

Long- Term Planning Year 4

<u>Subject</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
English 	The Zebra's Great Escape by Katherine Rundell Detective notes, wanted poster, letter, action scene, poetry, dialogue <u>Own version 'great escape' narrative</u> Until I Met Dudley by Roger McGough and Chris Riddell Explanatory poster, letter, short informal explanation <u>Two explanation texts- formal and informal</u>	Winter's Child – Angela McAllister Descriptive poems, postcards (recount), dialogue, setting descriptions as letters, retellings <u>Fantasy story sequel</u>	Weslandia-Paul Fleischman Retelling, character description, book review. <u>Non-chronological report</u>	The Mermaid of Zennor by Charles Causley Information booklets, retelling from a different perspective, letters, tourist guides <u>Own version legends</u>	Shackleton's Journey – William Grill Packing lists (justifications), letters, formal and informal, interviews, diaries. <u>Newspaper report</u> The Iron Man by Ted Hughes Character description, short news bulletin, letter of advice, diary entry, menu, logbook entry <u>Mystery narrative</u>	Jabberwocky by Lewis Carroll Performance poetry, explanatory descriptions <u>Nonsense poem</u>
Reading Comprehension  	<u>Orangutans</u> - Non-Chronological Report <u>Spiders</u> - Unseen Text <u>Save our forest</u> - Narrative <u>Gertie vs the Goliaths</u> - Unseen text <u>The Bronze Age</u> - Non-chronological Report <u>The Stone Age</u> - Unseen Text <u>Visit Ancient Egypt</u> - Persuasive advert <u>Visit Incredible Italy</u> - Unseen Text <u>Plate Tectonics</u> - Non- Chronological Report <u>Worst eruptions in history</u> - Unseen Text <u>Cindy Lou Visits the Grinch</u> - Playscripts <u>Egyptian Cinderella</u> - Unseen text		<u>Story of Krishna and Sudama</u> - Narrative <u>The perfect banquet</u> - Unseen Text <u>Dental hygiene</u> - Non- chronological report <u>How can we eat healthily?</u> Unseen text <u>The rainforest doesn't talk</u> - Poetry <u>Treasures on the beach</u> - Unseen Text <u>Iron Age Celts</u> - Non- Chronological Report <u>Egyptian pharaohs</u> -Unseen text		<u>Europe</u> - Non-Chronological Report <u>Regions of England</u> - Unseen Text <u>Persian Cinderella</u> - Narrative <u>The Tomb of Wonders</u> - Unseen text <u>Local town/city</u> -Non-Chronological Report <u>The River Nile and the River Trent</u> - Unseen text <u>Black Britons</u> - Non-Chronological Report <u>The Remarkable Roman Army</u> - Unseen Text <u>Storyteller of the skies</u> - Poetry <u>Storm at Sea</u> - Poetry <u>How does the ear work?</u> - Explanation <u>How do the teeth work?</u> - Unseen text	

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Maths 	Block 1: Place Value - Round to nearest 10 / nearest 100. - Count in 1,000's. 1000's 100's 10's and 1's. - Partitioning. - Number line to 10,000. - Find 1, 10, 100 more or less. 1,000 more or less. - Compare numbers. - Order numbers. - Round to the nearest 1,000 - count in 25's - negative numbers - Roman numerals to 100. Block 2: Addition and Subtraction - Add / subtract 1's 10's 100's 1000's - Add two 3 digit numbers - Add two, 4 digit numbers - Subtract 3 digit numbers - Subtract 4 digit numbers - Efficient subtraction - Estimating answers - Checking strategies Block 3: Measurement and Length Equivalent lengths – m, cm, mm Kilometres Add/ subtract lengths Measure perimeter Perimeter on a grid Perimeter of a rectangle Perimeter of rectilinear shapes.	Block 1: Multiplication and Division 2 11 and 12 x table Multiply 3 numbers Factor pairs Efficient multiplication Written methods Multiply 2 digits by 1 digit Multiply 3 digits by 1 digit Divide 2 digits by 1 digit Divide 3 digits by 1 digit. Block 2: Measurement – Area - What is area? - Counting squares - Making shapes - Comparing area Block 3: Fractions. Unit / non unit fractions y3 What is a fraction? Tenths / count in tenths Equivalent fractions Fractions greater than 1 Count in fractions Add fractions / add 2 or more fractions Subtract fractions Subtract from whole amounts Fractions of a set of objects Calculate fractions of a quantity Problem solving – calculate quantities Block 4: Decimals Recognise tenths and hundredths Tenths as decimals	Block 1: Decimals 2 Make a whole Write decimals Compare decimals Order decimals Round decimals Halves and quarters. Block 2: Money Pounds and pence Ordering money Estimating money Converting pounds and pence Add / subtract money Find the change Four operations. Block 3: Time Telling the time to 5 and 1 minutes Using a.m p.m 24 hour clock Hours minutes and seconds Years months weeks, days Analogue to digital 12 hour / 24 hour Block 4: Statistics Interpret charts Comparison, sum, difference Introducing line graphs Line graphs Block 5: Geometry Position and Direction Turns and angles

