

Progression in Year 4

Links to Wider Curriculum				
<ul style="list-style-type: none"> ➤ PCSO Bonfire and Halloween Safety Night ➤ Anti-Bullying Week ➤ Safer Internet Day ➤ PCSO Road Safety Visit ➤ Internet Safety Assembly ➤ PCSO Visit Anti-bullying and Hate Crime ➤ Music Tuition 		<ul style="list-style-type: none"> ➤ Pupil Parliament ➤ Black History Month ➤ Class Community Deed ➤ World Autism Acceptance Week – Neurodiversity Celebration ➤ World Book Day ➤ Before and After School Clubs 		
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>
Special Visits and Visitors				
History: Grosvenor Museum		PE: Residential - Loggerheads		PE: High profile sports event/venue

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Invadors		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	<ul style="list-style-type: none"> ⊕ 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	<ul style="list-style-type: none"> ⊕ 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	<ul style="list-style-type: none"> ⊕ 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 Immerse	The Whale	Leaf	Arthur and the Golden Rope	The Journey	Stories for boys who dare to be different/Goodnight stories for Rebels Girls	Manfish
Purpose	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.
Audience	Prefix – in	Adding – ly to adverbs	Suffix –ous (i)	Challenge words	Prefix – bi	
Language Features	Prefix – il and ir	Adding – ly	Challenge words	Homophones	Prefix – bi	
	Prefix – sub	/sh/ spelled – ch	/au/ diagraph	/s/ spelled c	Challenge words	
	Prefix – inter	Challenge words	Suffix – ion, -tion	Word families (1)	Plural possessive	
Plan	Prefix – inter	Suffix – ion (-sion)	Suffix – ion, ssion	Word families (2)	apostrophe	
	Challenge words	Suffix – ous	Suffix – cian, sion			
		Suffix – ous				
<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/rwubetzch2f1079v						

<p>Draft, revise and edit</p> <p>Phonics and Spelling</p>	<p>Composition</p> <ul style="list-style-type: none"> ⊕ 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 ⊕ Write in a range of genre forms 			
	<p>Grammar & Punctuation</p> <ul style="list-style-type: none"> ⊕ 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 			
	<p>Handwriting</p> <ul style="list-style-type: none"> ⊕ Increase the legibility, consistency and quality of their handwriting paying particular attention to downstrokes of letters, ascenders and descenders 			
	<p>Evaluate & Edit</p> <ul style="list-style-type: none"> ⊕ 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 			
	<p>Maths</p> <p>For full progression of skills see Padlet - https://millviewprimary.padlet.org/laurarobinson5/g7y3mon81njjy6no</p>			
	<p>Computing fluently</p> <p>Solving problems</p> <p>Reasoning logically</p> <p>Justifying and explaining</p> <p>Flexible thinking</p>	<p>Place value – 4 digit numbers (1)</p> <p>Place value – 4 digit numbers (2)</p> <p>Addition and subtraction</p> <p>Measure – perimeter</p> <p>Multiplication and division (1)</p>	<p>Multiplication and division (2)</p> <p>Measure – area</p> <p>Fractions (1)</p> <p>Fractions (2)</p> <p>Decimals (1)</p>	<p>Decimals (2)</p> <p>Money</p> <p>Time</p> <p>Statistics</p> <p>Geometry – angles and 2D shapes</p> <p>Geometry – position and direction</p>
	<p>Science</p> <p>Asking questions</p> <p>Making predictions</p> <p>Observing closely over time</p>	<p>Working Scientifically</p> <ul style="list-style-type: none"> ⊕ 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 		

Taking measurements	Living Things and Habitats	Animals Including Humans	Materials – States of Matter	Light and Sound	Electricity
<p>Seeking patterns</p> <p>Recording data</p> <p>Interpreting and communicating</p> <p>Evaluating</p>	<ul style="list-style-type: none"> ⊕ 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. 	<ul style="list-style-type: none"> ⊕ 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. 	<ul style="list-style-type: none"> ⊕ 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) 	<ul style="list-style-type: none"> ⊕ 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. 	<ul style="list-style-type: none"> ⊕ 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.
Key Questions	<p>Can I ask questions about why environments change and use the answers to draw conclusions?</p> <p>Can I explore and use classification keys to help group, identify and name a variety of living things?</p>	<p>Can I use scientific language to describe the digestive system?</p> <p>Can I identify teeth and explain the differences in their functions?</p> <p>Can I construct and interpret a variety of food chains, identifying</p>	<p>Can I systematically observe and group materials by whether they are a solid, liquid or gas?</p> <p>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?</p> <p>Can I report what happens when materials change state through my own observations?</p>	<p>Can I explain how sounds are made and the role of vibrations?</p> <p>Can I enquire how sounds change with distance and present my findings in different ways?</p> <p>Through enquiry can I predict and find patterns</p>	<p>Can I identify common appliances that run on electricity?</p> <p>Can I explain how a series electrical circuits work and create my own?</p> <p>Can I test the role of a switch in an electrical circuit and present my findings?</p>

