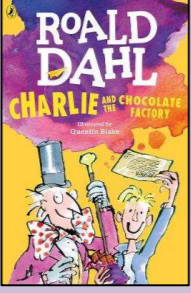
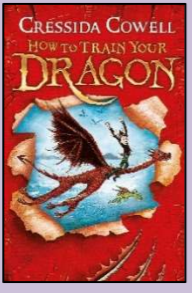
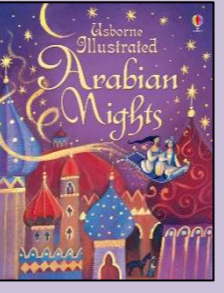
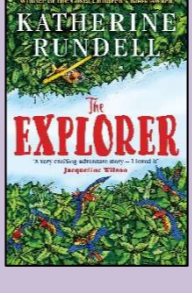
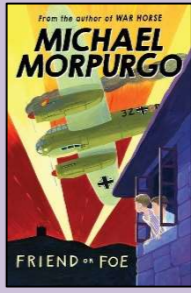
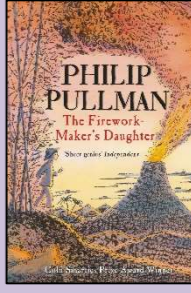




# Avonwood Primary School Year 4 Curriculum Map



	AUTUMN		SPRING		SUMMER	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Big Question(s)</b>	Where does chocolate come from?	What is life like in Brazil?	What did the early Islamic civilisation do for us?	How are humans affecting the planet?	What makes a good hero?	Why do people live near earthquake zones?
<b>Key Text</b>	<b>Charlie and the Chocolate Factory</b> By Roald Dahl 	<b>How to Train your Dragon</b> by Cressida Cowell 	<b>1001 Arabian Nights</b> 	<b>The Explorer</b> By Katherine Rundell 	<b>Friend or Foe</b> By Michael Morpurgo 	<b>The Firework Maker's Daughter</b> by Phillip Pullman 
<b>Earth Charter Links</b>	Earth Family	Family Interconnected	Past Peace	Life Peace	Interconnected Past	Earth Love
<b>Launch Event</b>	Summer in a jar	Brazilian Carnival / Ancient Maya day	Creating Islamic Geometric Tiles	Survival Session with outdoor classroom	Evacuee day	
<b>Finale Event</b>	Brazilian Carnival / Ancient Maya day		Arabic street art workshop	Save the rainforest fundraising event Story share with Year 2		Re-enactment of the firework maker's daughter with dragon craft parade
<b>Visitors and visits</b>		Capoiera dance instructor (TBC)	States of matter fizzy science workshop (TBC)	Outdoor Classroom AFCB	Local visit (History)- museum box and Evacuee	Hooke Court residential Visually impaired cricket workshop
<b>Reading</b>	<b>Charlie and the Chocolate Factory</b> by Roald Dahl  <b>Non-fiction texts</b> – Maya Civilisations  <b>Poem</b> – Chocolate Cake by Michale Rosen  <b>Song</b> – Oompa Loompa Songs & Poems  <b>Picture Book</b> – Silly Billy by Anthony Browne (Maya Worry Dolls)  <b>Science Text</b> – Environmental change – decline in bees.  <b>Extract</b> – Boy with the chocolate touch – Adaptation of King Midas.	<b>How to Train your Dragon</b> by Cressida Cowell  <b>Science texts</b> – Digestive system/ Animal teeth  <b>Picture book</b> – The Iron Man/ Shaun Tan the lost thing  <b>Non-fiction texts</b> – Brazil/ Rio De Janeiro  <b>(Auto)biography</b> – Pele (footballer)  <b>Song</b> – They Don't Care About Us – Michael Jackson. (Rio version)	<b>1001 Arabian Nights</b>  <b>Science texts</b> – Solids Liquids and Gasses/ The Water Cycle  <b>Non-Fiction</b> – 1001 Early Islamic Inventions  <b>Myths and Legends</b> – Sinbad the Sailor  <b>Song</b> – A whole new world - Aladdin	<b>The Explorer</b> Katharine Rundell  <b>Science texts</b> – Sound  <b>Picture books</b> – The Great Kapok Tree/ The Vanishing Rainforest  <b>(Auto)biography</b> – Stories for boys who dare to be different (David Attenbrough)  <b>Poem</b> – Tyger – William Blake Land of the ocean noise – Kenning/ List poem  <b>Song</b> – Lyrics for Jungle Book  <b>Non-Fiction</b> – Bloomin Rainforests	<b>Friend or Foe</b> by Michael Morpurgo  <b>Picture books</b> – Tuesday by David Weisner  <b>Science / Non-fiction texts</b> – Electricity  <b>Poetry</b> – Rhyming couplets – Singing supper  <b>Song</b> – Where no one goes from How to Train your Dragon	<b>The Firework Maker's Daughter</b> by Phillip Pullman  <b>Geography texts</b> – Earthquakes & Volcanoes  <b>Playscripts</b> – Firework Maker's Daughter Play extract  <b>Poem</b> – Firework Night by Enid Blyton  <b>Song</b> – Firework by Katie Perry
<b>English and Grammar</b>	<b>Poetry</b> <b>Poems Aloud</b> – Joesph Coelho <ul style="list-style-type: none"> <li>- Develop positive attitudes and stamina towards writing by creating poetry</li> <li>- Make choices about vocabulary that shows an understanding of purpose and audience</li> <li>- Discuss language, extending interest in the meaning and origin of words</li> </ul> <b>Instructional Writing: Ice cream sundaes</b>	<b>Writing to Inform</b> <b>Dragonology: The Complete Book of Dragons</b> – Dugald Steer <ul style="list-style-type: none"> <li>- Organise ideas into paragraphs around a theme in non-fiction writing (e.g. a topic sentence introducing the theme followed by related ideas)</li> <li>- Add specific detail to nouns using precise adjectives, nouns and prepositional phrases</li> <li>- Understand how authors make choices about vocabulary and</li> </ul>	<b>Creating Narrative: Traditional Tales</b> <b>Usborne Illustrated Arabian Nights</b> <ul style="list-style-type: none"> <li>- Write stories with creative characters, settings and plots (i.e. not just retelling familiar stories or using familiar characters)</li> <li>- Make choices about vocabulary and grammar that shows an understanding of purpose and audience (e.g. clear differences in language used to describe different characters)</li> </ul>	<b>Creating Narrative: The Great Kapok Tree</b> – Lynn Cherry <ul style="list-style-type: none"> <li>- Organise ideas into paragraphs</li> <li>- Add specific detail to nouns using precise adjectives, nouns and prepositional phrases</li> <li>- Use fronted adverbials</li> <li>- Use inverted commas and the related punctuation rules to indicate direct speech</li> </ul>	<b>Writing to Entertain: Quick! Let's Get Out of Here</b> - Michael Rosen <ul style="list-style-type: none"> <li>- Show an understanding of the differences between Standard English and non-Standard English</li> <li>- Use inverted commas and the related punctuation rules to indicate direct speech</li> <li>- Make choices about vocabulary, structure and grammar that shows an understanding of purpose and audience</li> </ul>	<b>Author Study: Ride The Wind; My Butterfly Bouquet; Hummingbird</b> - Nicola Davies <ul style="list-style-type: none"> <li>- Write stories with creative characters, settings and plots (i.e. not just retelling familiar stories or using familiar characters)</li> <li>- Organise ideas into paragraphs</li> <li>- Make choices about punctuation, vocabulary and grammar that show an understanding of purpose and audience</li> </ul>

	<p><b>Chop, Sizzle WOW: The Silver Spoon Comic Cookbook – Tara Stevens</b></p> <ul style="list-style-type: none"> <li>- Understand the term ‘adverbial’, recognising examples of their use</li> <li>- Use fronted adverbials to give the reader detail (about when, where or how), and to add variety to the start of sentences</li> <li>- Use commas after fronted adverbials</li> <li>- Add specific detail to nouns using precise adjectives, nouns and prepositional phrases</li> </ul> <p><b>Developing description</b></p> <p><b>The Building Boy – Ross Montgomery</b></p> <ul style="list-style-type: none"> <li>- Understand the terms ‘pronoun’ and ‘possessive pronoun’, recognising examples of their use</li> <li>- Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition</li> <li>- Add specific detail to nouns using precise adjectives, nouns and prepositional phrases</li> <li>- Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech</li> </ul>	<p>grammar according to their purpose and audience</p> <p><b>Writing Short Stories</b></p> <p><b>The Story Shop: Stories for Literacy – Nikki Gamble</b></p> <ul style="list-style-type: none"> <li>- Write stories with creative characters, settings and plots (i.e. not just retelling familiar stories or using familiar characters)</li> <li>- Make choices about vocabulary and grammar that shows an understanding of purpose and audience (e.g. clear differences in language used to describe different characters)</li> <li>- Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>- Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech</li> </ul> <p><b>Dual Purpose Writing: David Attenborough Wildlife Voiceovers</b></p> <p><b>Atlas of Animal Adventures – Rachel Williams &amp; Emily Hawkins</b></p> <ul style="list-style-type: none"> <li>- Make choices about vocabulary, structure and grammar that shows an understanding of purpose and audience (e.g. clear differences in language to entertain and language to inform)</li> <li>- Add specific detail to nouns using precise adjectives, nouns and prepositional phrases</li> <li>- Show an understanding of some of the differences between Standard English and non-standard English (e.g. by using ‘I aint’ or ‘we was’ when writing dialogue)</li> </ul>	<p><b>Persuasion. Poetry Text: There’s a ‘Rangtan in my Bedroom - James Sellick and Frann Preston-Gannon</b></p> <ul style="list-style-type: none"> <li>- Make choices about vocabulary, structure and grammar that show an understanding of purpose and audience</li> <li>- Choose appropriate nouns and pronouns to create cohesion and avoid repetition</li> <li>- Add specific detail to nouns using precise adjectives, nouns and prepositional phrases</li> <li>- Use apostrophes to mark plural possession</li> </ul>	<p><b>Discussion: This or That? - Pippa Goodheart</b></p> <ul style="list-style-type: none"> <li>- Organise ideas into paragraphs</li> <li>- Show an understanding of the differences between Standard English and non-Standard English</li> <li>- Make choices about vocabulary and grammar that shows an understanding of purpose and audience</li> </ul>	<p><b>Biography: Inventors: Incredible stories of the world’s most ingenious inventions – Robert Winston</b></p> <ul style="list-style-type: none"> <li>- Organise ideas into paragraphs</li> <li>- Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition</li> <li>- Express time, place and cause using conjunctions, adverbs and prepositions</li> </ul>
<p><b>Spelling</b></p>	<p>Lesson 1 – How do suffixes change words? Focus – review of Year 3 suffixes</p> <p>Lesson 2 – Can we make some rules for using prefixes? Focus – Review of year 3 prefixes</p> <p>Lesson 3 - Can we spell words from our word list? Focus - Words from our year ¾ word list</p> <p>Lesson 4 - Where do apostrophes go? Focus- missing letters and possessive apostrophes</p> <p>Lesson 5 - When do we double consonants? Focus- suffixes (vowel letters)</p> <p>Lesson 6 - Can you correct your own writing? Focus- Improving spelling in children’s own writing</p>	<p>Lesson 1 – How do we add <i>-sion</i> and <i>-tion</i>? Focus – <i>-sion</i> and <i>-tion</i> endings</p> <p>Lesson 2 – When do we use the suffix – <i>ssion</i>? Focus – <i>ssion</i> endings</p> <p>Lesson 3 – How does the – <i>ation</i> suffix work? Focus – <i>ation</i> suffix</p> <p>Lesson 4 – When do we use the <i>-cian</i> ending? Focus – <i>-cian</i> endings</p> <p>Lesson 5 – How can we learn to spell new words? Focus – Accurately spelling words from the year ¾ word list</p> <p>Lesson 6 – Can you correct your own writing? Focus – Improving spelling in children’s own writing</p>	<p>Lesson 1 – Who will win the spelling challenge? Focus – Reviewing Autumn term spelling</p> <p>Lesson 2 – How can we remember our spellings? Focus – Reviewing Autumn term spelling</p> <p>Lesson 3 – Can we spell words from our word list? Focus – Year ¾ word list</p> <p>Lesson 4 – What are the spelling rules for adjectives? Focus – <i>ous</i> endings</p> <p>Lesson 5 – Can we spell <i>-ous</i> adjectives correctly? Focus – <i>ous</i> endings</p> <p>Lesson 6 – Can you correct your own writing? Focus – Improving children’s own writing</p>	<p>Lesson 1 – How do we spell ‘ch’ words? Focus – /k/ sound spelled ‘ch’</p> <p>Lesson 2 – When is the /s/ sound spelled with a ‘c’? Focus – /s/ sound spelled with ‘c’</p> <p>Lesson 3 – Can we create a dictionary of words? Focus – <i>ture</i> endings</p> <p>Lesson 4 – Can we spell – <i>sure</i> and <i>-ture</i> words? Focus – <i>sure</i> and <i>ture</i> endings</p> <p>Lesson 5 – What is an unstressed vowel? Focus – unstressed vowels</p> <p>Lesson 6 – Can we spell words from our word list? Focus – Words form the year ¾ word list</p>	<p>Lesson 1 – Who will win the spelling challenge? Focus –reviewing spring term spelling</p> <p>Lesson 2 – How can we remember our spelling? Focus – reviewing spring term spelling</p> <p>Lesson 3 – Can we spell words from our word list? Focus – Words from the year ¾ word list</p> <p>Lesson 4 – Why are <i>chef</i> and <i>quiche</i> spelled with ‘ch’? Focus – /sh/ sounds spelled with ‘ch’</p> <p>Lesson 5 – When do we use <i>-gue</i> endings? Focus – <i>gue</i> endings</p> <p>Lesson 6 –Can you correct your own writing? Focus –Improving spelling in children’s own writing</p>	<p>Lesson 1 – Which words have <i>-que</i> at the end? Focus – <i>que</i> endings</p> <p>Lesson 2– Which words use ‘sc’ to make a /s/ sound? Focus – /s/ sound spelled ‘sc’</p> <p>Lesson 3– Which homophone do we need and can I spell it? Focus – homophones and near homophones</p> <p>Lesson 4 – Do I need <i>too</i> or <i>two</i>? Focus – homophones and near homophones</p> <p>Lesson 5 – How do prefixes change the meaning of words? Focus – words with the prefixes un-, dis-, miss and re-</p> <p>Lesson 6– Who will win the spelling challenge? Focus –reviewing words from the year 3 / 4 list</p>
<p><b>Maths</b></p>	<p><b>Place Value (4 weeks)</b></p> <ul style="list-style-type: none"> <li>• count in multiples of 6, 7, 9, 25 and 1000</li> <li>• find 1000 more or less than a given number</li> <li>• count backwards through zero to include negative numbers</li> <li>• recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>• order and compare numbers beyond 1000</li> </ul>	<p><b>Measurement Length and Perimeter (1 week)</b></p> <ul style="list-style-type: none"> <li>• Convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>• measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> </ul> <p><b>Multiplication &amp; Division (3 Weeks)</b></p> <ul style="list-style-type: none"> <li>• Multiply by 10 and 100</li> <li>• Divide by 10 and 100</li> <li>• Multiply by 1 and 0</li> </ul>	<p><b>Multiplication and Division (3 weeks)</b></p> <ul style="list-style-type: none"> <li>• 11 and 12 times tables</li> <li>• Multiplying 3 numbers</li> <li>• Factor pairs</li> <li>• Efficient multiplication</li> <li>• Formal written multiplication methods</li> <li>• Multiply 2-digits by 1-digit</li> <li>• Multiply 3-digits by 1-digit</li> <li>• Divide 2-digits by 1-digit</li> <li>• Divide 3-digits by 1-digit</li> <li>• Correspondence problems</li> </ul> <p><b>Measurement (Area) (1 week)</b></p> <ul style="list-style-type: none"> <li>• What is area?</li> </ul>	<p><b>Fractions continued</b></p> <p><b>Decimals (4 weeks)</b></p> <ul style="list-style-type: none"> <li>• Recognise and write decimal equivalents of any number of tenths or hundredths.</li> <li>• Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>• Solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul>	<p><b>Decimals (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Compare numbers with the same number of decimal places up to two decimal places.</li> <li>• Round decimals with one decimal place to the nearest whole number.</li> <li>• Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li> <li>• Understand the effect of dividing a one or two digit number by 10 or 100.</li> <li>• Identifying the value of the digits in the answer as ones, tenths and hundredths.</li> </ul>	<p><b>Statistics (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>• Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul> <p><b>Shape (3 weeks)</b></p> <ul style="list-style-type: none"> <li>• compare and classify geometric shapes, including quadrilaterals</li> </ul>