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	Block 4: Multiplication and Division Multiply by 10 / 100 Divide by 10 / 100 Multiply by 1 and 0 Divide by 1 and itself Multiply and divide by 3 / 3 x table y3 Multiply and divide by 6 6 x table and division facts Multiply and divide by 9 9x table and division facts Multiply and divide by 7 7 x table and division facts.	Tenths on a place value grid Tenths on a number line Divide 1-digit by 10 Divide 2-digits by 10 Hundredths Hundredths as decimals Hundredths on a place value grid Divide 1 or 2 digits by 100	Right angles Comparing angles / ordering angles Identifying angles Recognise and describe 2d shapes Triangles Quadrilaterals Horizontal and vertical Lines of symmetry Complete a symmetric figure
R.E 	Branch 1 -Creation and Covenant Hear By the end of this unit of study, pupils will hear the following key texts: • The story of Abraham, focusing on the following key texts: • The call of Abram (Gen 12:1-5) • The Abrahamic covenant (Gen 15:1-6) • Abraham and Sarah (Gen 18:1-15) • Abraham and Isaac (Gen 22:1-18) • (Optional) The story of Joseph, focusing on the following key texts:153 • Gen: 37:2-35, 41:1-42, 44:1-17, 33-34, 45:1-5, 16-20 By the end of this unit of study, pupils will know some facts about: • The historical, cultural, and religious context out of which Abraham was called. • The importance of understanding historical context to appreciate the literal sense of biblical stories Believe By the end of this unit of study, students will know that the Church teaches that: • God’s covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity	Branch 3- Galilee to Jerusalem Hear By the end of this unit of study, pupils will hear the following key texts: • Peter’s mother-in-law and casting out devils (Matt 8:14-17) • Cure of the woman with a haemorrhage. The official’s daughter raised to life (Matt 9:18-26) or Cure of two blind men and cure of a demoniac (Matt 9:27-34) • The Baptist’s question (Matt 11:1-15) • Jesus walks on the water and, with him, Peter (Matt 14:22-33) • Peter’s profession of faith (Matt 16:13-26) By the end of this unit of study, pupils will know some facts about: • The importance of understanding historical context and cultural values at the time of the gospels. Believe By the end of this unit of study, students will know that the Church teaches that: • Jesus is the Messiah/Christ but in a way that subverted the expectations of those of his own day: Jesus comes as a suffering servant, not a triumphant king.	Branch 5 - To the ends of the Earth Hear By the end of this unit of study, pupils will hear the following key texts: • The empty tomb (Jn 20:1-10) • The appearance on the shore of Tiberius (Jn 21:1-19) • The Apostles’ Creed Believe By the end of this unit of study, pupils will know that the Church teaches that: • The Pope is the successor to Peter. • The Church is the People of God. • The Church is apostolic. • The work of the Church is to continue the ministry of Jesus and build the Kingdom of God. • Mary is the Mother of the Church and Queen of Heaven. Celebrate By the end of this unit of study, pupils will know: • That the Apostles’ Creed summarises Christian beliefs. • That May is the special month of Mary. • Some Marian prayers or hymns, e.g., Hail

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	• Faith is believing in God, trusting what God reveals, and following God's loving purpose to live a good life. • Through living out virtues of faith, hope, and love (sometimes referred to as charity), Christians are drawn into a closer relationship with the Holy Trinity. • Abraham is a model of how to pray. Celebrate By the end of this unit of study, pupils will know: • Age-appropriate extracts from prayers of faith in God from the Catholic tradition. (For example, Ps 40:1, the St Therese prayer, 'May today there be peace within', St John Henry Newman's 'Mission of my Life', Bl Charles de Foucauld's 'Prayer of Abandonment'.) Live By the end of this unit of study, pupils will know: • The virtues of faith, hope, and love. • The life and work of a person who was an example of faith made active in love, e.g., the intervention of Cardinal Manning in the London dockworker's strike Branch 2- Prophecy