		producers, predators and prey?		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 recognise similarities in some common conductors?
Geography	How can we improve our local area?	A European Journey	Ground Breakers		
Observing patterns	<ul style="list-style-type: none"> ⊕ 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	<ul style="list-style-type: none"> ⊕ 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 				
Developing a sense of place, space and scale	<ul style="list-style-type: none"> ⊕ Collect their own data from field work and use this to ask and answer questions ⊕ 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; 				
Conducting fieldwork	<ul style="list-style-type: none"> ⊕ 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 ⊕ 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. 				
Big Ideas and Key Assessment Questions	<p>Research</p> <p>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?</p>	<p>Culture</p> <p>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?</p>	<p>Observation</p> <p>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?</p>		
History	Invasion in Britain -Iron Age Celts and Roman Invasion	Viking Invasion – Vicious or Victorious;	Romans - Pompeii Study (How do we know about ordinary Roman Life?)		

<p>Making interpretations and raising questions</p>	<ul style="list-style-type: none"> ⊕ 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; 		
<p>Explaining significance</p>	<ul style="list-style-type: none"> ⊕ 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; 	<ul style="list-style-type: none"> ⊕ 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; 	<ul style="list-style-type: none"> ⊕ 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;
<p>Finding similarities and differences</p>	<ul style="list-style-type: none"> ⊕ I can explain features of Iron Age Celtic life and how it compared with Roman life. 	<ul style="list-style-type: none"> ⊕ 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. 	<ul style="list-style-type: none"> ⊕ 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
<p>Seeing change and continuity</p>	<ul style="list-style-type: none"> ⊕ I know some ways that the Romans changed life in Britain. 	<ul style="list-style-type: none"> ⊕ Begin to see how this 'era' links to other areas of history they have studied 	<ul style="list-style-type: none"> ⊕ 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
<p>Identifying causes and consequences</p>	<ul style="list-style-type: none"> ⊕ Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ 	<ul style="list-style-type: none"> ⊕ 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 	<ul style="list-style-type: none"> ⊕ 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
<p>Develop a sense of chronology</p>	<ul style="list-style-type: none"> ⊕ 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 	<ul style="list-style-type: none"> ⊕ 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 	<ul style="list-style-type: none"> ⊕ 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

<p>Big Ideas and Key Assessment Questions</p>	<p>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</p> <p>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?</p>		<p>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</p> <p>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?</p>		<p>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</p> <p>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</p>						
<p>Computing</p> <p>Code</p> <p>Connect</p> <p>Communicate</p> <p>Collect</p>	<p>Online Safety – 1 session before each unit</p> <ul style="list-style-type: none"> ⊕ 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 										
<p>Collaborative Learning</p> <ul style="list-style-type: none"> ⊕ 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 		<p>Further Coding with Scratch</p> <ul style="list-style-type: none"> ⊕ 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 		<p>Website Design</p> <ul style="list-style-type: none"> ⊕ Designing and creating a webpage for a given purpose ⊕ Learning about different forms of advertising on the internet. 		<p>HTML</p> <ul style="list-style-type: none"> ⊕ 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 		<p>Computational Thinking</p> <ul style="list-style-type: none"> ⊕ 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 		<p>Investigating Weather</p> <ul style="list-style-type: none"> ⊕ Designing a weather station which gathers and records sensor data 	

	<ul style="list-style-type: none"> Understanding that software can be used collaboratively online to work as a team 				<ul style="list-style-type: none"> 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 	
Key Assessment Questions	<ul style="list-style-type: none"> Can I work collaboratively with others? Can I understand that we can use software to collaborate? 	<ul style="list-style-type: none"> Can I code a simple game? Can I use past experiences to solve new problems? 	<ul style="list-style-type: none"> Can I design and create a webpage? Can I learn about adverts on the internet? 	<ul style="list-style-type: none"> Can I alter the code behind a website? Can I build a webpage and create content for it? 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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
Knowledge of tools Responsible designers and makers Show innovation Work safely Knowledge of brief	<ul style="list-style-type: none"> 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 					
	<ul style="list-style-type: none"> Designing and making a template from an existing cushion and applying individual design criteria 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 according to the design and success criteria