	<ul style="list-style-type: none"> <li>identify, represent and estimate numbers using different representations</li> <li>round any number to the nearest 10, 100 or 1000</li> <li>solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>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</li> </ul> <p><b>Addition and Subtraction (3 weeks)</b></p> <ul style="list-style-type: none"> <li>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>estimate and use inverse operations to check answers to a calculation</li> <li>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> <li>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<ul style="list-style-type: none"> <li>Divide by 1 and itself</li> <li>Multiply and divide by 6</li> <li>Multiply and divide by 9</li> <li>Multiply and divide by 7</li> </ul> <p><b>Consolidation (1 week)</b></p>	<ul style="list-style-type: none"> <li>Counting squares</li> <li>Making shapes</li> <li>Comparing area</li> </ul> <p><b>Fractions (4 weeks)</b></p> <ul style="list-style-type: none"> <li>Recognise and show, using diagrams, families of common equivalent fractions.</li> <li>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>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.</li> <li>Add and subtract fractions with the same denominator.</li> </ul>	<ul style="list-style-type: none"> <li>Convert between different units of measure [for example, kilometre to metre]</li> </ul> <p><b>Consolidation (1 week)</b></p>	<p><b>Money (1 week)</b></p> <ul style="list-style-type: none"> <li>Estimate, compare and calculate different measures, including money in pounds and pence.</li> <li>Solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul> <p><b>Time (1 Week)</b></p> <ul style="list-style-type: none"> <li>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</li> <li>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li> </ul>	<ul style="list-style-type: none"> <li>and triangles, based on their properties and sizes</li> <li>identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>complete a simple symmetric figure with respect to a specific line of symmetry.</li> </ul> <p><b>Position and direction</b></p> <ul style="list-style-type: none"> <li>describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>plot specified points and draw sides to complete a given polygon.</li> </ul> <p><b>Consolidation (1 week)</b></p>
<b>Times Table Focus</b>	<b>6 times table</b>	<b>8 times table</b>	<b>7 times table 11 times table</b>	<b>9 times table 12 times table</b>	<b>Consolidation (1,2,3,4,5,6,7,8,9,10,11,12)</b>	<b>Multiplication Tables check (1,2,3,4,5,6,7,8,9,10,11,12)</b>
<b>RE</b>	<p><b>PHILOSOPHY</b> <b>Generalism</b></p> <p>What do we mean by truth? Plato's cave. Evidence and scientific reasoning</p> <p>L1 - What is the difference between knowledge and belief? L2 - Evidence and reasoning L3 - Can truth be different for different people? L4 - Our senses can be tricked! L5 - Plato's analogy of the cave L6 - Is the truth worth dying for?</p>	<p><b>THEOLOGY</b> <b>Christianity/Judaism/Islam</b></p> <p>What does sacrifice mean? Abraham/Ibrahim in sacred text, Eid-ul-Fitr, animal sacrifice, Jesus as Ultimate Sacrifice.</p> <p>L1 – Ritual sacrifice L2 - Abraham &amp; Isaac L3 - Ibrahim &amp; Ishmael L4 - For the forgiveness of sins L5 - Jesus's ultimate sacrifice L6 - Good Friday</p>	<p><b>PHILOSOPHY</b> <b>Christianity / Islam / Humanism</b></p> <p>How do people think about poverty, justice &amp; self-sacrifice? Meaning of poverty &amp; relative poverty. Meaning of justice. Everyday self-sacrifice.</p> <p>L1 - What do poverty and justice mean? L2 - What is self-sacrifice? L3 - How do Christians think about poverty and justice? L4 - How do Muslims think about poverty and justice? L5 - How do humanists think about poverty and justice? L6 - How can people have an impact on poverty and justice?</p>	<p><b>SOCIAL SCIENCES</b> <b>Islam / Christianity</b></p> <p>How do people contribute to society? Self-sacrifice in form of charity/ community action.</p> <p>L1 - What does it mean to make sacrifices as part of society? L2 - How do Islamic teachings encourage Muslims to contribute to society? L3 - How do Islamic Relief and Dr Hany El-Banna contribute to society? L4 - How do Christian teachings encourage Christians to contribute to society? L5 - How did Edith Cavell's Christian faith shape her contribution to society? L6 - How do Muslims and Christians contribute to society in similar and different ways?</p>	<p><b>THEOLOGY</b> <b>Islam</b></p> <p>How have events in history shaped Islamic diversity? Succession after Muhammad, conflict, Qur'anic interpretation. Sunni, Shia, Sufi.</p> <p>L1 - What is unity? L2 - What caused diversity in early Islam? (1) L3 - What caused diversity in early Islam? (2) L4 - What difference does being Sunni or Shia make today? L5 - Where are the women in early Islamic development? L6 - How have people and events in history shaped Islamic diversity?</p>	<p><b>SOCIAL SCIENCES</b> <b>Generalism</b></p> <p>How has religion and belief shaped our local area? International, national &amp; local data. Lived expression in area.</p> <p>L1 - What skills do Social Scientists need to collect and analyse data? L2 - What can we learn from global religion data? L3 - What does the England &amp; Wales Census data reveal about religion and belief nationally? L4 - What does the regional Census data reveal about our local community? L5&amp;6 - How can we use the skills of social scientists to look for evidence of religion &amp; belief in our local area?</p>
<b>PSHE</b>	<p><b>Being me in my world</b></p> <p>I understand rights and responsibilities, rewards and consequences and our learning charter in my class this year.</p>	<p><b>Celebrating differences</b></p> <p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can explain why it is good to accept people for who they are.</p>	<p><b>Dreams and Goals</b></p> <p>I know how to make a new plan and set new goals even if I have been disappointed.</p> <p>I know what it means to be resilient and to have a positive attitude.</p>	<p><b>Healthy Me</b></p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p><b>Relationships</b></p> <p>I can explain different points of view on an animal rights issue.</p> <p>I can express my own opinion and feelings on this.</p>	<p><b>Changing Me</b></p> <p>I can identify what I am looking forward to when I am in year 5.</p> <p>I can reflect on changes I would like to make when I am in year 5 and can describe how to go about this.</p>