and Promise Hear By the end of this unit of study, pupils will hear the following key texts: • The miracle of the flour and the oil (1 Kings 17:7-14) • Elijah's encounter with God: the journey 1 Kings 19:4-8, The meeting: 1 Kings 19:9-15 • The preaching of John the Baptist (Matt 3:1-12 and Mk 1:1-8) • Isaiah 40:3 (contained within the gospel accounts) • The ancestry of Jesus (Matt 1:1-17) By the end of this unit of study, pupils will know some facts about: • The importance of understanding historical	• Jesus is fully God and fully human. We call this belief the incarnation. • Jesus reveals the kind of messiah he is by showing that God's Kingdom includes those who are excluded by society. • Jesus showed compassionate healing in mind and body through his ministry and continues to do so through His Body, the Church, especially in the sacraments, such as the Sacrament of Reconciliation and the Anointing of the Sick. Celebrate By the end of this unit of study, pupils will know: • Why Catholics pray the Creed at Mass. • How Catholics experience God's forgiveness in the Sacrament of Reconciliation and through it are reconciled with their community and how the Anointing of the Sick brings God's strength to help those who are sick. Live By the end of this unit of study, pupils will know: • How the work of a person or organisation who has been inspired by Jesus, work with those marginalised by societal attitudes to illness (e.g., St Francis Leprosy Guild, St Damien of Molokai, Ruth Pfau, Catholics for AIDS prevention and Support (CAPS), Sr Julie Driscoll and the House of Ruth). Branch 4 - Desert to Garden Hear By the end of this unit of study, pupils will hear the following key texts: • The lost son (the prodigal) and the dutiful son (Lk 15:11-32) • The Judgement of the Nations (sheep and goats) (Matt 25:31-46) • The events of Holy Week from the gospel of Matthew Entry into Jerusalem (Matt 21:1-11), Judas'	Mary, the Angelus, the Rosary, the Magnificat, Ave Maria Live By the end of this unit of study, pupils will know: • Some artistic depictions of the Blessed Virgin Mary as Mother of the Church or as Queen of Heaven from different times and places. • Some ways in which the Church today (locally or globally) continues the work of Jesus Branch 6 - Dialogue and encounter Dialogue By the end of this unit of study, pupils will hear the following key texts: • The road to Damascus (Acts 9:3-9, 17-19) • The first letter to the Corinthians (1 Cor 13:1-7,13) Teachers should choose additional texts about the mission of St Paul, for example,: • Paul's speech before the Council of the Areopagus (Acts 17:22-26, 28-29) • Galatians 1:11-24 • 2 Cor 11:22-23 • Galatians 3:27-28 By the end of this unit of study, pupils will know: • There are different traditions in the Liturgy of the Church* • Some simple facts about a different liturgical tradition in the Church, for example, some prayers or artistic traditions, reflecting a community in their local area where possible. By the end of this unit of study, pupils will know some ways in which Christians work together for the common good. Encounter
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	context to appreciate the literal sense of biblical stories. • What is meant by 'prophecy'. Believe By the end of this unit of study, pupils will know that the Church teaches that: • For Christians, the prophets awaken an expectation of the coming of the Messiah in people's hearts. • John the Baptist is sent to prepare the way for Jesus. • In the Advent liturgies, Christians pray for the second coming of Jesus alongside preparing for Christmas. • Advent is a time of preparation for Jesus' incarnation at Christmas and for the second coming as King of the Universe. Celebrate By the end of this unit of study, pupils will know: • The Feast of Christ the King. • The Jesse tree. • 'He will come again in glory' from the Nicene Creed. Live By the end of this unit of study, pupils will know: • How Christians prepare for the coming of Christ during Advent. • How Christians use the Jesse tree during Advent, identifying its meaning and representation in art around the world, connecting to God's plan for salvation. • How some artists have depicted Jesus Christ as King.	betrayal (Matt 26:14), the Passover and Peter's denial foretold (Matt 26:17-35) Jesus prays (Matt 26:36-46) the betrayal and arrest of Jesus (Matt 26:47-56), Peter's denials (Matt 26:69-75), Pilate questions Jesus (Matt 27:11-14), the Crucifixion (Matt 27:32-44), the death of Jesus (Matt 