

Links to Wider Curriculum

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| <ul style="list-style-type: none"> ➤ PCSO Bonfire and Halloween Safety Night ➤ Anti-Bullying Week ➤ Safer Internet Day ➤ Sporting activities – colour coded for engagement ➤ Internet Safety Assembly ➤ PCSO Visit Anti-bullying and Hate Crime ➤ Music For Life Tuition | <ul style="list-style-type: none"> ➤ Weekly Picture News assembly ➤ Black History Month ➤ School Council Charity Events ➤ World Autism Acceptance Week – Neurodiversity Celebration ➤ World Book Day ➤ Before and After School Clubs ➤ RE Celebration Event across classes |
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British Values

Democracy <i>Consider how citizens can influence decision making through democratic process, encourage respect for and participation in democratic processes</i>	Rule of Law <i>Distinguish right from wrong. Develop a respect and an understanding that it protects what is essential for wellbeing a safety. The role of the police and courts in maintaining the rule of law</i>	Individual Liberty <i>The freedom to choose and hold other faiths and beliefs is protected in law</i>	Mutual Respect <i>The importance of identifying and combatting discrimination</i>	Tolerance of those with Different Faiths and Beliefs <i>Other people having different faiths and beliefs to us (or having none) should be accepted and tolerated, and should not be the cause of discriminatory behaviour</i>
RHSE Relationships <i>To be able to listen to and respond to a wide range of people</i> <i>To feel confident to raise and express my own concerns</i> RHSE Democracy and Citizenship <i>To understand the role and function of Parliament in the UK</i> <i>To identify the role of the House of Commons</i> <i>To articulate issues which are important to me and share these with my MP</i> <i>I know ways to make a change in the world around me</i> <i>To know the role of the House of Lords</i>	RHSE Relationships <i>To understand the concept of keeping a secret and when it is and isn't appropriate</i> RHSE Living in the Wider World <i>To understand that choices I make affect people round me</i> RHSE Drugs and Alcohol <i>To know some laws about drinking alcohol</i>	RHSE Relationships <i>To understand the importance of permission seeking and giving in relationships</i> <i>To look after my mental health</i> <i>To recognise unsafe feelings</i> RHSE Living in the Wider World <i>When should I be assertive?</i> RHSE Health and Wellbeing <i>To understand what is a balanced lifestyle</i> <i>Why am I incredible?</i> <i>To recognise that my emotions might change and to manage them</i>	RHSE Relationships <i>To understand what physical contact is acceptable and unacceptable</i> <i>To develop strategies to solve conflict and dispute</i> RHSE Living in the Wider World <i>How do we show acceptance?</i> RHSE Health and Wellbeing <i>To understand that it is hard to be assertive sometimes</i> RHSE Sex and Relationships <i>To explore respect in a range of relationships, including online</i> <i>To discuss the characteristics of healthy relationships</i>	RHSE Relationships <i>To help someone else accept difference</i> RHSE Living in the Wider World <i>How are customs around the world different?</i> RHSE Health and Wellbeing <i>To know we have more in common than divide us</i>

Visits

History: Grosvenor Museum	PE: Residential - Barnstondale	RE: Liverpool Mosque and Synagogue
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Powerful Learning