<b>PE</b>	<p><b>Invasion game: Football</b></p> <p>I can delay and help prevent the other team from scoring when I play in defence. I can dribble, pass, receive and shoot the ball with increasing control. I can explain what happens in my body when I warm up.</p>	<p><b>Invasion games: Basketball</b></p> <p>I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals.</p>	<p><b>Volleyball</b></p> <p>I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve.</p>	<p><b>Hockey</b></p> <p>I can communicate with my team, help them keep possession and score goals when I play in attack. I can dribble, pass, receive and shoot the ball with increasing control.</p>	<p><b>Athletics track and field</b></p> <p>I can demonstrate the difference in sprinting and jogging techniques. I can explain what happens in my body when I warm up. I can identify when I was successful and what I need to do to improve.</p>	<p><b>Striking and fielding: rounders</b></p> <p>I can bowl a ball with some accuracy, and consistency. I can choose and use simple tactics for different situations. I can explain what happens in my body when I warm up.</p>



	<p>I can help my team keep possession and score goals when I play in attack. I can identify when I was successful and what I need to do to improve. I can use simple tactics to help my team score or gain possession. I can show determination to perform at my best.</p> <p><b>Dance</b> I can choose actions and dynamics to convey a character or idea. I can copy and remember set choreography. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using appropriate language relating to the lesson. I can respond imaginatively to a range of stimuli relating to character and narrative. I can use changes in timing and spacing to develop a dance. I can use counts to keep in time with others and the music. I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. I can show respect for others when working as a group and watching others perform.</p>	<p>I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.</p> <p><b>Gymnastics</b> I can explain what happens to my body when I exercise and how this helps to make me healthy. I can identify some muscle groups used in gymnastic activities. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language relating to the lesson. I can safely perform balances individually and with a partner. I can watch, describe and suggest possible improvements to others' performances and my own.</p>	<p>I can use feedback provided to improve my work. I can use the rules to referee a game. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use these.</p> <p><b>Yoga</b> I can describe how yoga makes me feel and can talk about the benefits of yoga. I can link poses together to create a yoga flow. I can provide feedback using key terminology and understand what I need to do to improve. I can transition from pose to pose in time with my breath. I can work collaboratively and effectively with others. I demonstrate yoga poses which show clear shapes. I show increasing control and balance when moving from one pose to another.</p>	<p>I can explain what happens in my body when I warm up. I can help to prevent the other team from scoring when I play in defence. I can identify when I was successful and what I need to do to improve. I can use simple tactics to help my team score or gain possession.</p> <p><b>Invasion game: Tag rugby</b> I can delay and help prevent the other team from scoring when I play in defence. I can explain what happens in my body when I warm up. I can help my team keep possession and score tries when I play in attack. I can identify when I was successful and what I need to do to improve. I can pass and receive the ball with increasing control. I can use simple tactics to help my team score or gain possession.</p>	<p>I can jump for distance and height with balance and control. I can throw with some accuracy and power to a target area. I can show determination to improve my personal best.</p> <p><b>OAA</b> I can accurately follow and give instructions. I can confidently communicate ideas and listen to others. I can identify key symbols on a map and use a key to help navigate around a grid. I can plan and apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges. I can work collaboratively and effectively with a partner and a small group.</p>	<p>I can identify when I was successful and what I need to do to improve. I can strike a bowled ball with adapted equipment (e.g. a tennis racket). I can use overarm and underarm throwing and catching skills with increasing accuracy. I can understand the rules of the game and I can use them often</p> <p><b>Tennis</b> I can communicate with my teammates to apply simple tactics. I can explain what happens in my body when I warm up. I can identify when I was successful and what I need to do to improve. I can return to the ready position to defend my own court. I can sometimes play a continuous game. I can use a range of basic racket skills.</p>
<p><b>Science</b></p>	<p><b>Biology: Living things and their environment</b> <b>Activity:</b> Investigating the relationship between the circumference of a tree and size of its leaves</p> <ul style="list-style-type: none"> <li>Group, classify and identify animals and plants found locally and during field study trips, into broad groups practically, using keys or in other ways.</li> <li>Explain how environmental changes may have an impact on living things, e.g. the effects of pollution, littering or building work.</li> </ul> <p><b>Measuring &amp; Observing</b></p> <ul style="list-style-type: none"> <li>Measure circumference of tree and length of leaves.</li> </ul> <p><b>Analysing &amp; Evaluating</b></p> <ul style="list-style-type: none"> <li>Identify patterns and whether there is a correlation.</li> <li>Produce an oral or written report of the investigation.</li> </ul>	<p><b>Biology: Food and digestion</b> <b>Activity:</b> Investigating the how animals' teeth differ based on their diet</p> <ul style="list-style-type: none"> <li>Construct and interpret food chains, labelling producer, predator, prey.</li> <li>Name, locate and describe the functions of the main parts of the digestive system, i.e. mouth, tongue, teeth, oesophagus, stomach, small intestine, large intestine, in humans.</li> <li>Identify different types of teeth in humans, e.g. molar, canine and incisor, and describe their functions.</li> </ul> <p><b>Scientific Attitudes &amp; Planning</b></p> <ul style="list-style-type: none"> <li>Ask scientifically relevant questions and identify a range of test animals.</li> </ul> <p><b>Recording &amp; Presenting</b></p> <ul style="list-style-type: none"> <li>Record and present information in an accurate, labelled diagram.