27:45-56) and the Burial of Jesus (Matt 27:57-61) Believe By the end of this unit of study, pupils will know that the Church teaches that: • God loves everyone. He can and wants to forgive people's sins. • When people love God, they want to help others as the virtues of faith, hope, and love have their foundations in God who is love. • Lent is a time for Christians to make a new start by loving God with their whole heart and expressing this love through good works. Celebrate By the end of this unit of study, pupils will know: • The works of mercy show Christians how to treat other people. • That Lent is a time to live out the works of mercy (for example, by praying for someone who is sad, practising patience, fasting, or giving time or money to those in need). • Holy Week begins on Palm Sunday and marks the annual celebration of Jesus' passion, death, and resurrection. Live By the end of this unit of study, pupils will know: • The corporal and spiritual acts of mercy. • How the life and work of a person or organisation (historical or contemporary) lives out the works of mercy and/or the love for those oppressed by poverty (e.g., St Damien of Molokai, Ruth Pfau, National Justice and Peace Network, CAFOD).	• Know some facts about the five pillars of Islam. • Understand some ways Muslims in Britain today live out their beliefs
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Science 	Living things and their habitats Which living things can be found in the local area? - I can recognise that living things can be grouped in a variety of ways. - I can explore and use classification keys to help group, identify and name a variety of living things in my local environment. - I can recognise that environments can change and that this can sometimes pose dangers to living things States of matter Can materials change shape? - I can identify solids, liquids and gases. - I can take accurate measurements using thermometers. - I can observe that some materials change state when they are heated or cooled. - I can identify the part played by evaporation and condensation in the water cycle. - I can associate the rate of evaporation with temperature	Animals including humans What happens to the food that we eat? - I can name the basic parts of the digestive system and describe their functions. - I can identify the different teeth and describe their functions. - I can construct and interpret a variety of food chains. - I understand what producers, predators and prey are. Electricity What is electricity? - I can identify common appliances that use electricity. I can construct a simple circuit and name the parts of the circuit. - I can identify if a bulb will light up in a circuit. - I can recognise common conductors and insulators. - I can investigate switches.	Sound What is sound? - I can identify how sounds are made, associating some of them with something vibrating. - I can recognise that vibrations from sounds travel through a medium to the ear. - I can find patterns between the pitch of a sound and features of the object that produced it. - I can find patterns between the volume of a sound and the strength of the vibrations that
His/Geo 	Geography My region and Campania, Italy - What are the similarities and differences between my region and Campania, Italy? - I understand that places can have meaning to people and make some suggestions or examples. - I understand that people can choose to use land in different ways, depending on the land's physical geography. - I can understand the similarities and differences between my region and Campania/South Aegean and give some examples. - I can identify the continents of the world. - I can use maps to identify some of the countries of Europe and their capital	History What were the greatest achievements of the Ancient Greeks? - I can place events, artefacts and historical figures on a timeline using dates. - I can use BCE and CE. - I can suggest suitable sources for historical enquiry. - I can begin to discuss the reliability of sources. - I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers. - I can explain the concept of change over time and represent this with evidence.	History - How did the Roman Empire impact Britain? - I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE). - I can suggest more than one suitable source for historical enquiry. - I can begin to discuss the reliability of sources. - I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded. - I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.

