

Year 4 – Curriculum Map 2019/20

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	The Romans		Rainforests		Eureka!	
English	<p><u>Speaking and Listening</u> To listen and respond appropriately to adults and their peers To ask relevant questions to extend their understanding and knowledge To use relevant strategies to build their vocabulary To speak audibly and fluently with an increasing command of Standard English To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>		<p><u>Speaking and Listening</u> To listen and respond appropriately to adults and their peers To ask relevant questions to extend their understanding and knowledge To use relevant strategies to build their vocabulary To speak audibly and fluently with an increasing command of Standard English To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings To articulate and justify answers, arguments and opinions To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments To participate in discussions, presentations, performances, role play, improvisations and debates To gain, maintain and monitor the interest of the listener(s) To select and use appropriate registers for effective communication.</p>		<p><u>Speaking and Listening</u> To listen and respond appropriately to adults and their peers To ask relevant questions to extend their understanding and knowledge To use relevant strategies to build their vocabulary To speak audibly and fluently with an increasing command of Standard English To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings To articulate and justify answers, arguments and opinions To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments To participate in discussions, presentations, performances, role play, improvisations and debates To gain, maintain and monitor the interest of the listener(s) To select and use appropriate registers for effective communication. To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	
	<p><u>Reading</u> <u>Word Reading</u> •To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet •To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <u>Comprehension</u> <u>To develop positive attitudes to reading and understanding of what they read by:</u> •listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes •using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including myths and legends, retelling some of these orally</p>		<p><u>Reading</u> <u>Word Reading</u> •To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet •To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <u>Comprehension</u> <u>To develop positive attitudes to reading and understanding of what they read by:</u> •listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes •using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairytales, retelling some of these orally</p>		<p><u>Reading</u> <u>Word Reading</u> •To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet •To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <u>Comprehension</u> <u>To develop positive attitudes to reading and understanding of what they read by:</u> •listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes •using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including retelling some of these orally</p>	

<p>•discussing words and phrases that capture the reader's interest and imagination</p>	<p>•discussing words and phrases that capture the reader's interest and imagination</p> <p>•reading books that are structured in different ways and reading for a range of purposes</p> <p>•identifying themes and conventions in a wide range of books</p> <p><u>Understand what they read, in books they can read independently, by:</u></p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • retrieve and record information from non-fiction • 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. 	<p>•discussing words and phrases that capture the reader's interest and imagination</p> <p>• reading books that are structured in different ways and reading for a range of purposes</p> <p>•identifying themes and conventions in a wide range of books</p> <p>• recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>•preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p><u>Understand what they read, in books they can read independently, by:</u></p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • retrieve and record information from non-fiction • 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. • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning 	<p>•discussing words and phrases that capture the reader's interest and imagination</p> <p>• reading books that are structured in different ways and reading for a range of purposes</p> <p>•identifying themes and conventions in a wide range of books</p> <p>• recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>•preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p><u>Understand what they read, in books they can read independently, by:</u></p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • retrieve and record information from non-fiction • 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. • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning
<p><u>Writing Transcription</u></p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often miss-pelt (English Appendix 1) • use the first two or three letters of a word to check its spelling in a dictionary <p><u>Writing: Handwriting</u></p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 	<p><u>Writing Transcription</u></p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often miss-pelt (English Appendix 1) • use the first two or three letters of a word to check its spelling in a dictionary • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p><u>Writing: Handwriting</u></p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 	<p><u>Writing Transcription</u></p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often miss-pelt (English Appendix 1) • use the first two or three letters of a word to check its spelling in a dictionary • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p><u>Writing: Handwriting</u></p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down- 	<p><u>Writing Transcription</u></p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often miss-pelt (English Appendix 1) • use the first two or three letters of a word to check its spelling in a dictionary • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p><u>Writing: Handwriting</u></p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-

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Writing: Composition

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft & write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- learning from its structure, vocabulary and grammar
- discussing and recording ideas

Draft & write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme • in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate & edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing: Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2

Indicate grammatical and other features by:

- using commas after fronted adverbials
- using and punctuating direct speech
- using and understanding the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

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Writing: Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns

		<ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition indicating possession by using the possessive apostrophe with plural nouns 	<ul style="list-style-type: none"> learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by: using commas after fronted adverbials using and punctuating direct speech using and understanding the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. using the present perfect form of verbs in contrast to the past tense
Maths	<p>To count in multiples of 6, 7, 9, 25 and 1,000</p> <p>To find 1,000 more or less than a given number</p> <p>To recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s)</p> <p>To order and compare numbers beyond 1,000</p> <p>To identify, represent and estimate numbers using different representations</p> <p>To round any number to the nearest 10, 100 or 1,000</p> <p>To read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.</p> <p>To add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>To estimate and use inverse operations to check answers to a calculation</p> <p>To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p> <p>To recall multiplication and division facts for multiplication tables up to 12 x 12</p> <p>To multiply three numbers together</p> <p>To multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>To measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</p>	<p>To count backwards through 0 to include negative numbers</p> <p>To recall multiplication and division facts for multiplication tables up to 12 x 12</p> <p>To use factor pairs and commutativity in mental calculations</p> <p>To identify lines of symmetry; identify acute and obtuse angles</p> <p>To compare and order angles up to 180 degrees</p> <p>To compare and classify geometric shapes, including triangles and quadrilaterals</p> <p>To find the area of rectilinear shapes by counting</p> <p>To estimate, calculate and compare money in £ and p</p> <p>To recognise and show equivalent families of fractions</p> <p>To count in tenths and recognise tenths from dividing an object into 10 equal pieces and dividing a number by 10</p> <p>To recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>To recognise and write decimal equivalents to $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$;</p> <p>To order and compare decimals to 2dp</p> <p>To round decimals to the nearest integer.</p> <p>To add and subtract fractions with same denominator</p> <p>To solve problems involving fractions to calculate quantities, including non-unit fractions</p>	<p>To divide a 1 digit or 2-digit number by 10 and 100;</p> <p>To recap mental multiplication and formal multiplication skills</p> <p>To solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> <p>To interpret and present data appropriately including bar charts and time graphs</p> <p>To solve problems from bar charts, pictograms, tables etc</p> <p>To complete a simple symmetric figure</p> <p>To read, write and convert time between 12- and 24-hour clocks (analogue and digital)</p> <p>To solve problems converting between units of time</p> <p>To describe positions on grid in first quadrant as coordinates</p> <p>To describe movements between positions as translations using up/down and left/right</p> <p>To plot specified points and complete to make a polygon</p> <p>To convert between different units of measure</p>
Science	<p>Sound</p> <p>To describe how sound is made</p> <p>To explain how sound travels from a source to our ears</p> <p>To explain vibration in hearing</p> <p>To explore link between pitch and sound producing object</p> <p>To explore the link between volume and the strength of vibrations</p> <p>To describe what happens to sound as it travels away from its source.</p>	<p>All Living Things</p> <p>To recognise that living things can be grouped in a variety of ways</p> <p>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>To recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Electricity</p> <p>To identify common appliances that run on electricity</p> <p>To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p>

		<p><u>Animals including Humans</u> To describe the simple functions of the basic parts of the digestive system in humans To identify the different types of teeth in humans and their simple functions To construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><u>States of Matter</u> To compare and group materials together, according to whether they are solids, liquids or gases To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><u>Working Scientifically</u> To ask relevant questions and use different types of scientific enquiries to answer them To make systematic and careful observations take accurate measurements, use a range of equipment including thermometers To use results to draw conclusions, suggest improvements, make predictions and raise further questions To identify similarities, differences or changes related to scientific ideas and processes</p>	<p>To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit To recognise some common conductors and insulators, and associate metals with being good conductors</p> <p><u>Working Scientifically</u> To gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>To use straightforward scientific evidence to answer questions or to support their findings</p>
History	<p><u>British History (taught chronologically) A Broad History Study:</u> Roman Empire and impact on Britain / Julius Caesar's attempted invasion / Roman Empire and successful invasion / British Resistance e.g. Boudica / Romanisation of Britain A local history study e.g. visit Colchester Castle To describe some of the main events, people and changes. To give some reasons for, and results of, the main events and changes.</p> <p>To show factual knowledge and understanding of aspects of the history of Britain and the wider world. To show some understanding that aspects of the past have been represented and interpreted in different ways. To begin to select and combine information from different sources. To show developing understanding of chronology by their realisation that the past can be divided into different periods of time To recognise some of the similarities and differences between these periods, and their use of dates and terms</p>	N/A	<p><u>British History:</u> To understand significant turning points in British history in relation to science and scientific discoveries</p>
Geography	<p>To be able to identify the location of Europe and some of the countries within the continent To analyse and read maps/atlases/globes to track the Roman invasion</p>	<p>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities To use fieldwork to observe, measure and record To study a region of the UK (not local area) To locate world's countries, focussing on Europe</p>	<p>To describe and understand key aspects of the distribution of natural resources including energy and water.</p>