</li> </ul> <p><b>Analysing &amp; Evaluating</b></p> <ul style="list-style-type: none"> <li>Draw conclusions about an animal's teeth and its diet.</li> </ul>	<p><b>Chemistry: States of Matter</b> <b>Activity:</b> Investigating the melting point of chocolate, butter, cheese, soap etc.</p> <ul style="list-style-type: none"> <li>Group solids/liquids/gases based on their properties.</li> <li>Describe how a variety of materials change state when they are heated or cooled.</li> <li>Describe the water cycle and the part played by evaporation and condensation within that process.</li> </ul> <p><b>Measuring &amp; Observing</b></p> <ul style="list-style-type: none"> <li>Make accurate measurements of temperature using a thermometer.</li> </ul> <p><b>Recording &amp; Presenting</b></p> <ul style="list-style-type: none"> <li>Design and use a table to record results; present these in a bar chart.</li> </ul> <p><b>Analysing &amp; Evaluating</b></p> <ul style="list-style-type: none"> <li>Produce an oral or written report or presentation of the investigation.</li> </ul>	<p><b>Physics: Sound</b> <b>Activity:</b> Investigating the pitch and volume of sounds using rulers and drums.</p> <ul style="list-style-type: none"> <li>Use the idea that sounds are associated with vibrations, and that they require a medium, i.e. a solid, liquid or gas, to travel through, to explain how sounds are made and heard.</li> <li>Describe the relationship between the pitch of a sound and the features of the object that produced it, and between the volume of a sound, the strength of the vibrations and the distance from a sound source.</li> </ul> <p><b>Recording &amp; Presenting</b></p> <ul style="list-style-type: none"> <li>Design and use a table to record results.</li> </ul> <p><b>Analysing &amp; Evaluating</b></p> <ul style="list-style-type: none"> <li>Identify patterns, similarities and differences and make predictions about future results.</li> <li>Evaluate the investigation and suggest improvements.</li> </ul>	<p><b>Physics : Electricity</b> <b>Activity:</b> Investigating conductors and insulators in a series circuit.</p> <ul style="list-style-type: none"> <li>Name a variety of appliances that run on mains and/or battery power.</li> <li>Use simple apparatus to construct and control the flow of electricity in a series circuit.</li> <li>Describe how the circuit may be affected when changes are made to it.</li> <li>Name common conductors (such as metals and water) and insulators (such as wood, plastic), and, given information about how an unknown material behaves in a circuit, classify it as a conductor or insulator.</li> </ul> <p><b>Scientific Attitudes &amp; Planning</b></p> <ul style="list-style-type: none"> <li>Ask scientifically relevant questions and identify controlled variables.</li> </ul> <p><b>Analysing &amp; Evaluating</b></p> <ul style="list-style-type: none"> <li>Identify patterns and use these to draw conclusions and make predictions.</li> <li>Suggest next steps to answer further scientific questions.</li> </ul>	<p><b>Chemistry : Properties of materials</b> <b>Activity :</b> Investigating the physical and chemical properties of different materials</p> <ul style="list-style-type: none"> <li>Name physical properties of different materials</li> <li>Name chemical properties of different materials</li> <li>Describe how discoveries of physical properties of materials can lead to changing the components of products e.g. lead in pencils is toxic / asbestos insulation.</li> </ul> <p><b>Measuring &amp; Observing</b></p> <ul style="list-style-type: none"> <li>Observe the physical properties of materials in the classroom</li> </ul> <p><b>Scientific Attitudes &amp; Planning</b></p> <ul style="list-style-type: none"> <li>Ask relevant questions about the chemical properties of materials</li> <li>Demonstrate flexibility of thought and adapt conceptions relating to new evidence with the properties of materials</li> </ul> <p><b>Recording &amp; Presenting</b></p> <ul style="list-style-type: none"> <li>Record properties of materials in a table</li> </ul> <p><b>Analysing &amp; Evaluating</b></p> <ul style="list-style-type: none"> <li>Suggest alternate materials to fulfil a brief</li> </ul>
<p><b>Computing</b></p>	<p><b>The internet: Evaluating online content to decide how honest, accurate, or reliable it is</b></p> <p>To describe how networks physically connect to other networks</p>	<p><b>Photo editing: Developing an understanding of how digital images can be changed and edited</b></p> <p>To explain that digital images can be changed To change the composition of an image</p>	<p><b>Data logging: Using a computer to review and analyse data</b></p> <p>To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically</p>	<p><b>Audio editing: Producing a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files</b></p> <p>To identify that sound can be digitally recorded</p>	<p><b>Repetition in shapes: Exploring repetition and loops within programming</b></p> <p>To identify that accuracy in programming is important To create a program in a text-based language</p>	<p><b>Repetition in games: Exploring the concept of repetition in programming using the Scratch environment</b></p> <p>To develop the use of count-controlled loops in a different programming environment</p>

	<p>To recognise how networked devices make up the internet</p> <p>To outline how websites can be shared via the World Wide Web (WWW)</p> <p>To describe how content can be added and accessed on the World Wide Web (WWW)</p> <p>To recognise how the content of the WWW is created by people</p> <p>To evaluate the consequences of unreliable content</p> <p>Hardware: Chromebooks</p> <p>Software:</p>	<p>To describe how images can be changed for different uses</p> <p>To make good choices when selecting different tools</p> <p>To recognise that not all images are real</p> <p>To evaluate how changes can improve an image</p> <p>Hardware: Chromebooks</p> <p>Software: Pixlr X</p>	<p>To explain that a data logger collects 'data points' from sensors over time</p> <p>To use data collected over a long duration to find information</p> <p>To identify the data needed to answer questions</p> <p>To use collected data to answer questions</p> <p>Hardware: Chromebooks &amp; Easy sense data loggers</p> <p>Software: Easy Sense</p>	<p>To use a digital device to record sound</p> <p>To explain that a digital recording is stored as a file</p> <p>To explain that audio can be changed through editing</p> <p>To show that different types of audio can be combined and played together</p> <p>To evaluate editing choices made</p> <p>Hardware: Chromebooks</p> <p>Software: Twisted Wave</p>	<p>To explain what 'repeat' means</p> <p>To modify a count-controlled loop to produce a given outcome</p> <p>To decompose a program into parts</p> <p>To create a program that uses count-controlled loops to produce a given outcome</p> <p>Hardware: Chromebooks</p> <p>Software: Scratch</p>	<p>To explain that in programming there are infinite loops and count controlled loops</p> <p>To develop a design that includes two or more loops which run at the same time</p> <p>To modify an infinite loop in a given program</p> <p>To design a project that includes repetition</p> <p>To create a project that includes repetition</p> <p>Hardware: Chromebooks</p> <p>Software: Scratch</p>