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	cities. • I can identify some key physical features and settlements in Campania/South Aegean. I can identify the location of my region in England and the key human and physical features. • I can identify the position and significance of latitude, longitude, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime/Greenwich Meridian. • I can understand how my region is an area within England with different-sized settlements. • I can understand that Campania/South Aegean is a region within Italy/Greece, with settlements of different sizes. • I can understand that England and Italy/Greece are countries within the continent of Europe. • I can understand that physical processes are the natural forces that change Earth's physical features. • I understand how tectonic movement has shaped the Earth's surface. • I understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy/South Aegean, Greece. • I understand human processes in my region and Campania/South Aegean, including settlements and economic activity	• I can describe the social, ethnic, cultural and religious diversity of the past. • I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support). Geography Locality Unit - How can I use map skills to learn about my locality? • I understand that places can have meaning to people and make some suggestions or examples. • I understand that people can choose to use land in different ways, depending on the land's physical geography. • I can identify the location of my settlement and region in England and the key human and physical features. • I can understand and describe human geography, including types of settlement and land use. • I can understand how my region is an area within England with different-sized settlements. • I can understand that my local settlement is within a region of England, which is a country within the continent of Europe. • I can understand and describe human geography. • I understand human processes in my local settlement, including land use, types of settlements and economic activity.	• I can describe the social, ethnic, cultural and religious diversity of the past. • I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca). • I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support). Geography fieldwork – Weather and Climate - How can we record and measure different weather phenomena? • I can identify climate zones worldwide and their relation to the equator and poles. • I can understand the differences between • weather and climate and give examples. • I can explain how the equator, poles, circles and tropics affect climate. • I can give reasons for the climate and weather in the United Kingdom. • I can identify climate zones worldwide and their relation to the equator and poles
Art & Design	Sculpture- What can pottery tell us about the past?	Chromatic - Why do artists keep sketchbooks? Practical Knowledge – Revise how to use	Monochromatic - How do artists draw perspective?

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	Practical Knowledge – Creating a coil pot, experimenting while creating a lid design, mastering joining techniques, and controlling a paintbrush precisely. Theoretical Knowledge – Knowing that art can reflect societal and/or religious beliefs. Disciplinary Knowledge – Knowing that art can reflect what life was like a long time ago, formally responding to a piece of art and sharing what it teaches us about times in history, evaluating each other's work, and self-evaluation.	watercolour paints, use a sketch to create guide lines for painting, incorporate photos into a watercolour painting to create a photocollage, explore line work through sketching, use a sketchbook to develop skills, consider the steps to best compose a collage. Theoretical Knowledge – Understand how architects can respond to current issues, such as sustainability, understand that the context of the painting or artist can influence how we understand it, know the difference between drafting and sketching, learn how technology can influence art. Disciplinary Knowledge – Learn about the process of being an artist, and how sketchbooks are used for different purposes, evaluate our own art process, learn about mixed media artworks.	Practical Knowledge – Pupils will know the definition of line, shape, form, and value, using value and line to create form and will revise how we can control a pencil to create lines and values. They will learn how to draw a basic shape with the appearance of form, know the definition of perspective, and understand artists can use lines and values to create perspective. They will learn to use one-point perspective with a vanishing point and horizon line, understand how artists create atmospheric perspective and learn how to shade using hatching, cross-hatching and stippling. Theoretical Knowledge – Pupils will know that art can involve experimentation and begin to understand that artists have not always known how to capture perspective (challenge activity). Disciplinary Knowledge – Pupils will consider what makes an artist successful, discuss a response to their work, and consider what it means to be inspired by artists' work. They will also evaluate their own art process
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DT 	Food & Nutrition - Chocolate that cares - How can we craft chocolate that's fair for people and kind to the planet? • Understand Fairtrade's impact on farmers and the environment • Explore taste, texture, and aroma Identify steps in chocolate production Sketch and plan product designs • Melt, shape, and decorate chocolate safely • Learn tempering and melting processes • Evaluate products for appearance, texture, sustainability, and creativity	Textiles - Bag a story - How can we create a functional and creative book bag? • Exploring different bags and materials, comparing how designers use shape, fabric and features to make products strong and appealing • Planning a book-themed bag by choosing decorations that meet user needs and using materials sustainably • Practising and comparing stitches, understanding which are strongest and using tools and materials safely • Using seam allowance and stitching pieces and handles securely to create a functional bag • Testing the finished bag for strength and usability, judging how well it meets design goals and suggesting improvements	Construction - Roman Innovations: Bright Ideas - How can we use electricity to make a working model? • Investigating how electricity and mechanical systems are used to create movement in vehicles and comparing modern powered movement with Roman transport • Creating design criteria and planning a Roman chariot model that demonstrates how electrical components will power its movement • Constructing a strong, functional and appealing • Roman chariot model by accurately assembling a chassis, wheels, axles, motor and circuit • Developing construction skills by exploring how to build a strong, stable chassis with wheels and axles • Testing, improving and evaluating the chariot's movement, stability and appearance against the design criteria and suggesting realistic improvements
