

## St Mary's Year 4 Long- Term Plan

	Autumn		Spring		Summer	
<b>Values Heartsmart</b>	<b><u>LOVE</u></b> 'Get SMARTSMART'	<b><u>COMPASSION</u></b> Don't Forget to Let Love In!	<b><u>RESPECT</u></b> 'Too much Selfie isn't healthy!'	<b><u>COURAGE</u></b> 'Don't Rub it in, Rub it Out!'	<b><u>HONESTY</u></b> 'Fake is a Mistake!'	<b><u>DETERMINATION</u></b> 'No Way through isn't true!'
<b>Courageous Advocacy</b>	<b><u>Hello Yellow Day-Mental Health Day</u></b> Awareness raising	<b>Royal British Legion <u>Harvest Festival</u></b> Community engagement <b><u>Children in Need</u></b> Children led activities	<b><u>Fair Trade Fortnight</u></b> Lifestyle changes Dignity and respect  <b><u>Holocaust Memorial Day- 27 Jan 2023</u></b> <b><u>British Science Week</u></b> <b><u>"Connections"</u></b>	<b><u>World Water Day</u></b> Toilet twinning	<b>Raising Awareness -Caring for the Earth</b>	<b><u>World Ocean Day</u></b> Plastic Pollution-Lifestyle changes
<b>Maths</b>	<p>Count in multiples of 25 and 1,000 NB multiples of 6, 7 and 9 will be covered in the multiplication unit.</p> <p>Find 1,000 more or less than a given number</p> <p>Count backwards through zero to include negative numbers</p> <p>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</p> <p>Order and compare numbers beyond 1,000</p> <p>Identify, represent and estimate numbers using different representations</p> <p>Round any number to the nearest 10, 100 or 1,000</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> <p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>Estimate and use inverse operations to check answers to a calculation</p>		<p>Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p> <p>Recognise and use factor pairs and commutativity in mental calculations</p> <p>Multiply two-digit and three digit numbers by a one-digit number using formal written layout</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> <p>Recognise and show, using diagrams, families of common equivalent fractions</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <p>Add and subtract fractions with the same denominator</p>		<p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math></p> <p>Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>Round decimals with one decimal place to the nearest whole number</p> <p>Compare numbers with the same number of decimal places up to two decimal places</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Identify acute and obtuse angles and compare and order angles up to two right angles by size</p>	

	<p>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>		<p>Identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry</p> <p>Describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>Describe movements between positions as translations of a given unit to the left/right and up/down</p> <p>Plot specified points and draw sides to complete a given polygon</p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>Convert between different units of measure [for example, kilometre to metre; hour to minute]</p> <p>Read, write and convert time between analogue and digital 12- and 24-hour clocks</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</p> <p>Find the area of rectilinear shapes by counting squares</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence</p>
<p>English</p>	<p style="text-align: center;"><b>Writing</b>  <b>Recount writing</b>  <u><b>Gorilla by Anthony Browne</b></u>  Expand noun phrases and prepositional phrases  Fronted adverbials and use of punctuation  Paragraphing  <b>Final Outcome:</b> To write a narrative based on the story of 'Gorilla'.  <b>Greater Depth:</b> To write the narrative from dad's viewpoint and include some speech.</p> <p style="text-align: center;"><b>Reading comprehension</b></p>	<p style="text-align: center;"><u><b>Escape from Pompeii by Christina Balit</b></u>  <b>Writing</b>  <b>Fiction: historical narrative from character's point of view</b> Plan writing by discussing structure, vocabulary and grammar of similar writing.  Proof-read for spelling and punctuation errors  Draw inferences and justify with evidence.  <b>Final Outcome:</b> Write the story from the point of view of one of the children  <b>Greater depth:</b> Write from the point of view of the captain</p>	<p style="text-align: center;"><u><b>Where the Forest Meets the Sea by Jeannie Baker &amp; Rainforests in 30 Seconds by Dr Jen Green</b></u>  <b>Writing</b>  <b>Non-chronological report writing</b>  Plan writing by discussing the structure, vocab and grammar of similar writing  Compose and rehearse sentences orally  Proof-read for spelling and punctuation errors  <b>Final Outcome:</b> To make a zoo information board for a rainforest exhibit  <b>Greater Depth:</b> Include an interactive element such as a voiceover for a short video.</p>

**A World Full of Animal Stories by Angela McAllister**

Predict what might happen from details stated and implied.

Explore the meaning of words in context.

Retrieve, record and present information.

- Ask questions to improve understanding.

Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence

**Leon and the Place Between by Grahame Baker Smith & Angela McAllister**

**Writing**

**Recount writing**

Build a rich and varied vocabulary

Paragraphing

Extend range of sentences

Inverted commas and other punctuation to punctuate direct speech

**Final Outcome:** To write Leon's secret diary about what really happened in 'the place between', including conversation between Leon and the boy.

**Greater Depth:** To write a diary from a different point of view.

**Reading comprehension**

**The Train to Impossible Places by PG Bell**

Explore the meaning of words in context.

Retrieve, record and present information.

Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence

• Identify themes and conventions in a wide range of books  
Discuss words and phrases that capture the reader's interest and imagination

**Poetry**

**The Lost Property Office by Roger McGough**

Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs, alliteration, hyperbole

- Create own repeating patterns and experiment with simple forms

**Final Outcome:** To write a group list poem based on 'The Lost Property Office' by Roger McGough and perform

**Greater depth:** Write in couplets or change the setting of the poem eg 'Under the bed' or 'The back of the drawer'

**Reading comprehension:**

**Volcanoes by Maria Gill**

Use dictionaries to check the meaning of words that they have read

Identify how language, structure and presentation contribute to meaning

Retrieve and record information from nonfiction

**When the Giant Stirred by Celia Godkin**

**Writing**

**Fiction- Adventure**

Plan writing by discussing the structure, vocab and grammar of similar writing

Sentence structures

Create settings, characters and plot

Edit grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

**Final Outcome:** To write their own version of 'When the Giant Stirred' in the first person from the point of view of the boy.

**Greater Depth:** To write the story from the mountain God's point of view.

**Reading comprehension:**

**Ariki and the Island of Wonders by Nicola Davies**

Predict what might happen from details stated and implied.

Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence

Discuss words and phrases that capture the reader's interest and imagination.

**Poetry**

**Windrush Child by John Agard (from 'Under the Moon, Over the Sea')**

Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs, alliteration

- Use increasingly effective similes to create imagery

**Final outcome:** To write a free verse, personal narrative poem based on the structure of 'Windrush Child', describing what it feels like to leave and go to a new place.

**Greater depth:** Write a similar poem with freedom to change the structure and include feelings vocabulary.

**Courageous Advocacy Opportunity  
Dignity and Respect- refugees and asylum seekers.**

**Courageous Advocacy Opportunity- Protecting our Rainforests-  
Persuasive writing**

**Reading comprehension:**

**Fantastically Great Women who Saved the Planet by Kate Pankhurst**

Identify main ideas drawn from more than one paragraph and summarise

Identify how language, structure and presentation contribute to meaning

Identify themes and conventions in a wide range of books

**Courageous Advocacy Opportunity- Raising Awareness -Caring for the Earth**

**Blue John by Berlie Doherty**

**Writing**

**Explanation writing**

Plan writing by discussing the structure, vocab and grammar of similar writing

Discuss and record ideas

Compose and rehearse sentences orally Proof-read for spelling and punctuation errors

**Final Outcome:** Write a letter in role as an expert containing an explanation about cave formation.

**Greater Depth:** Include a persuasive paragraph about Treak Cliff Caverns as a tourist destination

**Reading comprehension:**

**The Myth-Hunter's Travel Guide by Tom Button (A literacy Company Text)**

Use dictionaries to check the meaning of words that they have read

Retrieve and record information from nonfiction

Ask questions to improve understanding

**Poetry**

**I am the Seed that Grew the Tree selected by Fiona Waters.**

**Focus: Haiku poems**

Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs

- Create own repeating patterns and experiment with simple forms

**Final outcome:** To write individual Haiku based on the natural world and link these with others in the group to make a series, known as Renga

**Greater depth:** To write individual Haiku as above, extend these to make the Tanka form and perhaps continue to link several to make Renga of their own

<p><b>Science</b></p>	<p><b>Work scientifically</b> Learning the methodologies of the discipline of science</p> <p><b>Understand electrical circuits</b> 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</p> <p><b>Investigate materials – States of Matter</b> 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</p>	<p><b>Work scientifically</b> Learning the methodologies of the discipline of science including fair testing (tooth experiment)</p> <p><b>Understand animals and humans</b> 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</p> <p><b>Investigate living things and their habitats</b> 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 <b>Courageous Advocacy Opportunity- Protecting our e Environment</b></p>	<p><b>Work scientifically</b> Learning the methodologies of the discipline of science</p> <p><b>Investigate sound and hearing</b> 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</p>
<p><b>R.E</b></p>	<p><b><u>David and the Psalms</u></b></p> <p><b>Christian Concepts</b> GOD – Creation – Fall – PEOPLE OF GOD – Incarnation – Gospel – Salvation – Kingdom of God</p> <p><b>Key Skills</b> Synthesis, Investigation, Expression, Interpretation</p> <p>Explore the Story of David and his strengths and qualities. Read the Psalms and use them to discover more about the nature of God. Identify the values that the pupils consider to be particularly important</p> <p><b><u>Christmas</u></b></p> <p><b>Christian Values</b> God – Creation – Fall – People of God – INCARNATION – Gospel – SALVATION – Kingdom of God</p> <p><b>Key Skills</b></p>	<p><b><u>Jesus - Why do Christians believe Jesus is the Son of God?</u></b></p> <p><b>Christian Concepts</b> God – Creation – Fall – People of God – INCARNATION – GOSPEL – SALVATION – Kingdom of God</p> <p><b>Key Skills</b> Apply Evaluate Analyse Reflect Interpret</p> <p>Jesus was born both God and man (incarnation) to teach God’s message (gospel) and to save all people (salvation) so that the relationship with God is repaired. Deepen the children’s understanding of Jesus, who he was, his teaching and behaviour. Use the events covered in the stories in this unit to illustrate and emphasise the Christian belief that Jesus is the Son of God; that he was God and man, both human and divine. Deepen pupil’s knowledge and understanding of why the sabbath , Shabbat, is so important to Jews. Introduce pupil’s to the celebrations and traditions of Jewish Shabbat</p> <p><b><u>Easter - A story of betrayal or trust?</u></b></p> <p><b>Christian Concepts</b></p>	<p><b><u>The Church - Are all Churches the same?</u></b></p> <p><b>Christian Concepts</b> God – Creation – Fall – People of God – Incarnation – GOSPEL – Salvation – KINGDOM OF GOD</p> <p><b>Key Skills</b> Reflect, Investigate, Apply, Enquire</p> <p>Give children an understanding of the Christian church in its widest sense. Ensure pupils know that Christianity is a multi-cultural worldwide faith. Enable pupils to see the similarities and differences between Christian denominations and to develop further their understanding of symbolism. Further develop children’s knowledge and understanding of sacred places of worship across world faiths.</p> <p><b><u>Prayer - What is prayer?</u></b></p> <p><b>Christian Concepts</b> GOD – Creation – Fall – People of God – Incarnation – Gospel – Salvation – Kingdom of God</p> <p><b>Key Skills</b></p>

	<p>Reflect, Empathise, Apply, Interpret, Investigate</p> <p>Give pupils an understanding of the Christian belief that Jesus is the, 'Light of the World'.</p> <p>Explore the multi-faceted metaphor of bringing light into people's lives.</p>	<p>God – Creation – Fall – People of God – Incarnation – Gospel – SALVATION – Kingdom of God</p> <p><b>Key Skills</b></p> <p>Empathise, Analyse, Investigate</p> <p>Give children the opportunity to reflect upon the importance of power and the effect of betrayal, trust and forgiveness.</p> <p>Deepen pupil's understanding of the concept of salvation.</p> <p>Focus on the significance of the incidents of betrayal and trust in the Easter story.</p> <p>Increase pupil's knowledge and understanding that forgiveness is a key teaching of all World Faiths and impacts on the lives of believers.</p>	<p>Interpret, Reflect</p> <p>Ensure that the children know that prayer is a way of communicating with God.</p> <p>Ensure that pupils know that believers across all World Faiths pray in many similar and different ways.</p> <p>Introduce pupils to the religious artefacts and actions associated with the practice of prayer.</p> <p>Ensure that pupils to know that Christians believe that God listens and responds.</p>

<p><b>Geography</b></p>	<p><b>Europe – what is it like to live in Northern Italy?</b>  <b>Investigate places</b>  Understanding the geographical location of Italy in Europe and its physical and human features.</p> <p><b>Investigate patterns</b>  Understanding the relationships between the physical features of cities in Northern Italy and the human activity within them.</p> <p><b>Communicate geographically</b>  Understanding geographical representations, vocabulary and techniques. Mapping skills (Italy and Europe)</p>	<p><b>Mountains, volcanoes and earthquakes</b>  <b>Investigate places</b>  Understanding the geographical location of places and their physical and human features.  Volcanoes &amp; Earthquakes.</p> <p><b>Investigate patterns</b>  Understanding the relationships between the physical features of places and the human activity within them particularly the impact of natural disasters.</p> <p><b>Communicate geographically</b>  Understanding geographical representations, vocabulary and techniques.  Courageous Advocacy Opportunity- Raising Awareness -Caring for the Earth/Climate Change</p>	<p><b>South America – why does the Amazon matter?</b>  <b>Investigate places</b>  Understanding the geographical location of places and the physical and human features of South America.</p> <p><b>Investigate patterns</b>  Understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world’s natural resources are produced and used.  Why is the Amazon rainforest important?  What can we do to protect it?</p> <p><b>Communicate geographically</b>  Understanding geographical representations, vocabulary and techniques.</p>
<p><b>History</b></p>	<p><b>‘Anglo Saxons’</b>  <b>Investigate and interpret the past</b>  Understanding that our understanding of the past comes from an interpretation of the available evidence_  Study of Anglo-Saxons culture .</p> <p><b>Build an overview of world history</b>  An appreciation of the characteristic features of the past and an understanding that life is different.  How the Anglo-Saxons have influenced Britain.</p> <p><b>Understand chronology</b>  An understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <p><b>Communicate historically</b>  Using historical vocabulary and techniques to convey information about the past.  What did we learn from the Anglo-Saxons?</p>	<p><b>‘The Vikings’</b>  <b>Investigate and interpret the past</b>  Understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p><b>Build an overview of world history</b>  An appreciation of the characteristic features of the past and an understanding that life is different.</p> <p><b>Understand chronology</b>  An understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <p><b>Communicate historically</b>  Using historical vocabulary and techniques to convey information about the past.</p>	<p><b>‘Ancient Egypt’</b>  <b>Investigate and interpret the past</b>  Understanding that our understanding of the past comes from an interpretation of the available evidence.  Study of Ancient Egyptian Culture</p> <p><b>Build an overview of world history</b>  An appreciation of the characteristic features of the past and an understanding that life is different.</p> <p><b>Understand chronology</b>  An understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <p><b>Communicate historically</b>  Using historical vocabulary and techniques to convey information about the past.  What did we learn from the Ancient Egyptians?</p>
<p><b>Computing</b></p>	<p>The Internet</p> <p>Self-image and identity</p> <p>Audio editing</p> <p>Online relationships</p>	<p>Photo editing</p> <p>Data logging</p> <p>Managing online information</p>	<p>Repetition in shapes</p> <p>Privacy and security</p> <p>Repetition in games</p>

<p><b>P.E</b></p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</b></p> <p>Rugby league (Invasion) The water cycle – Gymnastics – Sequencing Dance - Electricity</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</b></p> <p>Decisions (outdoor adventure) Returning (Net Games) Passing and moving (Invaion)</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</b></p> <p>Record breaking (Athletics) Fielding (Strike and Field) Dribbling,movement and teamwork(Invasion)</p>
<p><b>Art</b></p>	<p><b>‘Art Deco’ Develop ideas</b></p> <p>Understanding how ideas develop through an artistic process. Look at how emotions are represented by Lempicka in her portrait. Consider how she used different aspects for different parts of the portrait.</p> <p><b>Master techniques</b></p> <p>This concept involves developing a skill set so that ideas may be communicated. Practise using the cubist and Art Deco styles, using elegant lines and bright colours. Explore working with a palette knife to apply paint.</p> <p><b>Take inspiration from the greats</b></p> <p>Study the artists and materials used during the Art Deco period. Understand the influences on artists, including Cubism, Egyptian Art, Aztec art and more modern design innovations.</p>	<p><b>‘Impressionism’ Develop ideas</b></p> <p>Understanding how ideas develop through an artistic process. Using artistic inspiration, study how colour can be used to create light effects and how it can be used to generate emotion in the observer. Explore colour theory to develop different effects with paint.</p> <p><b>Master techniques</b></p> <p>This concept involves developing a skill set so that ideas may be communicated. Understand and use the broken colour technique using brush and paint. Also explore light effects to reflect the weather in a scene. Learn about the impasto technique. Use different media to explore applying colour and texture to the same object. Explore colour for background / foreground contrast. Create image and add sound using digital media.</p> <p><b>Take inspiration from the greats</b></p> <p>Study how impressionist artists painted landscapes and everyday life. Study Sisley</p>	<p><b>‘Animals’ Develop ideas</b></p> <p>Understanding how artists showed light and dark to make their subjects appear 3 dimensional and to create the effect of the weather in the scene. Create many sketches of the same subject to develop detail.</p> <p><b>Master techniques</b></p> <p>Explore layering paint to create an animal fur effect. Create own Canopic jar by combining shapes. Use various stitching and weaving techniques to sew bookmarks.</p> <p><b>Take inspiration from the greats</b></p> <p>Study the animal drawings and paintings of Rosa Bonheur. Her paintings show the study of the animal she was painting and her inspiration to paint realistically.</p>
<p><b>DT</b></p>	<p><b>Master practical skills</b></p> <p>Developing the skills needed to make high quality products. 3-D models-Bridges. (Frame/Arch structures)</p> <p><b>Design, make, evaluate and improve</b></p> <p>Developing the process of design thinking and seeing design as a process. Test and improve the strength of parts using the concepts of compression and tension.</p> <p><b>Take inspiration from design throughout history</b></p> <p>Appreciating the design process that has influenced the products we use in everyday life. Compare the design of different types of bridge according to their purpose.</p>	<p><b>Master Practical Skills Mechanics.</b></p> <p>Understand the operation of pneumatics. Explore making simple mechanisms.</p> <p><b>Design, Make, Evaluate, Improve.</b></p> <p>Design and make a lifting mechanism included in a toy. Refine design.</p> <p><b>Take inspiration from designs throughout history.</b></p> <p>Look at product design where pneumatics are used. Label and annotate such mechanisms.</p>	<p><b>Master Practical Skills Electricals and Electronics.</b></p> <p>Understand a simple circuit (link to science) and learn about the materials used to create such circuits. Make copper tape circuits.</p> <p><b>Design, Make, Evaluate, Improve</b></p> <p>Design and make a paper greeting card with a light up element. Make a prototype and evaluate it. Use this to improve the design and explain the decisions made.</p> <p><b>Take inspiration from design throughout history</b></p> <p>Look at products using copper tape circuits. Assess their purpose and the user it is designed for. Collect ideas to inspire own designs.</p>

<b>Music-Charanga</b>	<p style="text-align: center;"><b>Unit 1 Create and Notate</b></p> <p style="text-align: center;">Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Copy and improvise short melodic phrases.</li> <li>2. Compose short structured piece using Music Explorer.</li> </ol> <p>I can create and play short musical phrases using five notes of a pentatonic scale. I can use Music Explorer to create a composition with a structure. I can make decisions about the overall structure of my improvisations/compositions, using techniques such as repetition.</p> <p style="text-align: center;"><b>Unit 2 Singing and Traditions</b></p> <p style="text-align: center;">Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Sing 2-part songs as duets or melody and accompaniment with accurate pitching.</li> <li>2. Understand contrasting traditions and stories.</li> </ol> <p>I can sing a 2-part song with accurate pitch and timing. I can perform a melody or duet with clear accompaniment. I can listen carefully and adjust my voice to blend with others. I can identify and describe contrasting musical traditions and stories. I can reflect on how different songs express culture and meaning.</p>	<p style="text-align: center;"><b>Unit 3 Recycling Songs</b></p> <p style="text-align: center;">Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Compose and perform an original song about plastic pollution using researched facts, with clear lyrics, rhythm, and expressive dynamics.</li> <li>2. Collaborate in groups to create a structured song and confidently record and present the performance using digital tools</li> </ol> <p>I can research a topic and summarise key facts for a song. I can compose lyrics that communicate a meaningful message. I can perform a song with expression and dynamics. I can collaborate in a group to create musical sections. I can record and share my creative work confidently</p> <p style="text-align: center;"><b>Unit 4 Exploring musical Contrasts</b></p> <p style="text-align: center;">Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Develop instrumental and ensemble skills by performing vocal and instrumental parts with control of pitch, rhythm, dynamics, and contrasts such as staccato/legato and crescendo/decrescendo.</li> <li>2. Compose and interpret musical ideas by improvising and layering parts that convey emotion and maintain ensemble cohesion.</li> </ol> <p>I know that forte means loud, piano means quiet, staccato means short, and legato means smooth. I can play instruments confidently, using tuned and untuned parts. I can identify and perform musical contrasts in pitch, dynamics, and articulation. I can sing the main and second vocal parts accurately and with expression. I can keep my own line whilst others play different parts. I can play or sing a whole song with my group, making sure we all start and stop together, listen so no one is too loud, and play the loud (forte) and quiet (piano) parts at the right time.</p>	<p style="text-align: center;"><b>Unit 5 Sound Effects</b></p> <p style="text-align: center;">Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Use sound effects to add drama and realism to a film clip.</li> <li>2. Begin to make compositional decisions, considering mood, timing, and narrative impact.</li> </ol> <p>I can choose and perform sound effects to enhance a video scene. I can record natural or digital sounds and layer them to create a dramatic effect. I can experiment with timing, volume, and texture to match actions on screen. I can collaborate with others to create a cohesive soundscape. I can evaluate my sound effects and make adjustments to improve mood and realism.</p> <p style="text-align: center;"><b>Unit 6 Round and Round</b></p> <p style="text-align: center;">Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Develop ensemble and vocal skills by performing rounds and songs with accurate pitch, rhythm, and expressive dynamics.</li> <li>2. Perform songs confidently in a school assembly, demonstrating their ability to work together as a class and to perform musically through effective performance techniques</li> </ol> <p>I can sing songs and rounds with small and large pitch leaps. I can maintain accurate pitch and rhythm and use dynamics when performing with others. I can listen to my classmates and adjust my singing to blend in an ensemble. I can perform songs confidently to an audience. I can reflect on my performance and suggest ways to improve.</p>
<b>MFL French</b>	<p style="text-align: center;"><b>Read fluently</b></p> <p style="text-align: center;"><b>Write imaginatively</b></p> <p style="text-align: center;"><b>Speak confidently</b></p>	<p style="text-align: center;"><b>Read fluently</b></p> <p style="text-align: center;"><b>Write imaginatively</b></p> <p style="text-align: center;"><b>Speak confidently</b></p>	<p style="text-align: center;"><b>Read fluently</b></p> <p style="text-align: center;"><b>Write imaginatively.</b></p> <p style="text-align: center;"><b>Speak confidently</b></p>

	<p>Understand the culture of the countries in which the language is spoken</p> <p>Animals Colours Questions</p>	<p>Understand the culture of the countries in which the language is spoken</p> <p>Animals and their habitats Masculine and feminine nouns</p>	<p>Understand the culture of the countries in which the language is spoken</p> <p>Favourite animals Likes / dislikes Homes and gardens French alphabet</p>
<p><b>PSHE/RSHE</b></p>	<p><b>Caring friendships</b></p> <p><b>Mental wellbeing</b></p> <p><b>Respectful relationships</b></p> <p><b>Being Safe</b></p> <p><b>Families and people who care for me</b></p> <p><b>Health and prevention</b></p>	<p><b>Caring friendships</b></p> <p><b>Respectful relationships</b></p> <p><b>Mental wellbeing</b></p> <p><b>Being Safe</b></p> <p><b>Internet Safety and Harms</b></p> <p><b>First Aid</b> <b>Calling for Help</b></p>	<p><b>Caring friendships</b></p> <p><b>Respectful relationships</b></p> <p><b>Families and people who care for me</b></p> <p><b>Being Safe</b></p> <p><b>Drugs Alcohol and Tobacco</b></p> <p><b>Mental wellbeing</b></p> <p><b>Changing Adolescent Bodies</b></p> <p><b>First Aid – Head injuries</b> <b>Asthma</b></p>