	<ul style="list-style-type: none"> ⊕ Completing design ideas with stuffing and sewing the edges ⊕ 	<ul style="list-style-type: none"> 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 person) has by being in motion 	<ul style="list-style-type: none"> ⊕ 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 ⊕ 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 		<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> ⊕ 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 Articulating the positives and negatives about different torches
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					⊕ Considering effective and ineffective designs	
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					
	<ul style="list-style-type: none"> ⊕ 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	Throwing and catching		⊕ Identify and repeat the movement patterns and actions of a chosen dance style.	⊕ Create a sequence of actions that fit a theme.	Striking and hitting:	Running:
balance	⊕ Develop different ways of throwing and catching accurately in various situations.		⊕ Compose a dance that reflects the chosen dance style.	⊕ Use an increasing range of actions, directions and levels in their sequences.	⊕ Strike with accuracy and control, using at least 3 shots in game situations	⊕ Confidently demonstrate an improved technique for sprinting.
co-ordination	Striking and hitting:		⊕ Compose a dance that reflects the chosen dance style.	⊕ Move with clarity, fluency and expression.	⊕ Be able to vary where you hit the ball depending on where the fielders are placed	⊕ Carry out an effective sprint finish.
health and fitness	Travelling with a ball:		⊕ Confidently improvise with a partner or on their own.	⊕ Show changes of direction, speed and level during a performance.	⊕ Move with the ball using a range of techniques showing control and fluency.	⊕ Perform a relay, focusing on the baton changeover technique.
co-operative and competitive	Passing a ball:		⊕ Compose longer dance sequences in a small group	⊕ Use equipment to vault in a variety of way	⊕ Pass the ball with increasing speed, accuracy and success in a game situation.	⊕ Speed up and slow down smoothly.
	Using space:			⊕ Carry out balances, recognising the position of their centre of gravity and	⊕ Demonstrate an effective catching technique;	⊕ Jumping:
	⊕ Make the best use of space to pass and receive the ball.				⊕ Show a positional awareness of where fielders are best placed	⊕ Learn how to combine a hop, step and jump to perform the standing triple jump.
	Possession:				⊕ Develop a throwing technique which suits different situations	⊕ Land safely and with control.
	⊕ Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.					⊕ Begin to measure the distance jumped.
	Attacking and defending:					Throwing:
	⊕ Use a range of attacking and defending skills and techniques in a game.					

			<p>how this affects the balance.</p> <ul style="list-style-type: none"> ⊕ Begin to develop good technique when travelling, balancing and using equipment. ⊕ Develop strength, technique and flexibility throughout performances. 	<ul style="list-style-type: none"> ⊕ Begin to develop a straight arm bowling technique 	<ul style="list-style-type: none"> ⊕ Perform a pull throw. ⊕ Continue to develop techniques to throw for increased distance. 	
Key Assessment Questions	<p>Can I modify my technique for different situations?</p> <p>Can I make good use of space to pass and receive the ball?</p> <p>Can I demonstrate accuracy with my passing?</p> <p>Can I discuss tactics for attacking and defending, with an awareness of what has worked and not worked?</p> <p>Can I evaluate a performance, suggesting strengths and ways to improve?</p>	<p>Can I repeat patterns and actions of a chosen dance style?</p> <p>Can I improvise with a partner and on my own?</p> <p>Can I compose longer sequences?</p>	<p>Can I create a sequence to a theme?</p> <p>Can I show changes in direction of travel, speed and level?</p> <p>Can I carry out a range of balances, demonstrating control and strength?</p> <p>Can I suggest improvements to my partner's technique?</p>	<p>Can I hit the ball where I intend?</p> <p>Can I show an awareness of where to place fielders?</p> <p>Can I vary my throw depending on what the situation requires?</p> <p>Can I demonstrate a straight arm bowling style?</p>	<p>Can I demonstrate how I have improved my sprinting technique?</p> <p>Can I demonstrate the triple jump?</p> <p>Can I measure accurately and land safely?</p> <p>Can I perform a pull throw?</p> <p>Can I evaluate my own performance and that of others?</p>	
RE	Hinduism	Christianity		Judaism	Humanism	
Religious tolerance	How do Hindus worship?	Why do Christians think about Incarnation at Christmas?	How did Jesus teach about God and values through parables?	How can I understand different Easter concepts?	How do Jews demonstrate their faith through their communities?	What is Humanism?
Reflection	<ul style="list-style-type: none"> ⊕ I can describe and make connections between different features of the religions and worldviews we have studied. 	<ul style="list-style-type: none"> ⊕ I can describe religions and world views, connecting my ideas and prior learning. 	<ul style="list-style-type: none"> ⊕ I can describe and understand links between stories and other aspects of the communities I have been investigating. 	<ul style="list-style-type: none"> ⊕ I can describe and make connections between different features of the religions and worldviews we have studied. 	<ul style="list-style-type: none"> ⊕ I can explore belief in action and make connections with my own life and communities. 	<ul style="list-style-type: none"> ⊕ I can describe the main beliefs of Humanism and begin to compare it to following a religious belief
Self-Understanding	<ul style="list-style-type: none"> ⊕ I can talk about celebrations, worship, pilgrimages and rituals which 	<ul style="list-style-type: none"> ⊕ I can consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means. 	<ul style="list-style-type: none"> ⊕ I can respond thoughtfully to a range of sources of wisdom and to 	<ul style="list-style-type: none"> ⊕ I can talk about celebrations, worship, pilgrimages and rituals which 	<ul style="list-style-type: none"> ⊕ I can give thoughtful responses using different forms of expression. ⊕ I can discuss why worshippers choose 	<ul style="list-style-type: none"> ⊕ Say what Humanists think about God ⊕ Explain how Humanists believe they can be happy
Wonder						
Sense of Community						