P.E. 	Hockey • To refine dribbling in order to keep control and possession of the ball. • To apply passing, (short and long) and moving skills to keep possession. • To apply prior learning of passing and dribbling to create an attack that results in a shooting opportunity. Pupils will understand not just how to shoot but where to shoot from and why. • To develop passing and dribbling to create space to create an attack that results in a shooting opportunity. • To understand the difference between,	Dance – Cats • To explore movement through improvisation, introducing unison and matching. • Apply a canon into our movements when performing as two contrasting characters. • Adding drama and emotion to a dance. Pupils will create performances with two contrasting characters. • To extend dance skills by using more complex interacting movements and actions and incorporate apparatus. • To choreograph a sequence based on characters.	Net/wall tennis • Learn the forehand. • To develop racket control and will learn how to use their racket to direct the ball towards a space to win a point. • To introduce the backhand shot. • To develop the use of forehand and backhand shots applying these in game situations. • Considering tactical play (creating space) to win a point. • To play a game of tennis to level one tournament level.

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	• intercepting, blocking and tackling. • To play a game of Hockey. Gymnastics – movement • To perform a range of jumps and leaps. • To perform a straddle forward roll and a backward roll to straddle correctly. • To perform a lunge into a cartwheel correctly. • To link movements together by performing a straight jump, full turn, cat leap, half turn and pivot. • To work in a small group to perform a gymnastic sequence. Basketball • To refine dribbling in order to keep control and possession of the ball. • See how effectively they can apply their passing (bounce and chest) and moving skills to keep possession. • Develop passing and dribbling to create space, building up into mini games. • Apply prior learning of passing and dribbling to create an attack that results in a shooting opportunity. • Introduce pupils to the concept of defending (marking) and how this can be applied during a game to prevent attacking opportunities. • To play a level 1 tournament game. Gymnastics - bridges • To explore movements and balances creating bridges. • To re-create bridge balances on apparatus, looking at how we can begin to move out of them, forming the start of a sequence. • To move over and under individual bridges on apparatus. • To apply an understanding of excellent gymnastics by starting to developing a	• To experience dancing like a 'cat' in a group performance. Pupils will create a performance which will include stage presence, timing, rhythm and sustaining character. Swimming • Swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations Tag Rugby • To develop passing and moving to create space to beat an opponent and score a try. • To extend pupils' understanding and knowledge of passing and moving applying this into 3v3 mini games. • To develop tagging and to explore different ways the defending team can prevent the attackers from scoring. • To combine passing and moving to develop ways of creating space to beat an opponent to score a try. • Play a game of tag Rugby to level 1 tournament level. Swimming • Swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	Athletics • To develop their own sprinting technique. • To develop pupils application of stride length during the middle third of a race. • To explore pacing and running for distance. • To develop pupils' understanding of throwing for distance. To explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump.
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	sequence, using pair and individual bridges. To complete and perform a sequence.	perform safe self-rescue in different water-based situations	
Spanish	Phonetics 1&2 Fruits - Name, recognise and remember 10 fruits in Spanish. - Attempt to spell fruits with correct article/determiner. - Ask somebody in Spanish if they like a particular fruit. - Say what fruits they like and dislike in Spanish. Presenting Myself - Know how to count to 20 in Spanish - Ask someone how they are feeling and give an appropriate response back. - Ask somebody their age, name, where they live and reply. Christmas Key vocabulary and important cultural traditions.	My Family - By the end of this unit pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in Spanish. - Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. - Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in Spanish to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular. My Home - By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish. - This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.	What is the Weather? - By the end of this unit pupils will have the knowledge and skills to describe the weather and present a weather forecast in the foreign language. Goldilocks and the Three Bears - In this unit pupils will learn to listen more carefully so as to be able to understand a familiar fairy tale recounted in the foreign language using picture, word and phrase cards. - Pupils will be exposed to more language and will be encouraged to use a variety of activities to support their learning.
Music 	Musical Minds Chimes Introduction to the instruments: - Tuned percussion based on the glockenspiel. - Perform the C Major Scale as a class. - Read along with music written on a traditional stave, paying close attention to the colours and	Musical Minds Recorder Listening: Introduction to the Recorder. - Brief history of the instrument. - Listening to the instrument in its original context. - Watch a short performance of a classical	Musical Minds Percussion History of percussion leading from Body percussion to the present day. - Learn first body percussion rhythms just by listening and copying. - Introduce symbols (alternative notation) for

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	positions of the notes. • Learn about Clair de La Lune. • Perform the song as a class. Break down song: Spot patterns in the written music. o Clap the rhythms. o Break down the song into sections to learn it • Learn about Beethoven's Ode to Joy: o Watch a performance and discuss the orchestra/choir. o Play close attention to the dynamics as this is what creates the excitement in the performance. o Play along with the song by spotting patterns, clapping and then breaking the song down. • Play along as a class with the backing track. Perform last week's songs. •Combining crotchets and quavers: o Perform several combinations of crotchets and quavers along with the backing track. o Solos to figure each combination out first. • Hot Cross Buns: o Break down the song using our techniques. o Perform with backing tracks. • Perform all the songs and rhythms. • Play call & response games with the children performing solos. • Three-Four time signature: o Playing with a three beat pulse. o Explore how combining rhythms feels different with a three beat pulse. • Oranges and Lemons: o Learn this three beat pulse tune with our reading music technique. o Perform as a class with the backing track. • Triplets: o Add triplets into rhythm combinations. o Perform triplet patterns along with the backing tracks. • Row Row - Learn and perform this song using triplets along with the backing. • Adding Semiquavers: o Play the three variations of semiquaver & quaver patterns. o Cat-ter-pil-lar, but-ter-fly and grass-hop-per. • Play combinations of these rhythms on the different notes of the chimes.	recorder piece. •Technique: o Locate the key parts of the recorder – Mouthpiece, finger holes. o Talk about the importance of control of breath when playing wind instruments. o Learn first note – B. •Performance: o Learn, sing and play Buzzy B. 2 •Listening: o Learning about the Woodwind family. o Watch performance of a Clarinet and guitar. o Discuss the differences and similarities between the clarinet and recorder. •Technique: o Learn second note – A. o Move between the two notes. •Performance: o Learn, sing and play Siren Song. 3 •Listening: o Learning about the Woodwind family. o Watch performance of a Flute and an orchestra. o Discuss the differences and similarities between the flute and other woodwind instruments. o Discuss how an orchestra has to perform in order to make a solo instrument heard effectively. •Technique: o Learn third note: G. o Move between the three notes. •Performance: o Learn, sing and play The Recorder Song. 4 •Listening: o Learning about the Brass family. o Watch performance of a Brass ensemble. o Discuss the differences and similarities between the woodwind and brass families and why they are all related as wind instruments. •Technique: o Learn how to read our three notes on the Stave. o Write examples of 4 beat bars with all 3 notes and crotchet rests. •Performance: o Sing and play all three songs so far. 5 •Listening: o Learning about the Bagpipes. o Watch performance of the Edinburgh Tattoo. o How do the bagpipes differ from the other woodwind instruments we've looked at. •Technique: o Put last weeks' rhythms together to create a performance. o Learn how to perform a drone. o Learn the C & D notes. •Performance: o Perform the G major scale with a drone.	different body parts. • Write our own ostinatos. • Writing and playing crotchet and quaver rhythms. • Introduction of quaver patterns to body percussion rhythms. • Learn symbols for quavers. •More difficult compositions! 3 • Learn about the drum kit and rock drumbeats. •Use our knowledge of body & bucket percussion to create a whole class drum kit. • Learn crotchet drumbeats as a whole class. •Use the accompaniment of the guitar to create a whole class ensemble. • Add quavers to the drumbeat. • Play along with several songs paying close attention to the pulse. • Learn about the Reggae one drop rhythm and try this as a class. • Learn and perform triplets. Three equally spaced notes. • Playing a complex drumbeat – A drumbeat with a pulse of 3. • Play along with We are the Champions.
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	• A Sailor Went to Sea: Learn and perform this song that uses semiquavers and play along with the backing.					