Fizzy Drinks	Spring Term Production	Dental Hygiene Workshop
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Invaders		Vikings: Vicious or Victorious		Ground Breakers	
Reading Vocabulary	Science: Living Things/Habitats/Animals	Reading Breadth: Stories & Poetry	History: Vikings	Reading Breadth: Myths and Legends and Poetry Different Forms	Geography: Europe	Reading Breadth: Stories and Plays & Poetry – Different Forms
Discussion	<i>Word Reading – Throughout Year 4</i>					
Connect knowledge	⊕ Apply 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 ⊕ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word					
Reference the text	<i>Comprehension - Throughout Year 4</i>					
Skimming	⊕ Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ⊕ Confidently participate in discussion about both books that are read to them and those they read independently ⊕ Begin to use more complex dictionaries to check the meaning of many unknown words that they have read ⊕ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence ⊕ Increase their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language					
Scanning	<i>Skills and Strategies - Apply the following reading strategies with increasing independence:</i>					
Comprehension	⊕ Recognise and read all Year 3&4 Word List words with automaticity ⊕ Read texts, including those with few visual clues, increased independence and concentration ⊕ Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context ⊕ With increased independence develop views about what is read ⊕ Develop positive attitudes to reading and understanding of what is read					
Writing	The Whale	Leaf	Arthur and the Golden Rope	The Journey	The Lost Happy Ending	Manfish
Immerse	Year 4 Spelling Patterns: Homophones/near homophones	Year 4 Spelling Patterns: Suffix – ation	Year 4 Spelling Patterns: /ee/ spelled – i	Year 4 Spelling Patterns: Adding -ly	Year 4 Spelling Patterns: Prefixes – super, anti and auto	Year 4 Spelling Patterns: Revision of learnt spelling patterns.
Purpose	Prefix – in	Adding -ly to adverbs	Suffix -ous (i)	Challenge words	Prefix – bi	
Audience	Prefix – il and ir	/sh/ spelled – ch	Challenge words	Homophones	Challenge words	
Language Features	Prefix – sub	Challenge words	/au/ diagraph	/s/ spelled c	Plural possessive	
Plan	Prefix – inter	Suffix – ion (-sion)	Suffix – ion, -tion	Word families (1)	apostrophe	
Draft, revise and edit	Challenge words	Suffix – ous	Suffix – ion, ssion	Word families (2)		
	<i>Writing at the Expected Standard in Year 4</i>					
	For Working Towards and Greater Depth expectations please see the Padlet - https://millviewprimary.padlet.org/jessthomson2/rwubeztch2f1079v					
	Composition					
	⊕ In narratives, create increasingly effective settings, characters and plot In non-narrative work, use organisational devices such as headings and sub headings with increasing effect ⊕ Draw upon material read					

Phonics and Spelling	✦ Write in a range of genre forms					
	Grammar & Punctuation					
	✦ Consistently use paragraphs to structure writing, showing a change of time					
	✦ In non-narrative, use a wide range of organisational devices to inform and engage an intended audience (headings, sub-headings, bullet points for a list, numbers for stages, captions for pictures)					
	✦ Use a wide range of punctuation correctly: FS CL ? ! commas in lists and apostrophes to mark contraction and the possession of singular nouns					
	✦ Use inverted commas to punctuate direct speech mostly correctly					
	Handwriting					
	✦ Increase the legibility, consistency and quality of their handwriting paying particular attention to downstrokes of letters, ascenders and descenders					
Maths Computing fluently Solving problems Reasoning logically Justifying and explaining Flexible thinking	Evaluate & Edit					
	✦ Assess the effectiveness of their own and others’ writing and suggest improvements					
	✦ Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences					
	✦ Proof read for spelling and punctuation errors					
	For full progression of skills see Padlet - https://millviewprimary.padlet.org/laurarobinson5/g7y3mon81njjy6no					
	Place value – 4 digit numbers (1) Place value – 4 digit numbers (2) Addition and subtraction Measure – area Multiplication and division (1)		Multiplication and division (2) Measure – Length and Perimeter Fractions (1) Fractions (2) Decimals (1)		Decimals (2) Money Time Statistics Geometry – angles and 2D shapes Geometry – position and direction	
Science Asking questions Making predictions Observing closely over time Taking measurements	Working Scientifically					
	✦ Ask relevant questions					
	✦ Use scientific enquiries					
	✦ Practical enquiries, comparative and fair tests					
	✦ Systematic observations, measurements, equipment – data loggers and thermometers					
	✦ Gather, record, classify and present data to answer questions					
	✦ Scientific language, drawings, keys, charts, table					
	✦ Report on findings					
	✦ Draw conclusions, predict, suggest improvements and raise questions					
	✦ Recognise similarities, differences and changes evidence					
	Group and Classify Living Things		States of Matter		Sound	

Seeking patterns Recording data Interpreting and communicating Evaluating	- recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things.	- compare and group materials together, according to whether they are solids, liquids or gases - 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) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (avoid chemical changes e.g. baking or burning)	- identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases.	- identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - 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 - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors.	- describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans and their simple functions - construct and interpret a variety of food chains, identifying producers, predators and prey	- know that animals can be sorted and classified in different ways - know that animals live within different habitats - create and use classification keys as a way of separating living things - identify the features of deforestation and the impact on habitat
	Data Collection A		Data Collection B	Sustainability - Energy	Data Collection C	Food Chains