		<p>To focus on key physical and human features</p> <p>To use field work to observe, measure and record</p> <p>To study an area of the UK, that's not the local area</p> <p>To understand the water cycle</p>	
Design Technology	N/A	N/A	<p><u>Developing, Planning and Communicating Ideas</u></p> <p>To investigate similar products to the one to be made to give starting points for a design</p> <p>To draw/sketch products to help analyse and understand how products are made</p> <p>To think ahead about the order of their work and decide upon tools and materials</p> <p>To plan a sequence of actions to make a product</p> <p>To record the plan by drawing (labelled sketches) or writing</p> <p>To develop more than one design or adaptation of an initial design</p> <p>To propose realistic suggestions as to how they can achieve their design ideas</p> <p>To add notes to drawings to help explanations</p> <p><u>Construction</u></p> <p>To incorporate a circuit with a bulb or buzzer into a model</p> <p>To create frame structures, strengthen with diagonal struts</p> <p>To make structures more stable by giving them a wide base</p> <p>To measure and mark square selection, strip and dowel</p> <p><u>Evaluating</u></p> <p>To identify the strengths and weaknesses of their design ideas</p> <p>To decide which design idea to develop</p> <p>To consider and explain how the finished product could be improved</p> <p>To discuss how well the finished product meets the design criteria and how well it meets the needs of the user</p>
Art	<p>To use sketchbooks to collect, record and evaluate ideas</p> <p>To improve mastery of techniques such as drawing, painting and sculpture with various materials</p> <p>To search for pattern - discuss functionality of design, use of symbolism and analyse</p> <p>To refine use of colour by mixing and matching</p> <p>To use colour and texture to express, describe and communicate ideas</p>	<p>To use sketchbooks to collect, record and evaluate ideas</p> <p>To understand the qualities and potential of constructional and malleable materials as a means of problem solving and expression</p> <p>To develop listening and reading skills and consider the nature of design and make for different purposes</p> <p>To discuss the ways in which things were made – colour, form, techniques, materials</p> <p>To design working models and develop build-up of techniques</p>	<p>To use sketchbooks to collect, record and evaluate ideas</p> <p>To improve mastery of techniques such as drawing, painting and sculpture with various materials</p> <p>To learn about great artists, architects and designers such as, Graffiti: Banksy, Architecture: Christopher Wren, Interiors: David Hockney</p> <p>To learn a range of techniques with sheet materials including:</p> <ul style="list-style-type: none"> • Cutting slots • Cutting internal shapes • Using lolly sticks/card to make levers and linkages • Using linkages to make movement larger or more varied. • Creating nets

