time 4.I can explain how my feelings might change as I grow up. 5. I can tell you what I could do if my feelings are too big to handle myself Link to British Values - Mutual Respect, Tolerance, Individual Liberty	Book - Penguin Pig I can tell you the risks of making friends online including the risks of talking to people I have never met and how people sometimes pretend to be someone they are not I can tell you why it is important to treat people online the same as you treat people in person I can tell you some strategies for managing online bullying I can tell you how to critically consider sources of information I can tell you how information and data is shared and used online Link to British Values - Mutual Respect, Tolerance, Individual Liberty, Rule of Law	Book - The Moose Belongs To Me 1.I can tell you how friends should treat each other. 2.I can politely say 'no' when I don't want to do something. 3.I can explain that friendships have ups and downs. 4.I can tell you some ways I can repair a damaged friendship. 5.I can explain how rules and laws protect me and others. Link to British Values - Mutual Respect, Tolerance, Individual Liberty	Book - The Proudest Blue I can tell you about my cultural heritage. I can tell you about ways my family and friends support me. I can tell you how I show respect to people who have different beliefs to me. I can tell you about some of the different types of bullying (including online bullying) and I can tell you some strategies to resist this and to get help.	Book - The Tunnel 1.I can tell you what a dare is and how dares make people feel. 2.I can use a 5 point scale to tell you how risky something is. 3.I can tell you what peer pressure is and how to resist anything that is dangerous, uncomfortable or feels wrong. 4.I can tell you how taking risks can be a positive thing and how this can build up my resilience. 5.I can tell you what I should do in an emergency situation. Link to British Values - Mutual Respect, Tolerance, Individual Liberty	Book - Mama Miti I can tell you about safe and unsafe exposure to the sun and how to reduce the risk of sun damage. I can tell you how serving others can help my wellbeing. I can tell you what a role model is and who my role models are. I can tell you about something I am passionate about. I can tell you how to show respect for different languages and the benefits of speaking different languages. Link to British Values - Mutual Respect, Tolerance, Individual Liberty

				I can tell you about the impact of bullying on mental wellbeing. Link to British Values - Mutual Respect, Tolerance, Individual Liberty		

Phonics and reading: We use 'Read, Write, Inc.' for our phonics across school. We use 'Ready Steady Read' for reading. Please see our phonics and reading page on the website for more information and videos which explain how to support at home.

Writing: We use 'Ready Steady Write' for more information on this, please visit our Writing page on the website.

Maths: We use 'White Rose Maths' for more information on this, please visit our Maths page on the website.