	⊕ Recognise living things in our local area; ⊕ Identify how things change over the year		⊕ Recognise living things in our local area; ⊕ Identify how things change over the year	⊕ Identify what energy usage is ⊕ Recognise renewal and non-renewable energy ⊕ Identify some ways we can reduce our energy usage	⊕ Compare and draw conclusions from data I have collected.	⊕ Interpret and draw food chains
Key Questions	Can I ask questions about why environments change and use the answers to draw conclusions? Can I explore and use classification keys to help group, identify and name a variety of living things?	Can I systematically observe and group materials by whether they are a solid, liquid or gas? Can I explain the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature after a practical enquiry? Can I report what happens when materials change state through my own observations?	Can I explain how sounds are made and the role of vibrations? Can I enquire how sounds change with distance and present my findings in different ways? Through enquiry can I predict and find patterns between the pitch of a sound and features of the object that produced it? Can I observe then explain how patterns between the volume of a sound and the strength of the vibrations that produced it?	Can I identify common appliances that run on electricity? Can I explain how a series electrical circuits work and create my own? Can I test the role of a switch in an electrical circuit and present my findings? Can I recognise similarities in some common conductors?	Can I use scientific language to describe the digestive system? Can I identify teeth and explain the differences in their functions? Can I construct and interpret a variety of food chains, identifying producers, predators and prey?	Can I identify ways animals can be sorted? Can I explain that animals live within different habitats? Can I create and use classification keys as a way of separating living things?
	Can I analyse data in a variety of ways?		Can I analyse data in a variety of ways?	Can I identify ways I can reduce my own energy usage?	Can I compare and draw conclusions from data I have collected?	Can I draw food chains and interpret them?
Geography	How can we improve our local area?		A European Journey		Ground Breakers	
Observing patterns	⊕ use atlases, globes & digital/computer mapping to locate countries and describe features studied ⊕ Collect their own data from field work and use this to ask and answer questions					
Making connections	⊕ use 8 points of a compass, 4 figure grid references, symbols and key (including the use of ordnance survey maps) to build their knowledge of the UK and Europe		⊕ Locate countries and capitals, mountains and rivers of Europe, using maps to focus on Europe (including Russia) concentrating on environmental regions, key physical/human characteristics countries, and major cities		⊕ describe and understand key aspects of physical geography: tectonic plates, formation of mountains, volcanoes, earthquakes	
Developing a sense of place, space and scale	⊕ Collect their own data from field work and use this to ask and answer questions				⊕ understand geographical similarities and differences through the study of human and physical geography	

Conducting fieldwork	⊕ use fieldwork to observe, measure, record and present the human and physical features, using a range of methods, including sketch maps, plans and graphs and digital technologies ⊕ Explain how a geographer works to research by asking questions, collect information and answer questions using their field work;	⊕ Use statistical data about Europe to ask and answer questions ⊕ Plot journeys of Vikings on maps, suggesting what might have been trials of that geographical location along the way and geographical reasons for wanting to invade new locations ⊕ Explain the ways and mean that people do and could move round Europe, suggest why some areas are more populated than others ⊕ Explain what 'culture' is and ways we share and differ in our cultures.	⊕ of a region in a European country - comparing a European city with Chester ⊕ describe and understand key aspects of physical and human geography, including: types of settlements and land uses – how do people and systems adapt to living near volcanoes?
Big Ideas and Key Assessment Questions	Research Can I locate our area on a range of maps and find physical and human features of our local area? What services are available in our locality? Can I collect and record evidence? Can I suggest improvements to my locality based on my research? Can I explain how geographers use research to improve our world?	Culture What are the countries, rivers and mountains of Europe called and where are they? What are the human and physical features of some European countries? How are capital cities different?	Observation Why do volcanoes exist? Are volcanoes always dangerous? How can we tell if an eruption is likely to occur? How and why do people choose to live closely to volcanoes? What would it be like to experience one of these events?
History Making interpretations and raising questions Explaining significance Finding similarities and differences Seeing change and continuity Identifying causes and consequences Develop a sense of chronology	Invasion in Britain -Iron Age Celts and Roman Invasion ⊕ Ask different types of questions about the past and find answers to questions about the past ⊕ Place events, artefacts and historical figures on a time line using dates ⊕ use dates and terms when describing events; ⊕ Understand the concept of change over time, representing this, along with evidence, on a time line. ⊕ Suggest connections, contrasts and trends over time and place; ⊕ Use a range of primary and secondary sources to get an idea of what it was like at that time; ⊕ I can compare the life of Romans and Celts; ⊕ I know why the Romans came to Britain; ⊕ I know what it might have been like for a Roman soldiers in Britain; ⊕ I can explain features of Iron Age Celtic life and how it compared with Roman life. ⊕ I know some ways that the Romans changed life in Britain.	Viking Invasion – Vicious or Victorious; ⊕ I know why the Anglo Saxons settled in Britain; ⊕ I know where the Vikings came to Britain from; ⊕ I can place the Viking invasion of Britain with in my existing knowledge; ⊕ I know some features of Anglo-Saxon and Viking life; ⊕ I know some reasons why the Vikings were successful invaders; ⊕ I can identify some legacies from the Viking and Anglo Saxon times, e.g. place names.	Romans - Pompeii Study (How do we know about ordinary Roman Life?) ⊕ I know facts about the events of Pompeii; ⊕ I know how we can use what was found in Pompeii to learn about the life of everyday Romans; ⊕ I know how life was different for rich and poor Romans; ⊕ I can give details about Pliny the Younger and what he witnessed; ⊕ I know some details of artefacts found at Pompeii. ⊕ Explain what a source can tell us and cannot tell us about the time being studied

	- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ - Use terms like 'invasion' and 'settlement' - be able to give examples, be able to explain why people may have different experiences of them, share examples of these through different times in history - Find places Romans then Vikings settled on a map and suggest geographical reasons why this might be - Describe the characteristic features of the past, including ideas, beliefs, attitudes and explain how experiences of men, women and children need considering together to give a full view of an era	- Begin to see how this 'era' links to other areas of history they have studied - Use terms like 'invasion' and 'settlement' - be able to give examples, be able to explain why people may have different experiences of them, share examples of these through different times in history - Find places Romans then Vikings settled on a map and suggest geographical reasons why this might be - describe the characteristic features of the past, including ideas, beliefs, attitudes and explain how experiences of men, women and children need considering together to give a full view of an era - use appropriate historical vocabulary to communicate, including: dates; time period; era; change; chronology - Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past – think about how to share this clearly with other people	- Suggest why historians use lots of sources when studying the past - Use primary sources to ask and answer questions - describe the characteristic features of the past, including ideas, beliefs, attitudes and explain how experiences of men, women and children need considering together to give a full view of an era - Explain how different people may have had a different experience of living at the same time e.g. rich and poor, children, men and women
Big Ideas and Key Assessment Questions	Invasion and Settlement I can raise complex questions I can make links across and in my learning I can justify my thinking I can show people may think differently about the same event/person I can develop an understanding of concepts What was it like in Britain before the Romans arrived? Explain some reasons why the Romans come to Britain What changes did the Romans make to life in Britain?	Invasion and Settlement I can raise complex questions I can make links across and in my learning I can justify my thinking I can show people may think differently about the same event/person I can develop an understanding of concepts Why did the Anglo-Saxons settle in Britain? Why do people have different views of the Vikings? How did the Vikings change Britain? How do we know about Anglo-Saxon and Viking life? How and where did the Vikings travel? Why do we need a range of sources when studying history?	Invasion and Settlement I can raise complex questions I can make links across and in my learning I can justify my thinking I can show people may think differently about the same event/person I can develop an understanding of concepts I can describe a timeline of events in the eruption of Vesuvius I can identify what life was like in Pompeii for different groups of Roman people I can use primary sources, asking lots of questions, and identifying what the source can and cannot show me I can use primary sources to find out about life in Roman Pompeii for different groups of people

Computing	Online Safety – 1 session before each unit					
	⊕ Recognising what appropriate behaviour is when collaborating with others online ⊕ Recognising that information on the Internet might not be true or correct and that some sources are more trustworthy than others ⊕ Understanding why some results come before others when searching ⊕ Understanding that information on the internet is not all grounded in fact					
	Collaborative Learning	Further Coding with Scratch	Website Design	HTML	Computational Thinking	Investigating Weather
	⊕ Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication and collaboration ⊕ Use Google online software for documents, presentations, forms and spreadsheets. ⊕ Work collaboratively with others ⊕ Understanding that software can be used collaboratively online to work as a team	⊕ Identifying patterns through unplugged activities ⊕ Using past experiences to help solve new problems ⊕ Using abstraction to identify the important parts when completing both plugged and unplugged activities ⊕ Creating algorithms for a specific coding a simple game	⊕ Designing and creating a webpage for a given purpose ⊕ Learning about different forms of advertising on the internet.	⊕ Understanding that websites can be altered by exploring the code beneath the site ⊕ Building a web page and creating content for it ⊕ Learning about the purpose of routers	⊕ Problems by decomposing them into smaller parts ⊕ Using decomposition to understand the purpose of a script of code ⊕ Using decomposition to help solve problems ⊕ Using abstraction and pattern recognition to modify code ⊕ Incorporating variables to make code more efficient ⊕ Remixing existing code ⊕ Using a more systematic approach to debugging code, justifying what is wrong and how it can be corrected	⊕ Designing a weather station which gathers and records sensor data
Key Assessment Questions	Can I work collaboratively with others? Can I understand that we can use software to collaborate?	Can I code a simple game? Can I use past experiences to solve new problems?	Can I design and create a webpage? Can I learn about adverts on the internet?	Can I alter the code behind a website? Can I build a webpage and create content for it?	Can I decompose a problem in to smaller parts? Can I use abstraction and pattern to edit and modify code? Can I remix existing code?	Can I use my skills to design a weather station which gathers and records data?