History		<p><b>Maya Civilisation</b></p> <p><i>How was life similar for the Mayans and Ancient Greeks?</i></p> <p><b>Quest for knowledge</b></p> <ul style="list-style-type: none"> <li>Mayans were interested in <b>science</b>, and even though the early Islamic civilisation is often credited with inventing 'zero', the Mayans conceived of it independently.</li> <li>Like the Greeks, Mayans believed in an <b>afterlife</b> and <b>multiple gods</b> that were related to nature (e.g. sun god). Unlike the Greeks, Mayans engaged in <b>human sacrifice</b>, believing that the life-giving fluid of blood also gave life to their gods.</li> </ul> <p><b>Community and family</b></p> <ul style="list-style-type: none"> <li>Mayans lived in cities like that of the Greeks, though more Mayans lived in rural villages.</li> </ul> <p><b>Power, empire and democracy</b></p> <ul style="list-style-type: none"> <li>Mayans believed their rulers communicated with gods and had a <b>divine right</b> to power.</li> <li><b>Warfare</b> was important to maintaining power and, unlike the typical Greeks, the city-states fought against each other to keep power.</li> </ul> <p><b>Similarity &amp; difference</b></p> <ul style="list-style-type: none"> <li>Identify similarities and differences between the experiences in two historical periods.</li> <li>For example, recognising Greeks and Mayans lived in city-states, but Greeks tended to be more collaborative (e.g. Olympics) and Mayans favoured warfare.</li> </ul> <p><b>Interpreting evidence</b></p> <ul style="list-style-type: none"> <li>Consider the author, audience and purpose of a source, and how this may affect its usefulness.</li> <li>Convert between a year and a century (e.g. 900 in the 10<sup>th</sup> century).</li> </ul>	<p><b>Early Islamic Civilisations</b></p> <p><i>What did the early Islamic civilisation do for us?</i></p> <p><b>Quest for knowledge</b></p> <ul style="list-style-type: none"> <li>Science and knowledge was an important part of the Islamic religion, and Baghdad established the <b>House of Wisdom</b> to translate every Greek work of science or medicine.</li> <li>Notable inventions included algebra, the Hindu-Arabic numerals (numbers we use today), hospitals, geographic maps and medical advancements.</li> </ul> <p><b>Community and family</b></p> <ul style="list-style-type: none"> <li>Many people lived in <b>cities</b> like Baghdad, that had been carefully designed (like Greek <i>polis</i>), but there were also <b>nomadic</b> groups and rural villages.</li> <li>The identity and community was defined by Islam, rather than the country of birth.</li> </ul> <p><b>Power, empire and democracy</b></p> <ul style="list-style-type: none"> <li>Caliphs sought <b>absolute power</b>, and sometimes achieved this through wealth and strong armies, but often local sultans were often richer and therefore more powerful.</li> </ul> <p><b>Historical significance</b></p> <ul style="list-style-type: none"> <li>Recognise that events are significant because what they can reveal about the past.</li> <li>In this context, the significance of Islamic scholars translating and maintaining classic works for our understanding history beyond the immediate period.</li> </ul> <p><b>Interpreting evidence</b></p> <ul style="list-style-type: none"> <li>Consider the author, audience and purpose of a source, and how this may affect its usefulness.</li> <li>Convert between a year and a century (e.g. 900 in the 10<sup>th</sup> century).</li> </ul>		<p><b>Local History Unit – Bournemouth in WWII</b></p> <p><i>How has Britain's past shaped who we are today?</i></p> <p><i>How was our local area affected in World War 2?</i></p> <p><b>Quest for knowledge</b></p> <ul style="list-style-type: none"> <li>German bombers began targeting key cities across Britain.</li> <li>Bournemouth's buildings were repurposed during the war</li> <li>Bournemouth was the target of an air raid on 23rd May 1943</li> </ul> <p><b>Community and family</b></p> <ul style="list-style-type: none"> <li>Southampton 'Taunton Boys' were evacuated to their new families in Bournemouth</li> <li>Families were torn apart with conscription and evacuation</li> </ul> <p><b>Power, empire and democracy</b></p> <ul style="list-style-type: none"> <li>Allied and axis forces fought to gain power and land to extend their political empire.</li> </ul> <p><b>Historical significance</b></p> <ul style="list-style-type: none"> <li>What role did Bournemouth have in WWII?</li> <li>How Bournemouth hosted military forces from other allied countries, eg. USA and Canada</li> </ul> <p><b>Interpreting evidence</b></p> <ul style="list-style-type: none"> <li>Consider the author, audience and purpose of a source, and how this may affect its usefulness.</li> </ul>	
Geography	<p><b>A village in Brazil</b></p> <p><b>Location and Place</b></p> <ul style="list-style-type: none"> <li>Identify where Brazil is, it's surrounding countries and major cities.</li> </ul>			<p><b>Rainforests</b></p> <p><b>Location and Place</b></p> <ul style="list-style-type: none"> <li>Know that rainforests, such as the Amazon Basin of Brazil, are found in the Tropics.</li> </ul>		<p><b>Earthquakes and human settlements</b></p> <p><b>Location and Place</b></p> <ul style="list-style-type: none"> <li>Have knowledge of earthquake prone areas across the world and the damage (effects) that they can bring. Understand how</li> </ul>

	<ul style="list-style-type: none"> <li>Investigate the key physical features within it including Iguazu Falls, Amazon River basin, Brazilian Highlands and Copacabana beach.</li> </ul> <p><b>Geographical Scale</b></p> <ul style="list-style-type: none"> <li>Investigate the climate zones that make up Brazil - Equatorial, tropical, highland tropical, subtropical and semi-arid climate - and that they cover a regional and national scale.</li> <li>Compare types of settlement such as the Long-house in the rainforest to favelas in cities.</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>Understand why settlements are found in particular locations. They are situated close to natural resources such as oceans for trade, minerals for energy and flat land for farming.</li> </ul> <p><b>Geographical skills</b></p> <ul style="list-style-type: none"> <li>Locate Brazil on a world map using an atlas and map and interpret climate data such as rainfall and temperature.</li> </ul> <p><b>Identify patterns and links</b></p> <ul style="list-style-type: none"> <li>Identify similarities and differences between the different climate zones; compare population density and distribution data for Brazil.</li> </ul> <p><b>Examples and vocabulary</b></p> <ul style="list-style-type: none"> <li>Urban and rural to denote towns/cities and countryside.</li> </ul>			<ul style="list-style-type: none"> <li>Identify the location of the rainforest biome in the context of lines of latitude and hemispheres.</li> <li>Understand the key physical characteristics of a rainforest such as four layers (emergent layer, understory, canopy, forest floor) and adaptations of vegetation (lianas, buttress roots and drip tips).