Computing	Online Safety - Describe how to search over multiple platforms and be aware of the accuracy of the results presented. - Describe some of the methods used to persuade people to buy online. - Explain the difference between fact, opinion and belief and recognise these online. - Explain what a bot is and give examples of different bots. - Explain some positive and negative distractions of using technology and small strategies for reducing the time spent on technology.	Computing Systems and Networks - Understand the need to be thoughtful when working on a collaborative document. - Use comments to suggest changes to a document and understand how to resolve comments. - Use a variety of different slide styles to convey information, including images and transitions. - Create a Google Form with a range of different question types that will provide different types of answers, e.g. text, multiple choice or numerical values. - Export data to a spreadsheet, highlighting data, using conditional formatting and calculating averages and sums of numbers	Programming 1: Further coding with scratch - Identify how variables and if statements are used in Scratch games. - Explain what a variable is, tracking and how a condition changes what happens. - Create variables to keep and display scores. - Use sensing blocks and if statements to control game actions. - Combine variables, sensors and if/else blocks to build a multiplication game. - Debug code by finding and fixing errors. - Evaluate the game by explaining what	Creating Media: Website Design - Use most of the tabs (e.g. insert, pages, themes) on Google Sites on their website. - Create a clear plan for their web page and begin to create it. - Create a professional looking web page with useful information and a clear style, which is easy for the user to read and find information from. - Create a clear plan by referring back to their checklist. - Create four web pages with a range of features on their website.	Skills Showcase: HTML - Recognise the role of HTML in a web page. - Add text between the heading and paragraph tags. - Explore a web page using the inspect tool. - Explain how they altered the HTML to create their posters. - Alter the basic elements within a web page using the inspect tool. - Replace the text and images in a webpage.	Computational Thinking - Understand that problems can be solved more easily using computational thinking. - Understand what the different code blocks do and create a simple game. - Understand the terms pattern recognition and abstraction and how they help to solve a problem. - Create a Scratch program which draws a square and at least one other shape. - Understand how computational thinking can help to solve problems and apply computational thinking to problems they face.

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				worked well and what could be improved.				
PSHE 	- Keeping/ Staying Safe- Cycle Safety - Identify strategies we can use to keep ourselves and others safe. - Recognise the impact and possible consequences of an accident or incident - Identify what is a risky choice - Create a set of rules for and to identify ways of keeping safe.	Keeping/ Staying Healthy Healthy living - To explain what is meant by a balanced diet and plan a balanced meal. - Recognise how much sugar, salt and saturated fat in our food and drink can affect us now and when we are older. - Understand nutritional information on packaged food and explain what it means. - Describe different ways to	Growing and Changing- (to be taught in line with our RSHE policy and resources) Appropriate touch - To identify the different types of relationships we can have and describe how these change as we grow. - To explain how our families support us and how we can support our families. - Identify how relationships can be healthy or unhealthy. - Explain how to ask for help and	Being Responsible- Coming Home on Time - Recognise the importance of behaving in a responsible manner in a range of situations. - Describe situations where being on time is important - Explain the importance of having rules in the home. - Describe ways that behaviour can be seen to be sensible and responsible.	Feelings and Emotions- Jealousy - Recognise own thoughts, feelings and emotions and identify those that feel good and not good. - Describe how we can support others who feel lonely, jealous or upset. - Recognise that we choose how we act on our emotions and understand that our choices and actions affect	Computer Safety- Online Bullying - To recognise the key values that are important in positive online relationships - Identify the feelings and emotions that arise from online bullying. - Develop coping strategies to use if we or someone we know is being bullied online. - Identify how to ask for help.	The Working World- Chores at home - Identify ways we can help those who look after us - Explain the positive impact of our actions - Describe ways in which we can contribute to our home, school and community. - Identify the skills we may need in our future job roles.	A World without Judgement- Breaking Down barriers - To recognise the positive attributes in others - Explain why being different is ok. - Recognise own strengths and goals and understand they may be different from those around you. - Identify some of the ways we can overcome barriers and promote equality.

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		maintain a healthy lifestyle.	identify who can help if a relationship makes us feel uncomfortable.		ourselves and other people. • Demonstrate a range of strategies to help control and manage unpleasant uncomfortable emotions.			
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