<p>Open-mindedness</p>	<p>mark important points in life and reflect on ideas.</p> <ul style="list-style-type: none"> ⊕ I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning. ⊕ I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect. 		<p>beliefs and teachings that arise from them in different communities.</p> <ul style="list-style-type: none"> ⊕ I can observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities 	<p>mark important points in life and reflect on ideas</p> <ul style="list-style-type: none"> ⊕ I can discuss why worshippers choose to attend a particular place of worship and what it means to belong. 	<p>to attend a particular place of worship and what it means to belong.</p>	<ul style="list-style-type: none"> ⊕ Explore the happy human symbol ⊕ Describe how Humanists celebrate in their lives ⊕ Explain how Humanists lifestyle plays a role in modern society.
<p>Key Assessment Questions</p>	<p>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?</p>	<p>Can I make connections between religions and worldviews I have studied? Can I consider and discuss examples of key leaders in stories?</p>	<p>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?</p>	<p>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?</p>	<p>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?</p>	<p>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?</p>
<p>Music</p> <p>Listen and appraise</p> <p>Sing and play</p>	<p>Mamma Mia</p>	<p>Glockenspiel 1 Winter Performance</p>	<p>Stop! Production</p>	<p>Lean On Me Production</p>	<p>Blackbird</p>	<p>Reflect, Rewind and Replay</p>
<p>Listen and Appraise</p> <ul style="list-style-type: none"> ⊕ 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 				<p>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?</p>		

Composing Improvise Performance	<ul style="list-style-type: none"> ⊕ Talk about how pieces make them feel ⊕ To begin to use musical words. <p>Sing and Play</p> <ul style="list-style-type: none"> ⊕ 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 <p>Compose and Improvise:</p> <ul style="list-style-type: none"> ⊕ 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 <p>Perform</p> <ul style="list-style-type: none"> ⊕ To present a musical performance designed to capture the audience ⊕ To communicate the meaning of the words and clearly articulate them. 		<p>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?</p> <p>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?</p> <p>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?</p>
	RSHE	<p>Online Safety</p> <p>Personal Development – Relationships Democracy and Citizenship</p>	<p>Personal Development – Living in the Wider World Sex and Relationships</p>