</li> <li>Identify animals and humans that have adapted to live in this ecosystem.</li> <li>Have knowledge of the types of human activity that are destroying the rainforests.</li> </ul> <p><b>Geographical Scale</b></p> <ul style="list-style-type: none"> <li>Understand that the biome occurs at a global scale and is found in many continents. It is important at all scales including locally to indigenous people.</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>Understand that the rainforest provides a number of resources, such as timber, that is used by humans.</li> <li>Know that the destruction caused by humans can have an impact on the global climate.</li> </ul> <p><b>Geographical skills</b></p> <ul style="list-style-type: none"> <li>Locate on a world map using an atlas and map.</li> <li>Analyse and interpret climate data such as rainfall and temperature.</li> </ul> <p><b>Fieldwork enquiry</b></p> <ul style="list-style-type: none"> <li>Virtual fieldwork using Google maps.</li> </ul> <p><b>Identify patterns and links</b></p> <ul style="list-style-type: none"> <li>Link rainforest location and climate to the tropical biome zone.</li> </ul> <p><b>Examples and vocabulary</b></p> <ul style="list-style-type: none"> <li>Use UK examples of key human and physical features.</li> </ul>		<p>earthquakes are measured on the Richter Scale.</p> <ul style="list-style-type: none"> <li>Understand what causes an earthquake to occur and that this is usually linked to the location of plate boundaries. Know that there are different types of plate boundaries.</li> </ul> <p><b>Geographical Scale</b></p> <ul style="list-style-type: none"> <li>Understand that cause and effects are at the local and national scale, but response can be at the international scale. Link cause, effect and response to a country's level of development and political arena.</li> </ul> <p><b>Making Connections</b></p> <ul style="list-style-type: none"> <li>How have humans adapted to living in an earthquake zone; what is the building design and technology needed to cope. Does this vary between countries and the level of development.</li> </ul> <p><b>Geographical skills</b></p> <ul style="list-style-type: none"> <li>Locate and map major tectonic plates and identify earthquake distribution zones in the world.</li> <li>Use photographs to recognise effects and responses.</li> </ul> <p><b>Identify patterns and links</b></p> <ul style="list-style-type: none"> <li>Do most earthquakes occur on tectonic plate boundaries.</li> <li>Does most damage and fatalities occur where population densities are high?</li> <li>Compare similarities and differences of earthquakes.</li> </ul> <p><b>Examples and vocabulary</b></p> <ul style="list-style-type: none"> <li>Using case studies of a HIC and LIC countries, compare similarities and differences of the earthquake.</li> <li>Use key terms such as magnitude, epicentre and focus.</li> </ul>
DT		<p><b>Cooking and Nutrition:</b> <b>Soups</b></p> <p><b>Food Sources:</b></p> <ul style="list-style-type: none"> <li>Beans and lentils are edible seeds from plants.</li> <li>Seasoning adds to the taste of food. Seasoning can include salt, spices (like pepper), herbs, and sugar.</li> <li>Spices are usually made from the seeds, roots, stem or fruits of a plant and add flavour to food.</li> <li>Herbs are usually the leaves of a plant and add flavour to food.</li> <li>Mushrooms are not plants nor animals. They are a type of fungus.</li> </ul> <p><b>Nutrition &amp; Eating:</b></p> <ul style="list-style-type: none"> <li>Some people are intolerant to certain types of food, like gluten or dairy products. This means their bodies cannot digest the foods. It can cause discomfort.</li> </ul> <p><b>Food Safety &amp; Hygiene:</b></p>		<p><b>Mechanisms:</b> <b>Pulleys</b></p> <p><b>Mechanisms:</b></p> <ul style="list-style-type: none"> <li>A pulley is a simple mechanism. It is a grooved wheel that spins on an axle.</li> <li>A drive belt transfers movement from one pulley to another.</li> <li>A cam changes the direction of movement from rotary to reciprocal.</li> <li>A spring is an energy store. It stores energy that can be transferred to a different energy store (link to Y5 Sci Aut)</li> <li>Pulleys can redirect forces, or reduce the force required to lift heavy objects.</li> </ul> <p><b>Structures:</b></p> <ul style="list-style-type: none"> <li>A shell structure has a continuous outer 'shell' and do not have a frame, like an egg shell or a dome in a building.</li> </ul>		<p><b>Programming/Structures:</b> <b>Mood Lighting</b></p> <p><b>Structures:</b></p> <ul style="list-style-type: none"> <li>Frame and shell structures can be made by folding 2D nets.</li> </ul> <p><b>Programming (if not taught in Computing):</b></p> <ul style="list-style-type: none"> <li>Electronic control systems have inputs, outputs and a central processor.</li> <li>A process flow chart drives a programmable system.</li> <li>Flow charts use key words of 'if', 'then', 'stop', 'start', 'repeat' and other command words (depending on software)</li> <li>Programmes can run for a given number of loops or a set amount of time, or until something is no longer true.</li> <li>A variable is something that be changed.</li> </ul> <p><b>Shaping:</b></p>

		<ul style="list-style-type: none"> <li>Hobs and hand blenders need to be used with care, keeping our fingers away.</li> <li>When blending hot liquids, the blender should be on and/or it is kept well away from the user.</li> <li>Food preparation sources should be wiped down before and after use to stop the tiny living things on the surfaces getting onto food.</li> <li>Food preparation areas should be left clean so that food pests are not attracted.</li> </ul> <p><b>Prepare:</b></p> <ul style="list-style-type: none"> <li>Chop a range of foods, including mushrooms, carrots, and peppers.</li> <li>Crush garlic.</li> <li>Measure volumes in millilitres and litres using a measuring jug.</li> </ul> <p><b>Combine &amp; Assemble:</b></p> <ul style="list-style-type: none"> <li>Use a food processor or hand mixer.</li> </ul> <p><b>Cook:</b></p> <ul style="list-style-type: none"> <li>Use a hob to sauté and simmer food, and to boil (vegetables).</li> </ul> <p><b>Work in the Kitchen:</b></p> <ul style="list-style-type: none"> <li>Wash up items in the most appropriate order, starting with least dirty, and change washing up water as required.</li> </ul>		<ul style="list-style-type: none"> <li>A frame structure is made from separate pieces of material called members that form a frame, like climbing frames or houses.</li> </ul> <p><b>D&amp;T Shaping the World:</b></p> <ul style="list-style-type: none"> <li>Prehistoric Britons, Ancient Egyptians, Ancient Greeks, Ancient Maya, Early Islamic Civilisation used knowledge of mechanisms to make levers and pulleys. (Link to History).</li> </ul> <p><b>Shaping:</b></p> <ul style="list-style-type: none"> <li>Cut modelling wire with pliers and shape wooden dowel with a junior hacksaw.</li> </ul>		<ul style="list-style-type: none"> <li>Score with scissors to get a sharp crease.</li> </ul> <p><b>Generate Ideas:</b></p> <ul style="list-style-type: none"> <li>Use 'quick draw eights' to generate ideas.</li> </ul> <p><b>Make, Test, Iterate:</b></p> <ul style="list-style-type: none"> <li>Design process is iterative, and includes generating ideas; evaluating; testing and refining.</li> </ul>
