



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Stone Age Water/Rivers	Electricity	Victorians and Queen Victoria	The Amazon	Greeks	Environment/ habitats
English Power of reading	<p>Ug boy The Boy with the stone axe Vivid descriptions and Historical Fictional text Historical setting Narrative text Description Newspaper report Narrative poem Diary</p> <p>SPAG Vocabulary to explore setting Spelling- Y3/4 Subordinate clauses Prefixes Inverted commas</p> <p>Comprehension</p>	<p>Leon and the Place between Picture book Description Autobiography Report writing Narrative Poetry Diary Short story</p> <p>The Miraculous Journey of Edward Tulane Description Autobiographical writing Report writing Narrative Poetry Writing journal Short story Predictions Persuasive writing</p> <p>SPAG Pronouns Conjunctions Determiners Apostrophes Commas (in a list) Complex sentences</p> <p>Comprehension</p>	<p>Street Child Poetry Diary Letter Narrative Recount Newspaper report</p> <p>SPAG Phrase and clauses Layout devices Paragraphs Commas Prefixes Suffixes Fronted adverbials Prepositions</p> <p>Comprehension</p>	<p>Varjak Paw Modern writing Newspaper report Short story Recount Biography</p> <p>SPAG Standard English Homophones Headings and sub-headings Tense</p> <p>Comprehension</p>	<p>La Mariposa – cultural links Biography Letter Newspaper report Dialogue Persuasion Interview Diary</p> <p>Non-fiction texts Greeks</p> <p>Nest full of stars (Caribbean poetry)</p> <p>SPAG Verb tenses – present perfect Standard English</p> <p>Comprehension</p>	<p>Mouse, bird, snake wolf</p> <p>Where the forest meets the sea/Belonging</p> <p>(Science – Animals and habitats) Detailed descriptive writing Play scripts Journal Diaries Predictions Comparative writing</p> <p>SPAG Plurals Possessive Direct speech</p> <p>Comprehension</p>



Curriculum Map – Year 4

<p>Mathematics</p>	<p>Number and Place Value Count in multiples of 1000. Find 1000 more or less than a given number. Recognise the place value of each digit in a four-digit number. Order and compare numbers beyond 1000. Round any number to the nearest 10, 100 or 1000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p>Addition and Subtraction Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction. Use inverse operations to check answers to a calculation. Estimate, compare and calculate different measures, including money in pounds and pence</p> <p>Statistics</p>	<p>Addition and subtraction Recap on previous learning and extend. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Multiplication and Division Recall multiplication and division facts for multiplication tables up to 12×12.</p> <p>Geometry: properties of shape Compare and classify geometric shapes. Identify acute and obtuse angles and compare and order angles up to two right angles by size. Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Number Read Roman numerals to 100 (I to C) and know that, over time, the numeral system changed to include the concept of zero and place value.</p>	<p>Fractions (including decimals) Solve problems involving increasingly harder fractions. Count up and down in hundredths. Recognise and show, using diagrams, common equivalent fractions. Add and subtract fractions with the same denominator. Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$. Find the effect of dividing a one- or two-digit number by 10 and 100. Round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Measurement Convert between different units of measure.</p>	<p>Fractions (including decimals) Recap on previous learning and extend. Solve problems involving increasingly harder fractions.</p> <p>Measurement - time Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days</p> <p>Statistics Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>Measurement To convert between different units of measure.</p>	<p>Measurement Read, write and convert time between analogue and digital. 12- and 24-hour clocks. Estimate, compare and calculate different measures, including money in pounds and pence</p> <p>Fractions (including decimals) Solve simple measure and money problems involving fractions and decimals to two decimal places</p> <p>Addition and subtraction Recap on previous learning and extend. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Fractions (including decimals) Solve simple measure and money problems involving fractions and decimals to two decimal places</p>	<p>Number and place value Count in multiples of 6, 7, 9, 25 and 1000</p> <p>Multiplication and division Recap on previous learning and extend. Use place value, known and derived facts to multiply and divide mentally, including multiplying together three numbers. Recognise and use factor pairs in mental calculations. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems involving multiplying.</p> <p>Fractions (including decimals) Recap on previous learning and extend.</p> <p>Measurement Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days. To be able to deepen my knowledge of these</p>
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	<p>Interpret and present bar charts and time graphs. Solve comparison, sum and difference problems using information presented in graphs.</p> <p>Measurement Estimate, compare and calculate different measures, including money in pounds and pence.</p>		<p>Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.</p> <p>Geometry: position and direction Describe positions of coordinates in the first quadrant. Describe translations of a given co-ordinate to the left / right and up / down. Plot specified points and draw sides to complete a given polygon.</p>			<p>mathematical objectives through: problem solving, reasoning and application.</p>
<p>Science</p>	<p>Sound How sounds are made: -Pitch -Volume -Sound Recognise that sounds get fainter with distance. Investigation.</p> <p><u>Skills</u> Ask relevant questions and use different types of scientific enquires to answer them. Set up simple practical enquiries, comparative and fair tests.</p>	<p>Electricity Construct simple series electrical circuits. Open and closed circuits, Conductors and insulators. Investigation.</p> <p><u>Skills</u> Ask relevant questions and use different types of scientific enquires to answer them. Set up simple practical enquiries, comparative</p>	<p>State of matter Solid, liquids and gasses. Evaporation and condensation</p> <p><u>Skills</u> Ask relevant questions and use different types of scientific enquires to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and</p>		<p>Animals including mammals Describe basic parts and simple functions of the digestive system. Different types of teeth. Food chain. Identify producers, predators, prey.</p> <p><u>Skills</u> Ask relevant questions and use different types of scientific enquires to answer them. Record findings using simple scientific</p>	<p>Living things and their habitats Living things can be grouped in a variety of ways. Use classification keys to group living things.</p> <p><u>Skills</u> Ask relevant questions and use different types of scientific enquires to answer them. Gather, record, classify and present data in a variety of ways to help answer questions.</p>