DT	Textiles - Fastenings	Mechanical Systems – Making a slingshot car	Food – Adapting a Recipe		Structure – Pavilions	Electrical Systems - Torches
	⊕ Evaluating an end product and thinking of other ways in which to create similar items ⊕ Using appropriate equipment to cut and attach materials ⊕ Testing and evaluating the success of a final product and taking inspiration from the work of peers ⊕ Learning that products change and evolve over time					
	⊕ Designing and making a template from an existing cushion and applying individual design criteria	⊕ Designing a shape that reduces air resistance ⊕ Drawing a net to create a structure from ⊕ Choosing shapes that increase or decrease speed as a result of air resistance ⊕ Personalising a design ⊕ Measuring, marking, cutting and assembling with increasing accuracy ⊕ Making a model based on a chosen design ⊕ Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance ⊕ Learning that all moving things have kinetic energy ⊕ Understanding that kinetic energy is the energy that something (object	⊕ Designing a biscuit within a given budget, drawing upon previous taste testing ⊕ Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination ⊕ Following the instructions within a recipe ⊕ Establishing and using design criteria to help test and review dishes ⊕ Describing the benefits of seasonal fruits and vegetables and the impact on the environment ⊕ Suggesting points for improvement when making a seasonal tart ⊕ Learning that climate affects food growth		⊕ Designing a stable structure that is aesthetically pleasing and selecting materials to create a desired effect ⊕ Building frame structures designed to support weight ⊕ Creating a range of different shaped frame structures ⊕ Making a variety of free standing frame structures of different shapes and sizes ⊕ Selecting appropriate materials to build a strong structure and for the cladding ⊕ Reinforcing corners to strengthen a structure ⊕ Learning to create different textural effects with materials ⊕ Evaluating structures made by the class ⊕ Describing what characteristics of a	⊕ Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas ⊕ Making a torch with a working electrical circuit and switch ⊕ Assembling a torch according to the design and success criteria ⊕ Evaluating electrical products ⊕ Learning how electrical items work ⊕ Identifying electrical products ⊕ Learning what electrical conductors and insulators are ⊕ Understanding that a battery contains stored electricity and can be used to power products ⊕ Identifying the features of a torch and understanding how a torch works
	⊕ Following design criteria to create a cushion ⊕ Selecting and cutting fabrics with ease using fabric scissors ⊕ Sewing cross stitch to join fabric ⊕ Decorating fabric using appliqué ⊕ Completing design ideas with stuffing and sewing the edges					
	⊕					

		person) has by being in motion	⊕ Working with cooking equipment safely and hygienically ⊕ Learning that imported foods travel from far away and this can negatively impact the environment ⊕ Learning that vegetables and fruit grow in certain seasons ⊕ Learning that each fruit and vegetable gives us nutritional benefits		design and construction made it the most effective ⊕ Considering effective and ineffective designs ⊕ Learning what pavilions are and their purpose ⊕ Building on prior knowledge of net structures and broadening knowledge of frame structures ⊕ Learning that architects consider light, shadow and patterns when designing ⊕ Considering effective and ineffective designs	Articulating the positives and negatives about different torches
Key Assessment Questions	Can I join fabric using different stitches? Can I design and make a template? Can I test and evaluate the success of a product taking inspiration from peers?	Can I explain and understand kinetic energy? Can I evaluate a final product based on shape and speed? Can I draw a net to create a structure?		Can I design a biscuit within a given budget? Can I share information about the growing seasons and nutritional benefits of fruit and vegetables? Can I establish and use design criteria to help test and review dishes?	Can I create a stable structure that is aesthetically pleasing? Can I build on my knowledge of net and frame structures? Can I consider effective and ineffective designs?	Can I identify features of a torch, explaining how they work? Can I design a working electrical circuit? Can I evaluate an end product thinking of other ways it could have been achieved?
PE	Hockey	Basketball	Dance	Gymnastics	Cricket	Athletics
Skill	Evaluate ⊕ Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. ⊕ Modify their use of skills or techniques to achieve a better result.					