<b>Art</b>	<p><b>Patterns and pumpkins</b></p> <p><b>Control of Materials:</b></p> <ul style="list-style-type: none"> <li>Collagraphic printmaking is a process in which materials are built up on a plate to be printed from.</li> </ul> <p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>Yayoi Kusama is a contemporary Japanese artist who makes art today (1950s-today). Her work includes paintings and sculptures.</li> </ul> <p><b>Disciplinary</b></p> <ul style="list-style-type: none"> <li>Annotate my artwork with connections to another artist's work.</li> </ul>		<p><b>Tropical Rainforest Watercolour</b></p> <p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>The appearance of secondary colours can vary according to the amount of each primary colour used.</li> </ul> <p><b>Control of Materials:</b></p> <ul style="list-style-type: none"> <li>Mix colours using watercolour paints in a palette.</li> </ul> <p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li><b>Henri Rousseau</b> was a French modern artist who produced art around 1750-1780.</li> <li><b>Henri Matisse</b> was a French modern artist who produced paper cuttings around 1940s-1950s.</li> <li>Abel Rodriguez is a Colombian contemporary artist who grew up in the Amazon rainforest.</li> <li>A <b>viewfinder</b> can be used to identify an interesting section within a composition.</li> </ul>		<p><b>My favourite things</b></p> <p><b>Tone:</b></p> <ul style="list-style-type: none"> <li>Tone can be created using different grades of pencil.</li> </ul> <p><b>Shape:</b></p> <ul style="list-style-type: none"> <li>Drawing can be about representing 3D forms with 2D shapes on paper.</li> </ul> <p><b>Form:</b></p> <ul style="list-style-type: none"> <li>A form can be represented using tone in a 2D artwork.</li> </ul> <p><b>Control of Materials</b></p> <ul style="list-style-type: none"> <li>Arrange a 3D composition by considering size, shape, texture and space between objects.</li> </ul> <p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>Joseph Cornell was an American modern artist who made assemblages.</li> <li>An <b>assemblage</b> is a 3D artwork usually made of found objects.</li> <li>A <b>still life</b> is a genre of artwork that shows a collection of objects.</li> </ul> <p><b>Disciplinary</b></p> <ul style="list-style-type: none"> <li>Artists can be inspired by their own experiences and stories.</li> </ul>	
<b>Music</b>	<p>Let's celebrate - Harvest and Christmas Celebration Songs</p> <p>Note Values - Recognition of Musical Notes</p> <p>Musical Vocabulary - Linked to project</p>		<p><b>Instrument Time!</b> - Learning to play the ukulele</p> <p>Let's celebrate - Spring &amp; Easter Celebration Songs</p> <p>Note Values - Recognition of Musical Notes</p> <p>Musical Vocabulary - Linked to project</p>		<p><b>Summer 1: Raindrop Soundscape</b> - To compose a soundscape about the journey of a raindrop, The water cycle.</p> <p><b>Summer 2: The History of Music and the Orchestra</b></p> <p>Listening - Listen to a wide variety of musical genres. using analytical skills to answer questions.</p>	



<p><b>MFL</b></p>	<p><b>Describing me and others</b></p> <ul style="list-style-type: none"> <li>• in class</li> <li>• in Haiti and in France</li> </ul> <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> <li>• Essential verb: to be, being – ÊTRE (I am – je suis, you are – tu es, he is – il est, she is – elle est, it is – c'est)</li> <li>• Adjective agreement for masculine/feminine (as complement to verb)</li> <li>• Yes/no questions with raised intonation</li> </ul> <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> <li>• Simple greetings</li> <li>• Range of adjectives</li> <li>• Days of the week</li> </ul> <p><b>Saying what I and others have</b></p> <ul style="list-style-type: none"> <li>• at home</li> <li>• with friends</li> </ul> <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> <li>• Essential verb: to have, having – AVOIR (I have – j'ai, you have – tu as, he has – il a, she has – elle a)</li> <li>• Indefinite, singular articles and gender</li> <li>• C'est un/une...</li> <li>• Intonation questions with 'quoi?'</li> </ul> <p>Key Ideas (VOCABULARY)</p> <ul style="list-style-type: none"> <li>• Verb avoir</li> <li>• Range of singular masculine and feminine nouns</li> </ul> <p><b>Christmas songs and vocabulary</b></p>	<p><b>Saying what I and others do</b></p> <ul style="list-style-type: none"> <li>• French club</li> <li>• at home</li> <li>• Nice carnival</li> </ul> <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> <li>• Infinitive – regular ER verbs (singular)</li> <li>• Definite articles – le, la, l'</li> <li>• Possessive adjectives – mon, ma, ton, ta</li> <li>• 'de' for possession</li> </ul> <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> <li>• Range of regular –ER verbs</li> <li>• Family members</li> <li>• Range of nouns, adjectives and adverbs</li> </ul> <p><b>Saying what I and others like</b></p> <ul style="list-style-type: none"> <li>• family and friends</li> <li>• travelling</li> </ul> <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> <li>• Essential verb: to like – AIMER, to prefer – PRÉFÉRER</li> <li>• Joining ideas together</li> <li>• Conjunctions et, mais, aussi</li> </ul> <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> <li>• Range of regular –ER verbs</li> <li>• Range of singular masculine and feminine nouns</li> </ul> <p><b>Saying how many and describing things</b></p> <ul style="list-style-type: none"> <li>• My monster</li> </ul> <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> <li>• Essential verb: there is/are – il y a</li> <li>• Plural indefinite article – des</li> <li>• Regular plural marking on nouns [-s]</li> </ul> <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> <li>• Numbers 1-12</li> <li>• Parts of the body</li> </ul> <p><b>Easter vocabulary</b></p>	<p><b>Describing things and people</b></p> <ul style="list-style-type: none"> <li>• favourites</li> <li>• birthdays</li> </ul> <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> <li>• Postnominal adjective agreement</li> <li>• Subject pronouns – il, elle – meaning 'it'</li> <li>• Noun + préféré(e)</li> <li>• Avoir meaning 'be' for age and states</li> </ul> <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> <li>• Range of nouns</li> <li>• Range of adjectives</li> <li>• Months of the year</li> </ul> <p><b>Expressing likes and saying what I and others do</b></p> <ul style="list-style-type: none"> <li>• at school</li> <li>• end of term show</li> </ul> <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> <li>• 2-verb structures: AIMER, DÉTESTER + infinitive</li> <li>• Plural definite article les</li> </ul> <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> <li>• Range of regular –ER verbs</li> <li>• Please, thank you, you're welcome</li> </ul> <p><b>Un poème</b></p>
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