<p>Computing</p>	<p><u>Programming</u> To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><u>Finding Things Out and Esafety</u> To use internet safely and appropriately To explain how a search engine works To search the internet for information by using key words To know that not all websites are safe and that I shouldn't click on links if I don't know where they're taking me To discuss why I shouldn't trust everything I read and see on the internet To know that I shouldn't use the internet to talk to strangers To discuss the differences and similarities between finding information on the internet and finding information in different ways, such as looking through books</p>	<p><u>Word Processing and Desktop Publishing</u> To insert question, exclamation and speech marks into my document To delete and replace text To copy and paste to reorder my writing if needed To find images from the internet to copy and paste into my document To use the spellchecker to correct spelling errors To save draft copies as I'm completing my work</p> <p><u>Finding Things Out</u> To use internet safely and appropriately To explain how a search engine works To search the internet for information by using key words To know that not all websites are safe and that I shouldn't click on links if I don't know where they're taking me</p>	<p><u>Modelling</u> To talk about how people use spreadsheets in the real world To enter data into a spreadsheet To create a graph using the data in my spreadsheet To create a pie chart using the data in my spreadsheet To know that pie charts can be used to compare things To change the colour and style of my graph and pie chart To change the data in my spreadsheet and predict how it will affect my graph or pie chart</p>	<p><u>Graphics</u> To choose the right paint tool for what I need to do To choose a brush for a particular purpose and explain why To choose effects to add to my pictures and explain why To know how to add a layer to my picture To switch between layers and edit as needed To save draft copies To discuss the differences between using a paint editor on the computer and painting using real pain</p>	<p><u>Finding Things Out and Esafety</u> To use internet safely and appropriately To explain how a search engine works To search the internet for information by using key words To know that not all websites are safe and that I shouldn't click on links if I don't know where they're taking me</p>
<p>Music</p>	<p><u>Mamma Mia</u> To begin to recognise styles, find the pulse, recognise instruments, listen and discuss other dimensions of music. To identify pulse, rhythm, pitch, tempo and dynamics To create own responses, melodies and rhythms and record them in some way. To start to explore the link between sound and symbol. To work together in a group/band/ensemble and perform to each other and an audience</p>	<p><u>Glockenspiel</u> To begin to recognise styles, find the pulse, recognise instruments, listen and discuss other dimensions of music. To identify pulse, rhythm, pitch, tempo and dynamics To create own responses, melodies and rhythms and record them in some way. To start to explore the link between sound and symbol. To work together in a group/band/ensemble and perform to each other and an audience</p>	<p><u>Stop!</u> To begin to recognise styles, find the pulse, recognise instruments, listen and discuss other dimensions of music. To identify pulse, rhythm, pitch, tempo and dynamics To create own responses, melodies and rhythms and record them in some way. To start to explore the link between sound and symbol. To work together in a group/band/ensemble and perform to each other and an audience</p>	<p><u>Lean On Me</u> To begin to recognise styles, find the pulse, recognise instruments, listen and discuss other dimensions of music. To identify pulse, rhythm, pitch, tempo and dynamics To create own responses, melodies and rhythms and record them in some way. To start to explore the link between sound and symbol. To work together in a group/band/ensemble and perform to each other and an audience</p>	<p><u>Blackbird</u> To begin to recognise styles, find the pulse, recognise instruments, listen and discuss other dimensions of music. To identify pulse, rhythm, pitch, tempo and dynamics To create own responses, melodies and rhythms and record them in some way. To start to explore the link between sound and symbol. To work together in a group/band/ensemble and perform to each other and an audience</p>	<p><u>Reflect, Rewind and Replay</u> To begin to recognise styles, find the pulse, recognise instruments, listen and discuss other dimensions of music. To identify pulse, rhythm, pitch, tempo and dynamics To create own responses, melodies and rhythms and record them in some way. To start to explore the link between sound and symbol. To work together in a group/band/ensemble and perform to each other and an audience</p>