agility balance co-ordination health and fitness co-operative and competitive	Throwing and catching - Develop different ways of throwing and catching accurately in various situations. Striking and hitting: - Strike with accuracy and control, using at least 3 shots in game situations. Travelling with a ball: - Move with the ball using a range of techniques showing control and fluency. Passing a ball: - Pass the ball with increasing speed, accuracy and success in a game situation. Using space: - Make the best use of space to pass and receive the ball. Possession: - Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Attacking and defending: - Use a range of attacking and defending skills and techniques in a game.	- Identify and repeat the movement patterns and actions of a chosen dance style. - Compose a dance that reflects the chosen dance style. - Confidently improvise with a partner or on their own. - Compose longer dance sequences in a small group	- Create a sequence of actions that fit a theme. - Use an increasing range of actions, directions and levels in their sequences. - Move with clarity, fluency and expression. - Show changes of direction, speed and level during a performance. - Use equipment to vault in a variety of way - Carry out balances, recognising the position of their centre of gravity and how this affects the balance. - Begin to develop good technique when travelling, balancing and using equipment. - Develop strength, technique and flexibility throughout performances.	Striking and hitting: - Strike with accuracy and control, using at least 3 shots in game situations - Be able to vary where you hit the ball depending on where the fielders are placed Catching and fielding: - Demonstrate an effective catching technique; - Show a positional awareness of where fielders are best placed - Develop a throwing technique which suits different situations - Begin to develop a straight arm bowling technique	Running: - Confidently demonstrate an improved technique for sprinting. - Carry out an effective sprint finish. - Perform a relay, focusing on the baton changeover technique. - Speed up and slow down smoothly. - Jumping: - Learn how to combine a hop, step and jump to perform the standing triple jump. - Land safely and with control. - Begin to measure the distance jumped. Throwing: - Perform a pull throw. - Continue to develop techniques to throw for increased distance.
Key Assessment Questions	Can I modify my technique for different situations? Can I make good use of space to pass and receive the ball? Can I demonstrate accuracy with my passing? Can I discuss tactics for attacking and defending, with an awareness of what has worked and not worked? Can I evaluate a performance, suggesting strengths and ways to improve?	Can I repeat patterns and actions of a chosen dance style? Can I improvise with a partner and on my own? Can I compose longer sequences?	Can I create a sequence to a theme? Can I show changes in direction of travel, speed and level? Can I carry out a range of balances, demonstrating control and strength?	Can I hit the ball where I intend? Can I show an awareness of where to place fielders? Can I vary my throw depending on what the situation requires?	Can I demonstrate how I have improved my sprinting technique? Can I demonstrate the triple jump? Can I measure accurately and land safely? Can I perform a pull throw?

				Can I suggest improvements to my partner's technique?	Can I demonstrate a straight arm bowling style?	Can I evaluate my own performance and that of others?
RE	Hinduism	Christianity			Judaism	Humanism
Religious tolerance	How do Jews demonstrate their faith through their communities?	Why do Christians think about Incarnation at Christmas? What is the Trinity?	How did Jesus teach about God and values through parables?	What can I learn from Christian art about Christian beliefs about Easter, Salvation and the Trinity?	How do Humanists arrive at their views about the world?	How do Hindus worship in their daily lives?
Reflection	⊕ I can reflect on why and how Jews worship.	⊕ I can explain how Christians see God as 'Three in One' (Father, Son & Holy Spirit) through symbols. (Trinity)	⊕ I can respond with respect to a different beliefs and explain the significance of particular events and views to individuals and communities	⊕ I can suggest what Christians can learn about Jesus from nativity stories and the Easter story.	⊕ I can explain how Humanists look to science for explanations of origins as evolved animals.	⊕ I can explain how a Hindu may worship at home or in the mandir.
Self-Understanding	⊕ I can explain the importance of the Covenant for Jews	⊕ I can suggest what Christians can learn about Jesus from nativity stories and the Easter story.		⊕ I can describe and suggest reasons why Christians use titles to describe Jesus including Christmas & Easter (eg Saviour, Emmanuel, Messiah, Light of the World)	⊕ I can describe how Humans have the potential to make the world a better place and have responsibilities to the planet and each other	⊕ I can explain how a Hindu may view God.
Wonder	⊕ I can explain key features in a synagogue (Ark, Bimah, some women and men sit in different spaces, head covering), how worship happens there and explore how this relates to Jewish belief.	⊕ I can describe and suggest reasons why Christians use titles to describe Jesus including Christmas & Easter (eg Saviour, Emmanuel, Messiah, Light of the World)		⊕ I can understand the concept of salvation means 'to be rescued' from sin.	⊕ I can discuss how Humanists recognise how beliefs may be questioned, supporting freedom of belief and how science may provide answers	⊕ I can analyse a Hindu's journey of life and significant events along the way.
Sense of Community						
Open-mindedness	⊕ I can evaluate why Pesach (Passover) is important to Jews as an act of commemoration linked to the story of Moses.				⊕ I can understand there is no single way to be happy as humans are all different and you should be free to pursue what makes	