<p>manage relationships</p> <p>how and who to ask for help</p> <p>unique individuals</p> <p>recognise beauty in difference</p> <p>express emotions and opinions respectfully</p> <p>manage risk</p> <p>know rights and responsibilities of my citizenship</p>	<ul style="list-style-type: none"> ⊕ I can help someone accept difference ⊕ I know ways to look after my mental health ⊕ I can explore sadness ⊕ I know the difference between a 'good secret' and a 'bad secret' ⊕ I understand courtesy ⊕ I can recognise an 'uh oh' feeling ⊕ I have skills to solve conflict ⊕ I understand there are different points of view ⊕ I can express my own opinion <p>Democracy and Citizenship</p> <ul style="list-style-type: none"> ⊕ I can understand the role and function of Parliament in the UK ⊕ I can identify the role of the House of Commons ⊕ I can articulate issues which are important to me and I know ways to share these, including with my MP ⊕ I know ways to make a change in the world around me ⊕ I can know the role of the House of Lords 	<ul style="list-style-type: none"> ⊕ I can help someone accept difference ⊕ I am proud of who I am ⊕ I can show acceptance of difference ⊕ I can show appreciation for the values and customs of people around the world ⊕ I understand how choices I make effect those around me ⊕ I understand how choice effect people, communities and the environment ⊕ I know why it is important to manage money ⊕ I understand the concept of what interest, loans, debt and tax are <p>SRE</p> <ul style="list-style-type: none"> ⊕ I understand that puberty is an important part of our lifecycle ⊕ I know some physical and emotional changes that happen in puberty ⊕ I understand that children change to adults to be able to reproduce if they choose to ⊕ I know that respect is important in all relationships inc online ⊕ I can explain how some friendships can make people feel uncomfortable 	<ul style="list-style-type: none"> ⊕ I can choose when to be assertive ⊕ I can find common ground with others ⊕ I understand what makes a balanced lifestyle ⊕ I understand that self-respect links to my happiness ⊕ I know how to stay safe online <p>Drugs and Alcohol</p> <ul style="list-style-type: none"> ⊕ I know what alcohol is and how it affects the body ⊕ I understand that everyone will be affected differently by alcohol ⊕ I know there are risks to drinking alcohol ⊕ I know some laws about drinking alcohol ⊕ I can consider ways of persuading people to drink sensibly 			
	<p>Key Assessment Questions</p> <p>Can suggest ways to help someone accept a difference?</p> <p>How can I look after my mental health?</p> <p>What is the difference between a 'good' and 'bad' secret?</p> <p>What does courtesy mean?</p> <p>What can you do to help solve a conflict?</p> <p>Why do people have different points of view?</p> <p>What does sadness mean? Is sadness the same for everyone?</p> <p>Can I explain the role of the elements of Parliament?</p> <p>Can I articulate issues which are important to me?</p> <p>Can I share ways I can influence the world round me?</p>	<p>What makes you proud of yourself?</p> <p>Can you give an example of how your (or others') choices have affected people?</p> <p>Can I show ways to accept and celebrate difference?</p> <p>Why is it important to manage money?</p> <p>Can you explain interest, loans, debt and tax?</p> <p>What physical and emotional changes happen in puberty?</p> <p>What do children change into? Can adults reproduce if they chose to?</p> <p>Why is respect important in all relationships?</p> <p>How can some friendships make people feel uncomfortable?</p>	<p>What does assertive mean? When can you be assertive?</p> <p>What makes a balanced lifestyle?</p> <p>How can you stay safe online?</p> <p>Can you explain how self-respect links to your happiness?</p> <p>What is alcohol?</p> <p>What does alcohol do to your body? Does it do the same thing to everyone?</p> <p>What risks are there to drinking alcohol?</p> <p>What are the laws about drinking alcohol?</p> <p>What could you do to persuade people to drink sensibly?</p>			
<p>MFL</p>	<p>Portraits – describing</p>	<p>Clothes – Getting Dressed</p>	<p>French numbers, Calendars and Birthdays</p>	<p>French Weather and the Water Cycle</p>	<p>French Food</p>	<p>French and the Eurovision Song Contest</p>
<ul style="list-style-type: none"> ⊕ Read fluently 						

Read fluently	<ul style="list-style-type: none"> ⊕ 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					
Speak confidently	<ul style="list-style-type: none"> ⊕ Read a short text independently in French ⊕ Demonstrate a growing vocabulary ⊕ Write short phrases from memory 					
	Understand culture	<ul style="list-style-type: none"> ⊕ Describe someone's appearance in French ⊕ Position adjectives, ensuring it agrees with the noun (masculine, feminine, plural, singular) 	<ul style="list-style-type: none"> ⊕ Describe items of clothing ⊕ Different forms of the indefinite article ⊕ Incorporate colour in to their descriptions 	<ul style="list-style-type: none"> ⊕ Say and use numbers ⊕ Say birthdays – months of the year and days of the week 	<ul style="list-style-type: none"> ⊕ Describe the weather and compass points ⊕ Count on to 100 ⊕ Make statements about temperature 	<ul style="list-style-type: none"> ⊕ Describe French Café Culture ⊕ Order food and drink in French ⊕ Learn about currency ⊕ Identify familiar shops
Key Assessment Questions		<p>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?</p>				
Art	Develop ideas					
	<ul style="list-style-type: none"> ⊕ 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 					
	Mastering technique - Drawing					
	<ul style="list-style-type: none"> ⊕ 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 					
	Painting					
Taking inspiration from the greats.	<ul style="list-style-type: none"> ⊕ 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			
	<ul style="list-style-type: none"> ⊕ 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			
	<ul style="list-style-type: none"> ⊕ 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			
Key Assessment Questions	<ul style="list-style-type: none"> ⊕ 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. 			
	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?