<p>RE</p>	<p><u>Islam</u> <u>Five Pillars of Islam</u> To describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>To describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>To explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>To understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p>	<p><u>Incarnation</u> <i>What is the Trinity?</i></p> <p>To describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance</p> <p>To observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p> <p>To discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>	<p><u>Hinduism –</u> <u>Brahman, the Trimurti and the Creation stories</u></p> <p>To describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>To describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>To explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning</p>	<p><u>Salvation</u> <i>Why do Christians call the day Jesus died 'Good Friday'?</i></p> <p>To describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>To discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p> <p>To observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>	<p><u>Pentecost</u> To observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p> <p>To describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>To discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>	<p><u>Judaism</u> To describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>To explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning</p> <p>To consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p> <p>To understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p>
<p>PE</p>	<p><u>Gymnastics</u> To develop the range of actions, body shapes and balances they include in a performance</p> <p>To perform skills and actions more accurately and consistently</p> <p>To create gymnastic sequences that meet a theme or set of conditions</p> <p>To use compositional devices when creating their sequences, such as changes in speed, level and direction</p>	<p><u>Games- Invasion Sports</u></p> <p>To develop the range and consistency of their skills in all games To use running, jumping, catching and throwing in isolation and in combination</p> <p>To devise and use rules</p> <p>To play competitive games, modified as appropriate</p> <p>To keep, adapt and make rules for striking and fielding and net games</p>	<p><u>Dance</u></p> <p>To explore and create characters and narratives in response to a range of stimuli.</p> <p>To use simple choreographic principles to create motifs and narrative.</p> <p>To perform complex dance phrases and dances that communicate character and narrative</p> <p>To interpret and evaluate their own and others</p>	<p><u>Outdoor and adventurous activities</u> To develop the range and consistency of their skills and work with others to solve challenges</p> <p>To choose and apply strategies and skills to meet the requirements of a task or challenge</p> <p>To describe and evaluate their own and other performances, and identify areas that need improving</p> <p><u>Games- Invasion Sports</u></p>	<p><u>Games- Cricket / Rounders</u></p> <p>To develop the range and consistency of their skills in all games</p> <p>To keep, adapt and make rules for striking and fielding and net games To use and adapt tactics in different situations To explain their ideas and plans To recognise aspects of their work which need improving</p>	<p><u>Athletics</u></p> <p>To consolidate and improve the quality, range and consistency of the techniques they use for particular activities</p> <p>To develop their ability to choose and use simple tactics and strategies in different situations To describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving</p>

		<p>To use and adapt tactics in different situations</p> <p>To explain their ideas and plans</p> <p>To recognise aspects of their work which need improving</p> <p>To compare performances to achieve personal bests</p> <p>To suggest practices to improve their play</p>	<p>dances, taking account of character and narrative</p> <p>To know and describe what you need to do to warm up and cool down for dance</p>	<p>To develop the range and consistency of their skills in all games</p> <p>To devise and use rules</p> <p>To keep, adapt and make rules for striking and fielding and net games</p> <p>To use and adapt tactics in different situations</p>	<p>To suggest practices to improve their play</p> <p>To recognise which activities help their speed, strength and stamina and know when they are important in games</p> <p>To recognise how specific activities affect their bodies</p>	<p>To know, measure and describe the short-term effects of exercise on the body</p> <p>To describe how the body reacts to different types of activity</p>
PSHE	<p>To know my attitudes and actions make a difference to the class team</p> <p>To understand who is in my school community, the roles they play and how I fit</p> <p>To understand how democracy works through the school council</p> <p>To understand that my actions affect myself and others</p> <p>To understand how groups come together to make decisions</p>	<p>To understand that sometimes we make assumptions based on what people look like</p> <p>To understand what influences me to make assumptions based on how people look</p> <p>To identify what is special about me and value the ways in which I am unique</p>	<p>To discuss my hopes and dreams</p> <p>To understand that sometimes hopes and dreams do not come true and that this can hurt</p> <p>To know that reflecting on positive and happy experiences can help me to counteract disappointment</p> <p>To know how to work out the steps to take to achieve a goal</p>	<p>To recognise how different friendship groups are formed,</p> <p>To recognise the changing dynamics between people in different group</p> <p>To understand how smoking and alcohol can affect health</p> <p>To recognise when people are putting me under pressure</p> <p>To know myself well enough to have a clear picture of what I believe is right and wrong</p>	<p>To identify the web of relationships that I am part of</p> <p>To identify someone I love and express why they are special to me</p> <p>To explain different points of view on an animal rights issue</p> <p>To know how to show love and appreciation to the people and animals who are special to me</p>	<p>To understand that some of my personal characteristics have come from my birth parents</p> <p>To know how the circle of change works and apply it to changes I want to make in my life</p> <p>To identify changes that may be outside of my control and how I learnt to accept them</p>
MFL	<p><u>French</u></p> <p>To make statements about travel</p> <p>To describe the weather</p> <p>To name the days of the week</p>		<p>To express opinions about likes and dislikes</p> <p>To justify opinions</p> <p>To count from 21-30</p> <p>To make statements about opinions and diet</p>		<p>To give a description of an animal</p> <p>To make statements about movement</p> <p>To describe habitats</p>	
Proposed Visits / Visitors	Colchester castle		Colchester Zoo		The Science Museum	