					you happy as long as this causes no harm.	
Key Assessment Questions	Can I talk about important events in the life of people of faith and reflect on ideas? Can I explore and describe a range of beliefs, symbols and actions? Can I consider ways people of diverse faith can live together with respect?	Can I make connections between religions and worldviews I have studied? Can I consider and discuss examples of key leaders in stories?	Can I respond with respect to a different beliefs and wisdoms? Can I explain the significance of particular events and views to individuals and communities?	Can I make links between my learning about a variety of faiths? Can I explain what faiths have in common? Can I discuss why worshippers attend a place of worship and what it means to belong?	Can I identify what make synagogue special to people of Jewish faith? Can I show respect and reverence? Can I give thoughtful and respectful responses?	Can I describe the main points of a Humanist belief? Can describe how Humanists play a role in modern society? Can I articulate my own beliefs and show respect for others?
Music	Mamma Mia	Glockenspiel 1 Winter Performance	Stop! Production	Lean On Me Production	Blackbird	Reflect, Rewind and Replay
Listen and appraise Sing and play Composing Improvise Performance	Listen and Appraise ⊕ To consider style indicators in a song ⊕ To discuss lyrics ⊕ To consider texture, dynamics, tempo, rhythm, features and pitch of songs and how these work together ⊕ To talk about the musical dimensions working together ⊕ Talk about how pieces make them feel ⊕ To begin to use musical words. Sing and Play ⊕ To understand that a solo singer makes a thinner texture than a large group ⊕ To sing in unison and in simple two-parts. ⊕ To re-join the song if lost. ⊕ To listen to the group when singing. ⊕ To know other instruments they might play or be played in a band or orchestra ⊕ To rehearse and perform their part ⊕ To experience leading the playing Compose and Improvise: ⊕ To understand improvisation is making up your own unique music on the spot ⊕ To know that you can use riffs you have heard ⊕ Create rhythmical and simple melodic patterns using an increased number of notes Perform ⊕ To present a musical performance designed to capture the audience			Can I sing some songs by heart and know who sang or wrote them? Can I recognise the style of music? Can I use terms such as texture, dynamics, tempo, rhythm, features and pitch when I discuss songs and the effect they have? Can I express how music makes me feel? Can I sing confidently alone and in a group, including in unison and two-parts? Can I show an awareness of being 'in tune'? Can I listen to others and keep to a beat? Can I rehearse and perform my part? Can I lead the music? Can I improvise using instruments with little preparation? Can I use riffs I have heard in my own music? Can I reflect on and make musical decisions? Can I show planning and careful consideration about my performances? Can I think about the experience of the audience when I perform? Can I record and reflect on my performance?		

	⊕ To communicate the meaning of the words and clearly articulate them.		
RSHE manage relationships how and who to ask for help unique individuals recognise beauty in difference express emotions and opinions respectfully manage risk know rights and responsibilities of my citizenship	Online Safety		
	My Healthy Self Connecting with Others <i>How can I make healthy choices?</i> • I know the benefits of keeping active for both body and mind. • I know the importance of a balanced diet and staying hydrated. • I can identify strategies to help build a growth mindset. • I can explore different ways to be kind to others. <i>How can we respect each other?</i> • I know that behaviour can change depending on the setting. • I know what stereotypes are and how they can harm others. • I can recognise respectful and disrespectful behaviours. • I can build trust and solve challenges in friendships respectfully. • I can respond safely and supportively to bullying.	The Online World Citizenship <i>How can I evaluate what I see online?</i> • I know what makes information reliable. • I know that some information online can be misleading or deliberately untrue. • I can search for and evaluate information online. • I can choose the most useful results. <i>How can I spend my money wisely?</i> • I know different ways people pay for things, including cash and card. • I know what budgeting means and what value for money means. • I can explain why planning how money is spent helps people make better choices. • I can keep track of money.	Growing Up Staying Safe <i>Growing up: How will my body and emotions change as I grow up?</i> • I know about the physical and emotional changes that happen during puberty. • I know that puberty happens at different times for everyone. • I know about periods and how to manage them. • I can identify who to talk to if I have questions about body changes. I can explain issues around privacy, boundaries and consent. <i>Staying safe: What signs help me recognise what is safe or unsafe?</i> • I know different types of road crossings and safe places to cross. • I know why water can be dangerous and the difference between medicines and harmful substances. • I can spot warning signs. I can remove myself from uncomfortable situations and seek help.
Key Assessment Questions	Why is it important to look after your mind as well as your body? • What does a balanced diet include? • What can you do when something feels really difficult? What is a stereotype? Can you give an example? • What does respectful behaviour look and sound like?	How do you check if something you read online is true? • What are some signs that information online might not be reliable? • How do you choose the best results when you search for something? What does it mean to budget your money?	What changes happen to your body during puberty? • Why might puberty feel different for different people? • Who could you speak to if you had questions about growing up? What are the different ways you can cross a road safely?