Curriculum Map – Year 4

	<p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries including oral and written explanations. Use results to draw simple conclusions, make predictions and suggest improvements. Identify differences, similarities or changes. Use straightforward scientific evidence to answer questions.</p> <p>Walter Lincoln Hawkins – invented plastic coating for telephone wires.</p> <p>Resource: Biography: W. Lincoln Hawkins, from Lemelson-MIT Program</p> <p><u>Vocabulary:</u> Vibrate, vibration, vibrating, air, medium, ear, hear, sound, volume, pitch, faint/fainter, loud/louder, string, percussion, woodwind, brass, insulate.</p>	<p>and fair tests. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Use results to draw simple conclusions, make predictions and suggest improvements. Use straightforward scientific evidence to answer questions.</p> <p><u>Vocabulary:</u> Appliances, electricity, electrical circuit, cell, wire, bulb, buzzer, danger, electrical safety, sign, insulator, conductor, switch.</p>	<p>careful observations and, where appropriate, take accurate measurements using standard units and a range of equipment. Gather, record, classify and present data in a variety of ways to help answer questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries including oral and written explanations. Use results to draw simple conclusions, make predictions and suggest improvements.</p> <p><u>Vocabulary:</u> Solid, liquid, gas, solidify, ice, melt, freeze, evaporate, condense, changing state, cooled/cool, degrees Celsius, thermometer, water cycle, evaporation, condensation, precipitation, water vapour.</p>		<p>language, drawings, labelled diagrams, keys, bar charts and tables. Identify differences, similarities or changes. Use straightforward scientific evidence to answer questions.</p> <p><u>Vocabulary:</u> Human digestive system digestion, mouth, tongue, saliva, oesophagus, transport, stomach, acid, enzymes, small/large intestine, vitamins, colon. Teeth – incisors (cutting, slicing), canines (ripping, tearing), molars (chewing, grinding). Food chain – sun, producers, prey, predators, carnivore, herbivore, omnivore.</p>	<p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries including oral and written explanations. Identify differences, similarities or changes. Use straightforward scientific evidence to answer questions. George Washington Carver.</p> <p>Resource: George Washington Carver Scientist, Inventor, and Teacher Video for grades 3-7</p> <p><u>Vocabulary:</u> Environment, flowering/non-flowering, vertebrate (fish, amphibians, reptiles, birds, mammals), invertebrates (snails, slugs, worms, spiders, insects),.</p>
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<p>History</p>	<p>Stone Age Changes in Britain from the Stone Age -Why is it called the Stone Age? - What was life like in the Early and Middle Stone Ages? -What was the point of the monuments at this time? <u>Skills</u> Place some historical periods in a chronological framework. Use historical terms relating to the period of study. Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. Understand that sources can contradict each other. Communicate learning in an organised and structured way, using appropriate terminology. <u>Vocabulary</u></p>		<p>Victorians Queen Victoria The changing power of monarchs using case studies Understand how our knowledge of the past is constructed from a range of sources What was important to our local Victorians? -When were the Victorians alive? -What impact did the Victorians have on my local area? -How did the Victorians deal with poor people? -What can we learn about our area in Victorian times? -To what extent did things stay the same in Victorian times? <u>Skills</u> Place some historical periods in a chronological framework. Use historical terms relating to the period of study. Use sources of information in ways that go beyond</p>		<p>Why should we thank the Ancient Greeks? [Taught through book] -How did Ancient Greece overcome its poor geography to become important? - Was it all fun and games for the Greeks? - How different were the Spartans and the Athenians? - Who is your Greek hero? - Why did Ancient Greece win so many wars? <u>Skills</u> Place some historical periods in a chronological framework. Use historical terms relating to the period of study. Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. Communicate learning in an organised and structured way, using</p>	
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	<p>Palaeolithic Mesolithic Neolithic Hunter Gatherers Agriculture Settlement Stone age Chronological Sources of information</p>		<p>simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. Understand that sources can contradict each other. Communicate learning in an organised and structured way, using appropriate terminology.</p> <p><u>Vocabulary</u> Monarchy Social Structure Innovation Power Influence Western world Evidence Sources of information Chronological</p>		<p>appropriate terminology.</p> <p><u>Vocabulary</u> Ancient Conquer Spartans Athenians Legacy Sources of information Year, decade, century Chronological</p>	
<p>Geography</p>	<p>How does water go around and round? - Where does all the rain go? -Where does all the rainfall come from? -What can we learn</p>			<p>What is it like in the Amazon? -Where is the Amazon? -What would it be like to take a walk through the Amazon</p>	<p>Climate -Climate zones -Geographical vocabulary to describe weather, climate. -Locate some of the</p>	



	<p>about the River Thames? -How and why do people change rivers? -How do rivers wear away mountains?</p> <p><u>Skills</u> Understand and use a widening range of geographical terms. Plan the steps for an enquiry. Demonstrate a clear knowledge of features in local and further environment. Know how locality is set in geographical context. Understand how the landscape effects the development of a community. Describe how people have been affected by changes in the environment. Understand key natural resources. Understand why there are similarities and differences between places.</p> <p><u>Vocabulary</u> Contour Height Valley Erosion Deposition</p>			<p>Rainforest? -What is Manaus like? -Do people live in the Amazon Rainforest? -How can people protect the Amazon?</p> <p><u>Skills</u> Understand and use a widening range of geographical terms. Measure straight line distances using the appropriate scale. Explore features of OS maps using 6 figure grid references. Draw accurate maps using more complex keys. Recognise the shapes of the continents. Recognise that people have a different quality of life. Know how locality is set in geographical context. Understand how the landscape effects the development of a community. Describe how people have been affected by changes in the environment. Understand key</p>	<p>World's climate zones</p> <p><u>Skills</u> Understand and use a widening range of geographical terms. Explore features of OS maps using 6 figure grid references. Draw accurate maps using more complex keys. Recognise the shapes of the continents. Identify countries in Europe including Russia. Know how locality is set in geographical context. Describe how people have been affected by changes in the environment. Understand key natural resources. Understand why there are similarities and differences between places.</p> <p><u>Vocabulary</u> Climate zone Weather patterns Continents Countries Biomes Environment Natural resources Vegetation Tropical</p>	
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Curriculum Map – Year 4

	Transportation Mountain River Natural resources Soil Sediment			natural resources. <u>Vocabulary</u> Climate Continent Environments Natural resources Locality Region Deforestation Soil Crops	Soil	
Events Visits	Visitor from Guildhall museum - Jeremy Leeds Castle Harvest Festival	Rochester Cathedral Carol Service	Founders Day	Greek Day Spring Arts festival	Gurdwara	Walk in the woods GAF Sports Day Healthy Living Week.
Forest School				Nature walk – Life cycles of animals/insects – Pond dipping	Den Building	Habitats – looking at where animals/insects life – mini beast hunt. Summer watch –(link to Geography)
PE	Problem solving <u>Skills</u> Creating and applying simple tactics. Develop leadership. Develop communication as a team. Collaborate effectively as a team. <u>Vocabulary</u> Effective team Collaborate Communication Tactics	Football: Sending & Receiving Different types of passes Passes in a game. Shooting Ball control dribbling <u>Skills</u> Refine dribbling. Develop turning in different directions. Refine passing and receiving. Develop passing and	Swimming <u>Vocabulary</u> Strokes Front crawl Back stroke Water safety Floating Gymnastics: Bridges. <u>Skills.</u> Introduction to bridges. Application of bridge learning onto	Swimming Tennis Forehand Backhand <u>Skills</u> Develop the forehand Creating space to win a point using a racket. Introduce the backhand Apply the forehand and backhand in a game situation.	Cricket Underarm bowl Fielding/striking <u>Skills</u> Develop an understanding of batting and fielding. Reinforce underarm bowl. Developing stopping and returning the ball. Developing retrieving and returning the ball. Striking the ball at different angles and	Athletics Running Competition Throwing Jumping <u>Skills</u> Develop running at speed. Explore the stride pattern. Exploring running at pace. Understand and apply tactics when running for distance.



Curriculum Map – Year 4

	<p>Listening Strategies Collective Responsible</p> <p>Hockey Basic rules Control Passing techniques Different passes Striking/shooting Attacking/blocking/tackling</p> <p><u>Skills</u> Refine dribbling and passing. Develop shooting, combining passing and dribbling to create shooting opportunities. Develop passing and dribbling creating space for attacking opportunities. Introduce defending, blocking and tackling.</p> <p><u>Vocabulary</u> Dribble Retrieve Barrier Opponent Control Long pass Short pass Defend Attack Shoot</p>	<p>dribbling creating space. Introduce shooting.</p> <p><u>Vocabulary</u> Dribble Possession Attack Direction Intercept Defend Space Teamwork Communication</p> <p>Dance: Circus dance (English)</p> <p><u>Skills</u> Responding to a stimuli, working together. Extending sequences with a partner in character. Explore two contrasting relationships and interlinking dance moves.</p> <p><u>Vocabulary</u> Musicality Expression Body movements Character Timing Creativity</p>	<p>apparatus. Develop sequences with bridges. Sequence formation.</p> <p><u>Vocabulary</u> Movement Apparatus Bridge Balance Apparatus Flow Levels</p>	<p>Apply forehand and backhand, creating space to win a point.</p> <p><u>Vocabulary</u> Forehand Underarm throw Recover Baseline Opponent Return Position</p> <p>Health, wellbeing and mindfulness.</p> <p><u>Skills</u> Mental wellbeing. Mindfulness. Leadership. Exploring cool downs.</p> <p><u>Vocabulary</u> Healthy lifestyle Mindfulness Well being Balanced diets Food groups Exercise</p>	<p>speeds.</p> <p><u>Vocabulary</u> Batting Striking Intent Throw Fielding Bowling Wicket (keeper) Long barrier</p> <p>Greeks - Dance</p> <p><u>Skills</u> Exploring the Greeks using compositional principles. Extend sequences with a partner. Create movement using improvisation where movement is reactive.</p> <p><u>Vocabulary</u> Expression Character Sequence Movement Change of level Perform</p>	<p>Javelin. Develop techniques for the standing triple jump.</p> <p><u>Vocabulary</u> Running Sprinting Race Lane Accelerate Distance False start Body position/stance</p>
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Art/DT		<p>DT Alarms Systems and switches, designs and buzz. Evaluating our work.</p> <p><u>Skills</u> Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. Create designs using exploded diagrams. Use techniques which require more accuracy to cut, shape, join and finish work including cutting internal shapes.</p>	<p>Art Can we change places? To investigate how the environment affects how we feel about a place and how art can be used to improve a place. To collect visual information and to explore ideas for a site-specific sculpture. To be able to design a site specific sculpture. To use 'found' materials to create a sculpture. To be able to use finishing techniques to complete a</p>	<p>DT MONEY CONTAINERS Exploring features, sewing skills, bringing designs to life.</p> <p><u>Skills</u> Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. Create designs using exploded diagrams. Use techniques which require more accuracy to cut,</p>	<p>Art Andy Warhol To find out who Andy Warhol was and explore the Pop art movement. To be able to use Warhol's blotted line technique to create artwork. To explore and recreate Warhol's 'Campbell's Soup' artwork. To explore Warhol's portraits of celebrities. To be able to create a self-portrait in the style of Andy Warhol. To be able to use objects of popular culture to create Pop art.</p> <p><u>Skills</u> Use a sketchbook for</p>	<p>DT SEASONAL FOODS All year round, fruits, vegetables, meat and poultry, fish and seafood.</p> <p><u>Skills</u> Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. Understand seasonality and the advantages of eating seasonal and locally produced food. Read and follow recipes which involve several processes,</p>



		<p>Use knowledge of techniques and functionality and aesthetic qualities of a wide range of materials to plan how to use them. Consider how existing and own products might be improved. Apply techniques learnt to strengthen structures. Understand and use electrical systems in products.</p> <p>Art At the pantomime To explore design features of a pantomime. To be able to design a set for a particular pantomime scene. To be able to create a model set for a pantomime based on a design. To be able to design costumes for pantomime characters. To be able to design a costume accessory for a pantomime. To be able to design a poster to advertise a</p>	<p>sculpture. To be able to evaluate a finished piece of artwork.</p> <p><u>Skills</u> Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. Use taught skills to improve artwork. Articulate how work could be improved using technical terms and reasons. Draws familiar objects with correct proportion. Plan a sculpture through drawing.</p> <p><u>Vocabulary:</u> Record, observe, review, revisit, improve, visual, environment mastery, design techniques, painting, materials, create, surface patterns, textures, join, construct, modelling, shape, develop, clay, slabs, coils, slips, evaluate, opinion.</p>	<p>shape, join and finish work including cutting internal shapes. Use knowledge of techniques and functionality and aesthetic qualities of a wide range of materials to plan how to use them. Consider how existing and own products might be improved. Apply techniques learnt to strengthen structures.</p> <p><u>Vocabulary:</u> Plan explore Design Make Materials Sewing Container Evaluate</p>	<p>collecting ideas and developing a plan for a completed piece of artwork. Use taught skills to improve artwork. Articulate how work could be improved using technical terms and reasons. Describe some of the key ideas, techniques and practices of artists. Draws familiar objects with correct proportion. Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. Experiment with creating mood, feeling and movement.</p> <p><u>Vocabulary</u> Blotted line, technique, pop art, inspiration, recreate, portraits, Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush.</p>	<p>skills and techniques.</p> <p><u>Vocabulary:</u> Food Plan Prepare Taste Touch Smell Discuss Produce Local Farming Seasons Cooking Vegetables Poultry meat Fish Evaluate</p>
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		<p>particular pantomime.</p> <p><u>Skills</u> Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. Use taught skills to improve artwork. Articulate how work could be improved using technical terms and reasons. Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. Experiment with creating mood, feeling and movement. Use a variety of techniques e.g. marbling, silkscreen and cold water paste. Print on fabrics using tie-dyes or batik.</p> <p><u>DT Vocabulary</u> Plan Make Design Function System Alarm Switches Buzzes evaluate</p>				
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		<p><u>Art Vocabulary</u> Record, observe, review, revisit, improve, mastery, design techniques, painting, materials, create, surface patterns, textures, join, construct, modelling, shape, develop.</p>				
<p>Music</p>	<p>Harvest Assembly Music Express Sounds-After exploring how sounds are produced and classified, the children use their voices to make beatbox sounds, sing four-part songs, and perform a jazzy sound. Recycling- The children make their own instruments from junk then use them to improvise, compose and play junk jazz music in a variety of different musical structures. <u>Skills</u> Confidently recognise a range of musical instruments and the different sounds they make. Confidently recognise and explore a range of musical styles and traditions and know</p>	<p>Singing for Christmas – sacred carols and secular</p>	<p>Music Express Ancient Worlds-The children celebrate achievements of the ‘Amazing Egyptians’ and explore 20th century minimalist music inspired by the age of Akhenaten. They arrange and perform a layered pyramid structure. Singing Spanish-A sample of the sights and sounds of the Spanish-speaking world, including greetings, counting to twelve and playing a singing game. The children explore part-singing and accompaniments in four contrasting songs. <u>Skills</u> Confidently</p>		<p>Music Express Communication-Children create a news programme, complete with theme music and school news headlines. Using songs and raps, this musical news bulletin will alert the school to the burning issues of the day! Time-Music featuring bells and clocks helps the children to understand rhythm and syncopations. They learn to sing and play bell patterns, listen to an orchestral clock piece, and create their own descriptive music. <u>Skills</u> Confidently recognise a range of musical instruments and the different sounds they make.</p>	



	<p>their basic style indicators. Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate. Play and perform in solo or ensemble contexts with increasing confidence.</p> <p><u>Vocabulary:</u> Recognise a range of instruments Musical styles Traditions Style indicators Musical language Challenging rhythms Body percussion Untuned instruments Ensemble/Solo Precision</p>		<p>recognise and explore a range of musical styles and traditions and know their basic style indicators. Sing as part of an ensemble with confidence and precision. Play and perform in solo or ensemble contexts with increasing confidence. Develop an understanding of formal, written notation which includes minims and quavers. Listen to and recall sounds with increasing aural memory.</p> <p><u>Vocabulary:</u> Musical styles Traditions Style indicators Ensemble/Solo Formal written notation: Minims Quavers Aural memory Perform with: Increasing confidence</p>		<p>Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate. Sing as part of an ensemble with confidence and precision. Play and perform in solo or ensemble contexts with increasing confidence. Develop an understanding of formal, written notation which includes minims and quavers. Listen to and recall sounds with increasing aural memory.</p> <p><u>Vocabulary:</u> Recognise a range of instruments Formal written notation: Minims Quavers Aural memory Perform with: Increasing confidence Challenging rhythms Body percussion Untuned instruments</p>	
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<p>Computing</p>	<p>E-safety – INTERLAND</p>	<p>E-safety We are toy designers This unit will enable the children to: -Design and make an on-screen prototype of a computer-controlled toy. -Understand different forms of input and output (such as sensors, switches, motors, lights and speakers) -Design, write and debug the control and monitoring program for their toy.</p> <p><u>Skills</u> Use input devices such as cameras or sensors. Decompose programs into smaller parts. Use logical reasoning to detect and correct errors in algorithms and programs. Select, use and combine a variety of software, systems and content that accomplish goals.</p> <p><u>Vocabulary:</u> Decompose Program Device Embed</p>	<p>E-safety</p>	<p>E-safety We are HTML editors. This unit will enable the children to: -Understand some technical aspects of how the internet makes the web possible. Use HTML tags for elementary mark up. -Use hyperlinks to connect ideas and sources. -Code up a simple web page with useful content. -Understand some of the risks in using the web.</p> <p><u>Skills</u> Understand what servers are and how they provide services to a network. Use IT responsibly and understand that communication online may be seen by others. Understand where to go to for help and support when he/she has concerns about content or contact on the internet. Understand how results are selected</p>	<p>E-safety</p>	<p>E-safety We are meteorologists This unit will enable the children to: -Understand different measurement techniques for weather, both analogue and digital. -Use computer-based data logging to automate the recording of some weather data. -Use spreadsheets to create charts analyse data, explore inconsistencies in data and make predictions. -Practise using presentation software and, optionally, video.</p> <p><u>Skills</u> With support select, use and combine a variety of software on a range of digital devices to accomplish given goals. Use IT responsibly and understand that communication online may be seen by others. Understand where to go to for help and support when he/she has concerns about content or contact on</p>
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		<p>Input Output Stored Scratch Simulation Control Software Systems Prototype Virtual Blocks Mouse click Logical reasoning Algorithm Error</p>		<p>and ranked by search engines.</p> <p><u>Vocabulary:</u> Network Internet Services www global data URL HTTPs SMART Server Browser Site Coding HTML Editors</p>		<p>the internet. Decompose programs into smaller parts. Use logical reasoning to detect and correct errors in algorithms and programs. Select, use and combine a variety of software, systems and content that accomplish goals.</p> <p><u>Vocabulary:</u> Technologies Search Format Ranked Evaluate Chart Website Variable Excel Google Sheets Input Output Digital Spreadsheet</p>
RE		<p>Christianity Worship and ceremony: Community.</p> <p>Places in my community. Construct a community. Church community. To learn why</p>	<p>Sikhism and worship</p> <p>Origins and Lifestyle: -Guru Nanak. -The Guru Granth Sahib. -The five k's. – -Symbols: Khanda -Prayer: Lk Onkar sign</p>	<p>Christianity Ceremonies and practices.</p> <p>-Prayer -Holy Communion -Lent -Easter Story -Pentecost</p> <p><u>Skills</u></p>	<p>Sikhism worship, festival and celebrations</p> <p>-The Gurdwara -Family life and home The Amrit ceremony - Baisakhi -Divali -Gurpurbs - Sikh marriage</p>	

	<p>cathedrals are important places to Christians.</p> <p>Christmas Story</p> <p><u>Skills</u> <u>AT1</u> Identify key features of religions such as major figures, sacred writings and places of worship. <u>AT2</u> Realise that some aspects of religions may influence their own lives e.g. having holidays at Christmas or how we treat each other from the story of the Good Samaritan.</p> <p><u>Vocabulary</u> Community Locations Church</p>	<p><u>Skills</u> <u>AT1</u> Understand the meaning for believers of religious beliefs, events and practices. Identify key features of religions such as major figures, sacred writings and places of worship. <u>AT2</u> Compare their own response to puzzling questions with those of others. Make links between beliefs and lifestyles by comparing aspects of their own experience with those of others, e.g. why some do and so do not eat meat. Realise that some aspects of religions may influence their own lives e.g. having holidays at Christmas or how we treat each other from the story of the Good Samaritan.</p> <p><u>Vocabulary:</u> Gurdwara Guru Takht Karah Pearshad</p>	<p><u>AT1</u> Understand the meaning for believers of religious beliefs, events and practices. Recognise a wider range of features common to a number of religions. <u>AT2</u> Compare their own response to puzzling questions with those of others. Realise that some aspects of religions may influence their own lives e.g. having holidays at Christmas or how we treat each other from the story of the Good Samaritan.</p> <p><u>Vocabulary</u> Heaven Hallowed Sin Temptation Evil Holy Communion Mass Eucharist Disciples Chalice Priest Self-Sacrifice Sacrifice Pentecost Symbols</p>	<p>ceremony</p> <p><u>Skills</u> <u>AT1</u> Understand the meaning for believers of religious beliefs, events and practices. Identify key features of religions such as major figures, sacred writings and places of worship. Recognise a wider range of features common to a number of religions. <u>AT2</u> Make links between beliefs and lifestyles by comparing aspects of their own experience with those of others, e.g. why some do and so do not eat meat.</p> <p><u>Vocabulary</u> Amrit Adulthood Childhood Promises Baisakhi Gobind Singh Langar Guru Granth Sahib Bangra Music Freedom Divali Rangoli Guru Nanak</p>	
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			Langer Hall Meditation Kesh Kirpan Kara Mool Mantor Immortal Enlightened		Gurdwara	
MFL 2019-20 yr3 2020-21 yr3 2021-2022 yr4	<u>Year3 curriculum</u> Names of fruit Connective – et [and] Verb-est [is] <u>Skills</u> Experiment with writing. Letter string-on Understand and respond to a question. Letter strings- eu, oi. Listen and respond to a nursery rhyme and an extended text. <u>Vocabulary</u> Les oranges, les poires, les prunes, les fraises, les pommes, les tomates, les bananes, Et, est.	<u>Year 3 curriculum</u> Reinforce with term 1 Revise colour <u>Skills</u> Experiment with writing. Letter strings- eu, oi. Perform actions to a French song. <u>Vocabulary</u> Rouge, bleu, blanc, noir, vert, jaune, orange, rose. gris, violet, marron.	<u>Year3 curriculum</u> Food items <u>Skills</u> Experiment with writing. Letter string-on Understand and respond to a question. Letter strings- eu, oi. Listen and respond to a nursery rhyme and an extended text. <u>Vocabulary</u> Les chips, le coca, les sucettes, le chocolat, les bonbons.	<u>Year3 curriculum</u> Easter Making a pancake. Easter celebrations. Making an Easter card. <u>Skills</u> Experiment with writing. Recite a finger rhyme and recognise how sounds are presented in written form.	<u>Year3 curriculum</u> Days of the week <u>Skills</u> Join in the reading of a story. Match sound to the written word and copy correctly. <u>Vocabulary</u> lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche.	<u>Year3 curriculum</u> Months of the year. <u>Skills</u> Imitate pronunciation of sounds. Identify social conventions at home and in other cultures. <u>Vocabulary</u> janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre.



Curriculum Map – Year 4

PSHE	<u>Values- 2 year cycle</u>	<u>Values- 2 year cycle</u>	<u>Values- 2 year cycle</u>	<u>Values- 2 year cycle</u>	<u>Values- 2 year cycle</u>	<u>Values- 2 year cycle</u>
	<p>Happiness Tolerance Respect Friendship</p>	<p>Love Generosity Friendship Peace Hope</p>	<p>Patience Trust Humility Responsibility</p>	<p>Caring Understanding Independence Positivity</p>	<p>Honesty Fairness Courage Perseverance</p>	<p>Simplicity Compassion</p>
	<p><u>Being Me in My World</u> - Being part of a class team - Being a school citizen - Rights, responsibilities and democracy - Rewards and consequences - Group decision-making - Having a voice - What motivates behaviour</p>	<p><u>Celebrating Differences</u> - Challenging assumptions - Judging by appearance - Accepting self and others - Understanding influences - Understanding bullying - Problem-solving - Identifying how special and unique everyone is - First impressions</p>	<p><u>Dreams and Goals</u> - Hopes and dreams - Overcoming disappointment - Creating new realistic dreams - Achieving goals - Working in a group - Celebrating contributions - Resilience - Positive attitudes</p>	<p><u>Healthy Me</u> - Healthier friendships - Group dynamics - Smoking - Alcohol - Assertiveness - Peer pressure - Celebrating inner strength</p>	<p><u>Relationships</u> - Jealousy - Love and loss - Memories of loved ones - Getting on and falling out - Girlfriends and boyfriends - Showing appreciation to people and animals</p>	<p><u>Changing Me</u> - Being unique - Having a baby - Girls and puberty - Confidence in change - Accepting change - Preparing for transition - Environmental change</p>
	<p><u>Skills</u> I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.</p> <p><u>Vocabulary</u> School community Democracy Consequences Learning charter.</p>	<p><u>Skills</u> I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we</p>	<p><u>Skills</u> I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.</p> <p><u>Vocabulary</u> Determination Resilience Disappointment Positive experiences Self-belief.</p>	<p><u>Skills</u> I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.</p> <p><u>Vocabulary</u> Healthy</p>	<p><u>Skills</u> I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.</p> <p><u>Vocabulary</u> Relationship Jealousy Hopelessness</p>	<p><u>Skills</u> I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my</p>



		<p>are.</p> <p><u>Vocabulary</u> Assumption Opinion Deliberate Bystander Cyber bullying.</p>		<p>Assertive Pressure Disease Opinion.</p>	<p>Depression Compromise.</p>	<p>feelings when changes happen.</p> <p><u>Vocabulary</u> Unique Sexual intercourse, Conception Fertilise Change Puberty.</p>
	<p><u>Prevent</u> Throughout the year, circle time will address issues of respect, tolerance and understanding and will build pupils’ resilience to radicalisation by providing a safe environment for debating controversial issues at the appropriate level of understanding. <u>School values</u> taught in assembly/circle time and PSHE lessons -Rule of law -Democracy -Individual liberty -Mutual respect -Tolerance <u>P4C</u> Question every other week that children debate during philosophy time and also incorporated into assemblies and circle times. Questions displayed on a display near the entrance.</p>					

GST Theme “Change Makers” highlighted throughout curriculum