	• What would you do if you saw someone being bullied?		• What is the difference between paying by cash and by card? • How can you check if you are getting good value for money?		• What warning signs might tell you a situation is not safe? • What would you do if you felt uncomfortable somewhere?	
MFL	Portraits – describing	Clothes – Getting Dressed	French numbers, Calendars and Birthdays	French Weather and the Water Cycle	French Food	French and the Eurovision Song Contest
Read fluently	⊕ Read fluently ⊕ Read and understand the main parts of a short-written text in French ⊕ Use a translation dictionary to look up new words in French					
Write imaginatively	⊕ Read a short text independently in French ⊕ Demonstrate a growing vocabulary ⊕ Write short phrases from memory					
Speak confidently						
Understand culture	⊕ Describe someone's appearance in French ⊕ Position adjectives, ensuring it agrees with the noun (masculine, feminine, plural, singular)	⊕ Describe items of clothing ⊕ Different forms of the indefinite article ⊕ Incorporate colour in to their descriptions	⊕ Say and use numbers ⊕ Say birthdays – months of the year and days of the week	⊕ Describe the weather and compass points ⊕ Count on to 100 ⊕ Make statements about temperature	⊕ Describe French Café Culture ⊕ Order food and drink in French ⊕ Learn about currency ⊕ Identify familiar shops	⊕ Ask and respond to questions about their musical likes and dislikes ⊕ Learn the names of instruments ⊕ Name and research European countries
Key Assessment Questions	Can you use sketchbooks to collect and record visual information from different sources? Show me how you control the types of marks made and experiment with different effects and textures Show me how you control the types of marks made and experiment with different effects and textures Can you discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques?					
Art	Develop ideas					
Developing Ideas	⊕ Use sketchbooks to collect and record visual information from different sources ⊕ Express likes and dislikes through annotations ⊕ Use a sketch book to adapt and improve original ideas ⊕ Keep notes to indicate their intention					
Master techniques – Drawing	Mastering technique - Drawing					
Painting	⊕ Develop intricate patterns using different grades of pencil and other implements to create lines and marks ⊕ Draw for a sustained period of time at an appropriate level ⊕ Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media ⊕ Further develop drawing a range of tones, lines using a pencil ⊕ Begin to show awareness of representing texture through the choice of marks and lines made ⊕ Attempt to show reflections in a drawing ⊕ Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms					
Textures, pattern, colour, line and tone						
	Painting					

Taking inspiration from the greats.	✦ Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects ✦ Start to develop a painting from a drawing ✦ Begin to choose appropriate media to work with ✦ Use light and dark within painting and show understanding of complimentary colours ✦ Mix colour, shades and tones with increasing confidence ✦ Work in the style of a selected artist (not copying)			
	Print making			
	✦ Print simple pictures using different printing techniques ✦ Continue to explore both mono-printing and relief printing ✦ Demonstrate experience in 3 colour printing ✦ Demonstrate experience in combining prints taken from different objects to produce an end piece.			
	Texture, pattern, colour, line and tone			
	✦ Experiment with different grades of pencil and other implements to achieve variations in tone ✦ Use complimentary and contrasting colours for effect			
	Taking inspiration from the greats			
	✦ Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work ✦ Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. ✦ Identify modifications/ changes and see how they can be developed further.			
Key Assessment Questions	Developing ideas	Mastering techniques – drawing. Painting print making	Texture, pattern, colour, line and tone	Taking inspiration from the greats
	Can you use sketchbooks to collect and record visual information from different sources?	Show me how you control the types of marks made and experiment with different effects and textures Can you print simple pictures using different printing techniques?	Can you use different grade of pencil to show tone?	Can you discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques?