

# Curriculum Intent & Progression Document

## YEAR 4

St. Mary's Catholic Voluntary Academy, Grantham

2022-23



Class Teacher: Miss Burrows (Miss Berridge on maternity leave)

### **Mission Statement**

Christ is at the centre of St. Mary's as we strive to nurture and care for all our community members by encouraging them to **Believe, Succeed** and **Soar** within God's love, to achieve the very best that they can, in all areas.

### **Our Vision**

We are disciples who put our faith into action in all that we do.

We are role models who encourage others to shine and be the best version of themselves that they can be.

We are investigators who ask questions about the past, the present and the future.

We are artists who show our creativity and talents with flair and imagination.

We are storytellers who have a passion for reading and are able to communicate in many ways.

We are problem solvers who tackle tasks with an open mind and a positive approach.

We are team players who work together to achieve our goals.

We are explorers who learn new skills, embrace other cultures and value our locality and the wider world.

We **Believe**. We **Succeed**. We **Soar**.

### **Our Gospel Virtues**

**To achieve our full Christian potential, we all need to live out our Gospel Virtues: -**

#### **Love**

A Christ-like love respects the talent of each person in our school.

#### **Faith**

Faith helps us to do God's will in this world.

#### **Hope**

Hope helps us to see a new life beyond our present one.

#### **Peace**

We know that if we love one another, peace will be all around us.

#### **Mercy**

We believe that mercy will be shown by the way we forgive others.

#### **Community**

We believe our community here unites us all as followers of Jesus.

# Curriculum Intent: YEAR 4 (2022-23)

## Year 4 English Reading

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<p>Class Text: 'Midsummer Night's Dream' by William Shakespeare, Andrew Matthews and Tony Ross</p> <p>'Literacy Shed + VIPERS' - 'Anthony and Cleopatra' by William Shakespeare, Andrew Matthews and Tony Ross</p>	<p>Class text: 'Charlie and the Chocolate Factory' by Roald Dahl</p> <p>'Literacy Shed + VIPERS' - 'The Great Chocoplot' by Chris Callaghan</p> <p>Poetry – Michael Rosen Chocolate Cake</p>	<p>Class Text: 'The Lion, The Witch and the Wardrobe' by C S Lewis</p> <p>'Literacy Shed + VIPERS' - 'A Bear called Paddington' by Michael Bond</p>	<p>Class Texts: 'Flotsam' by David Wiesner 'Journey' by Aaron Becker</p> <p>'Literacy Shed + VIPERS' - 'Flat Stanley' by Jeff Brown</p>	<p>Class Text: 'How to be a Viking' by Cressida Cowell</p> <p>Poetry – Kennings</p> <p>'Literacy Shed + VIPERS' - 'Amazing Grace' by Mary Hoffman</p>	<p>Class Text: 'King of the Cloud Forest' by Michael Morpurgo</p> <p>'Literacy Shed + VIPERS' - 'Bill's New Frock' by Anne Fine</p>

## Reading Objectives

Children will:

- Know how to develop positive attitudes to reading and understanding of what they read by:
  - Knowing how to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - Knowing that reading books that are structured in different ways and reading for a range of purposes
  - Knowing how to use dictionaries to check the meaning of words that they have read
  - Know, with increasing familiarity, a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - Knowing how to identify themes and conventions in a wide range of books
  - Knowing how to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - Knowing how to discuss words and phrases that capture the reader's interest and imagination
  - Knowing how to recognise some different forms of poetry [for example, free verse, narrative poetry]
- Know how to understand what they read, in books they can read independently, by:
  - Knowing how to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - Knowing how to ask questions to improve their understanding of a text

- Knowing how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Knowing how to predict what might happen from details stated and implied
- Knowing how to identify main ideas drawn from more than one paragraph and summarising these
- Knowing how to identify how language, structure, and presentation contribute to meaning
- Know how to retrieve and record information from non-fiction
- Know how to participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

### Reading Statement

Children accessing the Year 4 curriculum will be taught reading comprehension through 'The Literacy Shed + VIPERS' materials. VIPERS stands for:

V – vocabulary

I – inference

P – predict

E – explain

R – retrieve

S – sequence or summarise

Each of these comprehension strategies will be explicitly taught and practised using carefully chosen, high quality texts.

Each child accessing the Year 4 curriculum will be provided with a reading book which will be selected by the children from our extensive lower key stage 2 band of books and will be monitored closely by the class adults. Children will be expected to read across the whole range of books including fiction, non-fiction, poetry and classics etc. Adults will discuss the children's reading as part of the ongoing assessment for reading comprehension. In addition, children will also be able to select books for reading for pleasure which is encouraged throughout the school.

For children working below the lower KS2 level, phonics, reading (decoding) and comprehension will be taught through our 'Read, Write, Inc' programme. This will include the provision of reading books to match their phonic level. In addition, children will also be able to select books for reading for pleasure from the KS1 resources and, if appropriate, from the LKS2 resources as detailed above.

As well as the books above, Year 4 has a specially curated 'book spine' of engaging age-related books which all members of the class are encouraged to read throughout the year, with awards for children who manage to read the entire spine within the year. The purpose of this is to further foster the love of reading in our children. The books are not meant to be read in any particular order and the texts are selected under the headings of 'Classic texts', 'Non-linear texts', 'Complexity of narrator', 'Figurative texts', 'Resistant texts' and 'Non-fiction' texts. The books in the Year 4 book spine are:

#### Classic Texts

The Railway Children by Edith Nesbit

The borrowers by Mary Norton  
Alice's Adventures in Wonderland by Lewis Carroll

#### Non-linear Texts

The Butterfly Lion by Michael Morpurgo  
The Strange Worlds Travel Agency by LD Lapinski  
The Girl Who Stole an Elephant by Nizrana Farook

#### Complexity of Narrator

The Field Guide (Spiderwick Chronicles Book 1) by Holly Black and Tony DiTerlizzi  
Clever Polly and the Stupid Wolf by Catherine Storr  
Charlie and the Chocolate Factory by Roald Dahl

#### Figurative Texts

Topsy Turvey World (poem) by William Brighty Rands  
Malala's Magic Pencil by Malala Yousafzai  
Fantastic Flying Books of Mr Morris Lessmore by William Joyce

#### Resistance Texts

The Door by Jihyeon Lee  
Chalk by Bill Thomson

### Spoken Language

Children will:

- Know how to listen and respond appropriately to adults and their peers
- Know how to ask relevant questions to extend their understanding and knowledge
- Know how to use relevant strategies to build their vocabulary
- Know how to articulate and justify answers, arguments and opinions
- Know how to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Know how to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Know how to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

- Know how to speak audibly and fluently with an increasing command of Standard English
- Know how to participate in discussions, presentations, performances, role play, improvisations and debates
- Know how to gain, maintain and monitor the interest of the listener(s)
- Know how to consider and evaluate different viewpoints, attending to and building on the contributions of others
- Know how to select and use appropriate registers for effective communication.

### English Writing

Non-fiction: Biography of William Shakespeare Formal letter	Non-fiction: Newspaper report Poetry: Cinquain	Fiction: Adventure narrative inc. characters and settings work.	Non-fiction: Non-chronological report	Non-fiction: Persuasive writing – brochure/leaflet advert	Fiction: Fantasy narrative inc. characters and settings work.  Fairy tales with alternative endings Poetry – Revolting Rhymes – Roald Dahl
--	---	---	---------------------------------------	---	---

### Handwriting

Children will:

- Know how to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Know how to increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)

### Grammar

Children will:

- Know how to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Know how to use the present perfect form of verbs in contrast to the past tense

Children will:

- Know how to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Know how to use the present perfect form of verbs in contrast to the past tense

<ul style="list-style-type: none"> <li>• Know how to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Know how to use conjunctions, adverbs and prepositions to express time and cause</li> <li>• Know how to use fronted adverbials</li> <li>• Know how to indicate grammatical and other features by: <ul style="list-style-type: none"> <li>○ Knowing how to use commas after fronted adverbials</li> <li>○ Knowing how to indicate possession by using the possessive apostrophe with plural nouns</li> <li>○ Knowing how to use and punctuate direct speech</li> </ul> </li> <li>• Know how to use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel</li> <li>• Know how to use headings and sub-headings to aid presentation</li> <li>• Know the grammatical difference between plural and possessive – s</li> <li>• Know the standard English form for verb inflections instead of local spoken forms</li> <li>• Know how to expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases.</li> <li>• Know how to use paragraphs to organise ideas around a theme</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Know how to use conjunctions, adverbs and prepositions to express time and cause</li> <li>• Know how to use fronted adverbials</li> <li>• Know how to indicate grammatical and other features by: <ul style="list-style-type: none"> <li>○ Knowing how to use commas after fronted adverbials</li> <li>○ Knowing how to indicate possession by using the possessive apostrophe with plural nouns</li> <li>○ Knowing how to use and punctuate direct speech</li> </ul> </li> <li>• Know how to use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel</li> <li>• Know how to use headings and sub-headings to aid presentation</li> </ul>
--	---

### Vocabulary

Year 3 vocabulary plus: Determiner, pronoun, possessive pronoun, adverbial

### Spelling

L1 & 2: Adding the prefix <b>mis-</b> L3 & 4: Words ending in <b>zhuh</b> spelt <b>-sure</b> L5 & 6: Adding the prefix <b>auto-</b>	L1 & 2: Adding the suffix <b>-ly</b> ( <i>to adjectives to form adverbs</i> ) L3 & 4: Adding the prefix <b>inter-</b> L5 & 6: Words with the <b>ay</b> sound spelt <b>ei, eigh, ey</b>	L1 & 2: Words ending in <b>-ous</b> L3 & 4: Words with the <b>s</b> sound spelt <b>sc</b> L5 & 6: Words ending in <b>zhun</b> spelt <b>-sion</b>	L1 & 2: Adding <b>il-</b> and revising <b>un-, in-, mis-</b> and <b>dis</b> L3 & 4: The <b>c</b> sound spelt <b>-que</b> and the <b>g</b> sound spelt <b>-gue</b> L5 & 6: Adding <b>ir-</b> to words beginning with <b>r</b>	L1 & 2: Adding the prefix <b>super-</b> L3 & 4: Adding the prefix <b>sub-</b> L5 & 6: Revision	Revision of all units.
---	--	--	--	--	------------------------

# MATHS

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<b>Number: Place Value</b> L1: know how to represent numbers to 1000. L2: know how to use a number line to 1000. L3: know how to round to the nearest 10. L4: know how to round to the nearest 100. L5: know how to count in 1000s. L6: know how to represent 1000s, 100s, 10s and 1s using partitioning. L7: know how to use a number line to 10,000. L8: know how to find 1, 10, 100 and 1000 more or less. L9: know how to compare and order numbers. L10: know how to round to the nearest 1000. L11: know to recognise negative numbers.	<b>Measurement: Length and Perimeter</b> L1: know how to calculate equivalent lengths (m and cm/ mm and cm) L2: know how to calculate and convert kilometres. L3: know how to add and subtract lengths. L4: know how to measure perimeter. L5: know how to find perimeter on a grid. L6: know how to measure the perimeter of a rectangle/ rectilinear shape.  <b>Number: Multiplication and Division</b> L1: know how to multiply by 10 and 100. L2: know how to divide by 10.	<b>Number: Multiplication and Division</b> L1: know the 11 and 12 times table. L2: know how to multiply 3 numbers. L3: know how to find factor pairs. L4: know how to use written methods. L5: know how to multiply 2-digits by 1-digit. L6: know how to multiply 3-digits by 1-digit. L7: know how to divide 2-digits by 1-digit (1). L8: know how to divide 2-digits by 1-digit (2). L9: know how to divide 3-digits by 1-digit.  <b>Measurement: Area</b> L1: know what area is.	<b>Number: Fractions</b> L7: know how to subtract fractions. L8: know how to subtract 2 fractions. L9: know how to subtract from whole amounts. L10: know how to find fractions of a set of objects. L11: know how to calculate fractions of a quantity. L12: know how to show problems that involve calculating quantities.  <b>Number: Decimals</b> L1: know how to recognise tenths and hundredths. L2: know what tenths are as decimals. L3: know how to place tenths on a place value grid and a number line.	<b>Number: Decimals</b> L1: know bonds to 100 and 100. L2: know how to make a whole. L3: know how to write decimals. L4: know how to compare and order decimals. L5: know how to round decimals. L6: know what halves and quarters are as decimals.  <b>Measurement: Money</b> L1: know how to count money in pounds and pence. L2: know how to order and estimate money. L3: know how to convert pounds and pence. L4: know how to add money.	<b>Statistics</b> L1: know how to interpret charts (comparison, sum and difference). L2: know what a line graph is. L3: know how to interpret a line graph.  <b>Geometry: Properties of Shape</b> L1: know what turns and angles are, including right angles in shapes. L2: know how to compare and identify angles. L3: know how to compare and order angles. L4: know how to recognise and describe 2D shapes. L5: know the properties of different triangles.

<p>L12: know Roman Numerals to 100.</p> <p><b>Number: Addition and Subtraction</b></p> <p>L1: know how to add and subtract 1s, 10s, 100s and 1000s.</p> <p>L2: know how to add two 3-digit or 4-digit numbers (not crossing 10 or 100).</p> <p>L3: know how to add two 4-digit numbers with more than one exchange.</p> <p>L4: know how to subtract a 3-digit number from a 3-digit number and a 4-digit number from a 4-digit number (no exchange).</p> <p>L5: know how to subtract a 3-digit number from a 3-digit number with exchange.</p> <p>L6: know how to subtract two 4-digit numbers with one exchange.</p> <p>L7: know how to subtract two 4-digit numbers with one exchange.</p>	<p>L3: know how to divide by 100.</p> <p>L4: know how to multiply by 1 and 0.</p> <p>L5: know how to divide by 1 and itself.</p> <p>L6: know how to multiply and divide by 3 (times table and division facts).</p> <p>L7: know how to multiply and divide by 6 (times table and division facts).</p> <p>L8: know how to multiply and divide by 9 (times table and division facts).</p> <p>L9: know how to multiply and divide by 7 (times table and division facts).</p>	<p>L2: know how counting squares can help to find the area.</p> <p>L3: know how to make shapes.</p> <p><b>Number: Fractions</b></p> <p>L1: know what unit and non-unit fractions are.</p> <p>L2: know what tenths are and how to count in tenths.</p> <p>L3: know how to find equivalent fractions (1).</p> <p>L4: know how to find equivalent fractions (2).</p> <p>L5: know how to find fractions greater than 1.</p> <p>L6: know how to add 2 or more fractions.</p>	<p>L4: know how to divide 1-digit numbers by 10.</p> <p>L5: know how to divide 2-digit numbers by 10.</p> <p>L6: know what hundredths are.</p> <p>L7: know what hundredths are as decimals.</p> <p>L8: know how to place hundredths on a place value grid.</p> <p>L9: know how to divide 1 or 2-digits by 100.</p> <p><b>Consolidation and Assessment</b></p>	<p>L5: know how to subtract money and find change.</p> <p>L6: know how to use the four operations when working with money.</p> <p><b>Measurement: Time</b></p> <p>L1: know how to tell the time to 5 minutes.</p> <p>L2: know how to tell the time to the minute.</p> <p>L3: know how to use am and pm and tell the time using the 24-hour clock.</p> <p>L4: know the relationship between hours, minutes and seconds as well as years, months, weeks and days.</p> <p>L5: know how to convert time from analogue to digital (12-hour).</p> <p>L6: know how to convert time from analogue to digital (24-hour).</p>	<p>L6: know the properties of quadrilaterals.</p> <p>L7: know what horizontal and vertical means.</p> <p>L8: know how to find lines of symmetry.</p> <p>L9: know how to complete a symmetric figure.</p> <p><b>Geometry: Position and Direction</b></p> <p>L1: know how to describe position.</p> <p>L2: know how to draw and move on a grid.</p> <p>L3: know how to describe movement on a grid.</p> <p><b>Consolidation and Assessment</b></p>
--	--	---	---	---	--

L8: know what is efficient subtraction. L9: know how to estimate answers and check strategies.					
VOCABULARY					
<b>Number: Place Value</b> Thousands, hundreds, tens, ones, zero, greater than, less than, order, round, rounded to, negative number, partition, digit, roman numeral	<b>Measurement: Length and Perimeter</b> Kilometres, metres, centimetres, millimetres, distance, length, width, rectilinear, right angle	<b>Number: Multiplication and Division</b> Multiply, groups of, lots of, times, divide, share, remainder, factor, multiple, product, short multiplication, short division	<b>Number: Fractions</b> Numerator, denominator, unit fraction, non-unit fraction, equivalent, quantities, whole, halves, thirds, quarters, fifths, sixths, sevenths, eighths, ninths, tenths, elevenths, twelfths	<b>Number: Decimals</b> Tenths, hundredths, decimal tenths, decimal hundredths, decimal equivalents, part-whole model, rounding, decimal point, place value	<b>Statistics</b> Bar chart, pictogram, frequency table, tally chart, discrete data, continuous data, time graph, sum, difference, comparison, interpret
<b>Number: Addition and Subtraction</b> Add, total, plus, sum, more, altogether, difference, subtract, less, minus, take away, mentally, orally, column addition, column subtraction, exchange, estimate, inverse operation, solve problems	<b>Number: Multiplication and Division</b> Multiply, groups of, lots of, times, divide, share, remainder, factor, multiple, product, short multiplication, short division	<b>Measurement: Area</b> Kilometres, metres, centimetres, millimetres, squares, space, length, width, rectilinear	<b>Number: Decimals</b> Tenths, hundredths, decimal tenths, decimal hundredths, decimal equivalents, part-whole model, rounding, decimal point, place value	<b>Measurement: Money</b> Amount, change, combinations, estimate, decimal, pence, penny, pounds, round, value, convert	<b>Geometry: Properties of Shape</b> Angle, right angle, acute, obtuse, horizontal, vertical, diagonal, parallel, perpendicular, two-dimensional, polygon, line of symmetry, reflection, mirror line, isosceles, equilateral, scalene, quadrilateral, rhombus, parallelogram, trapezium
		<b>Number: Fractions</b> Numerator, denominator, unit fraction, non-unit		<b>Measurement: Time</b> 12-hour time, 24-hour time, roman numerals, analogue, digital, hours,	<b>Geometry: Position and Direction</b> Coordinate, quadrant, x-axis, y-axis,

		fraction, equivalent, quantities, whole, halves, thirds, quarters, fifths, sixths, sevenths, eighths, ninths, tenths, elevenths, twelfths		minutes, seconds, o'clock, half past, quarter past, quarter to, midday, midnight, noon, a.m., p.m.	translation, vertex, vertices
--	--	---	--	--	-------------------------------

RE/RSE				
Journey In Love: God loves us in our differences.				
PENTECOST 2				
Children will...				
LO: I will know that God has made us different from one another. I will know that God loves us in our differences.				
<u>Physical</u>	<u>Social</u>	<u>Emotional</u>	<u>Intellectual</u>	<u>Spiritual</u>
<p>Notice the physical differences in class; notice that each teacher is unique and accepts themselves and others as they are.</p> <p>Look simply at the development of the baby in the womb.</p> <p>How do we respect others, even when they are different from ourselves: physically, ethnically, culturally or in spiritual beliefs? In what ways can we expect to be treated with respect by others and in turn show our respect?</p>	<p>Think about things they are good at and like about themselves; think about their personal qualities; write down something they like about their friend and share it with them.</p> <p>How do I appreciate my own gifts, talents, achievements, and all that make me unique? How do I learn to accept and celebrate who I am? How would you ensure that you have a part to play in keeping yourself and others in your family and community safe?</p>	<p>List talents and achievements.</p> <p>Name and identify natural negative emotions e.g. anger, envy, spite etc.</p> <p>How do I accept difference in others? How do authority figures help communities and societies work together better? How do I deal with difference and manage the conflicts that arise? Is there more to courtesy and manners than please and thank you? In what ways are being polite and courteous helping to make</p>	<p>Identify different emotions; categorise happy and sad feelings.</p> <p>Can I identify and name my feelings? Do I know and understand what these feelings are? How do I deal with what I feel? Can I analyse my feelings and actions?</p> <p><b>Pause, reflect and prayer.</b></p>	<p>Talk about how God loves us all with all our differences.</p> <p>St Paul's teaching on love.</p> <p>What makes you unique? What are your special qualities, gifts, talents? What attributes do others recognize in you? Why are being honest, truthful and having integrity positive attributes? How can you use your gifts for the Common Good? What can we do for each other to support each other's mental health and well-being, recognizing the importance of expressing feelings?</p>

<p>How can we challenge the stereotypes that encourage bullying? How could challenging a friend to do something you would not like to do challenge the Golden rule 'treat others as you would like them to treat you'?</p> <p>How can we recognize the innate dignity of every person and ask God to help us see it?</p> <p><b>Pause, reflect and prayer.</b></p>	<p><b>Pause, reflect and prayer.</b></p>	<p>the world a better place to live in? How should we include everyone and celebrate each other's differences in schools, homes and communities?</p> <p><b>Pause, reflect and prayer.</b></p>		<p>Link to being a Missionary Disciple.</p> <p><b>Pause, reflect and prayer.</b></p>
VOCABULARY				
<p>God, gifts, talents, difference, development, change, stereotype, acceptance, cultural, biological, respect, courtesy, manners, sensitivity, religious, belief, bullying, polite, uniqueness, innate, beauty, male and female body parts, conflict, appreciate, celebrate, achievement, sensitivity, respect.</p>				

HISTORY					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<p><b>Ancient Egyptians.</b></p> <p>L1: Know where to place the Ancient Egypt on a timeline; know where Egypt is on a world map and to share what we all know about Ancient Egypt already. L2: Know what daily life was like for Ancient Egyptian people.</p>		<p><b>Anglo Saxons and the Scots (Celts).</b></p> <p>L1: Know where to place the Anglo Saxons and the Scots (Celts) on a timeline; know why, where and when the Scots and Anglos Saxons invaded Britain. L2: Know that there were seven Anglo</p>		<p><b>Vikings.</b></p> <p>L1: Know where to place the Vikings on a timeline and know where the Vikings came from and when they invaded Britain. L2: Know how and why they invaded Britain. L3: Know significant events and figures of</p>	

<p>L3: Know what a mummy is; know why Ancient Egyptians used this process.</p> <p>L4: Know about the discovery of the tomb of Tutankhamun; know that the artefacts found give us information about the past.</p> <p>L5: Know that different Egyptian Gods possess different powers and compare and contrast these with each other.</p> <p>L6: Know that the Ancient Egyptians had their own form of writing.</p>		<p>Saxon kingdoms and know that some of the roots of modern place names are from Anglo Saxon times.</p> <p>L3: Know the design of a particular Anglo Saxon village; know some of the jobs people did.</p> <p>L4: Know that the Anglo Saxons were skilled craftsmen.</p> <p>L5/6: Know that the Anglo Saxons worshipped various Gods; know that Britain was converted to Christianity during this period; know Saint Columba, Saint Aiden and King Oswald's roles in the conversion to Christianity; know about the establishment of the monastery on Lindisfarne.</p>		<p>the period including Alfred the Great.</p> <p>L4: Know how Vikings lived and worked.</p> <p>L5: Know about the crime and punishment system in Viking times.</p> <p>L6: Know some Viking God's and what they represent.</p>	
VOCABULARY					
<p>Ancient, Egypt, Egyptian, pharaoh, hieroglyphics, Ra, Amun, Horus, Thoth, Ma'at, Isis, Osiris, Hathor, Anubis, Sekhmet,</p>		<p>invasion, Angles, Saxons, Jutes, Frisians, Scots, Picts, root meaning, village, town, county, kingdom, settlement, weaver, tanner, smith,</p>		<p>Viking, raid, invade, Denmark, Norway, Sweden, Norse, Alfred the Great, Saga, runes, Odin, Frigg, longhouse, Thing, outlaw, outlawed, law speaker,</p>	

<p>Tutankhamun, sarcophagus, mummification, Ancient, Egypt, Egyptian, civilisation, BC/AD, kingdoms, wealth, exhibit, evidence, essential, crops, silt, fertilised, canals, irrigation, flax, papyrus, replenish, burial, purified, canopic, Duamatef, Imsety, Qebehsenuf, Hapi, jackal, falcon, baboon, stomach, liver, intestines, lungs, natron, linen, sarcophagus, amulets, resin, Book of the Dead, source, pharaoh, empire, Valley of the Kings, tomb, treasures, burial chamber, sarcophagus, curse, archaeologist, artefacts, papyrus, scribes, rituals, Demotic, decode, cartouche, sacred, translate, irrigation silt, hieroglyphics cartouche</p>		<p>potter, jeweller, woodworker, thatched roof, pagan, superstitious, ritual, sacrifice, worship, gods, Woden, Frige, Tiw, Thunor, Eostre, Paganism, Christianity, missionary, bishop, saint, cathedral, abbey, priory, Lindisfarne, Canterbury, Iona, Augustine, Aidan, Columba, Oswald, Pope Gregory the Great, Angles, Christianity, missionary, Pagan, Picts, Romans, Saxons, Scots</p>		<p>criminal, justice, defendant, court, ordeal, wergild, Danegeld, Exile , Invade , Kingdom, Outlawed, Pagans Pillaged , Raid Wergild</p>	
---	--	---	--	---	--

pharaoh					
---------	--	--	--	--	--

## GEOGRAPHY

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
	<b><u>Water-</u></b> L1: know that water can exist in three states (linked to science). L2: know the key aspects of the water cycle. L3: know how clouds are made and that there are different kinds of clouds. L4: know that water is treated before it can be drunk and know how communities without clean water are affected. L5: know the main causes and effects of flooding and these can be prevented. L6: know what the main causers of water pollution are and how pollution can be reduced.		<b><u>Settlements-</u></b> L1: know why settlements develop in certain locations (transport links, food etc) L2: know what makes a good settlement site. L3: know that settlement names give a clue to which people/when the settlement was founded; know how to identify some of these on the map. L4: know that land use varies in different settlements and be able to compare some of these. L5: know that settlements are linked to others by a variety of transport networks and to use maps and their keys to identify some of these.		<b><u>Our World-</u></b> L1: know what the Northern and Southern hemispheres are; know the names of some of the countries in each hemisphere and along the equator. L2: know what lines of latitude and longitude are; know that these are used to create coordinates; use coordinates to locate areas around the world. L3: know how to identify the arctic and antarctic circles and identify the similarities and differences between them. L4: know the location of the tropics of cancer and capricorn; know the climate in the tropics; identify differences between the UK and the tropics.

			L6: know how to apply their knowledge of settlements to create a map of an ideal settlement including a key.		L5: know the position and significance of the Prime/Greenwich Meridian. L6: know that there are different time zones around the world and be able to explain why we have time zones.
--	--	--	--	--	---

#### VOCABULARY

	Solid, liquid, gas, melt, boiling, freezing, evaporation, cooling, condensation. Water cycle, precipitation, groundwater, runoff, closed cycle. Filter. Flood, fluvial pluvial, depth. pollution		Settlement, settler, site, need, shelter, food, defence, water, fuel, building materials, agriculture, transport. Origin, link, journey, route, plan. village, town, city, land use, retail, leisure, housing, business, industrial, agricultural		Northern and Southern hemispheres, equator, latitude, longitude, co-ordinates Polar region, North Pole, South Pole, Arctic Circle, Antarctic Circle, Antarctica Tropic of Cancer, Tropic of Capricorn, the tropics, tropical, climate. position polar poles Prime Meridian, Greenwich Meridian, Greenwich Mean Time. Greenwich Mean Time, GMT, International Date Line, time zone.
--	--	--	--	--	--

#### COMPUTING

ONLINE SAFETY IS A LIFE SKILL AND WILL ALWAYS BE REFORCED AND REITERATED THROUGHOUT THE YEAR

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
------------------------------	------------------------------	----------------------------	----------------------------	---------------------------------	---------------------------------

<p><b>COMPUTING SYSTEMS AND NETWORKS – The internet</b>  L1 Know how networks physically connect to other networks  L2 Know how networked devices make up the internet  L3 Know how websites can be shared via the World Wide Web (WWW)  L4 Know how content can be added and accessed on the World Wide Web (WWW)  L5 Know how the content of the WWW is created by people  L6 Know how to evaluate the consequences of unreliable content</p>	<p><b>CREATING MEDIA – Audio production</b>  L1 Know that sound can be recorded  L2 Know how to explain that audio recordings can be edited  L3 Know how the different parts of creating a podcast project  L4 Know how to apply audio editing skills independently  L5 Know how to combine audio to enhance my podcast project  L6 Know how to evaluate the effective use of audio</p>	<p><b>PROGRAMMING A – Repetition in shapes</b>  L1 Know how to identify that accuracy in programming is important  L2 Know how to create a program in a text-based language  L3 Know how to explain what 'repeat' means  L4 Know how to modify a count-controlled loop to produce a given outcome  L5 Know how to decompose a task into small steps  L6 Know how to create a program that uses count-controlled loops to produce a given outcome</p>	<p><b>DATA AND INFORMATION – Data logging</b>  L1 Know how to explain that data gathered over time can be used to answer questions  L2 Know how to use a digital device to collect data automatically  L3 Know how to explain that a data logger collects 'data points' from sensors over time  L4 Know how to recognise how a computer can help us analyse data  L5 Know how to identify the data needed to answer questions  L6 Know how to use data from sensors to answer questions</p>	<p><b>CREATING MEDIA – Photo editing</b>  L1 Know how to explain that the composition of digital images can be changed  L2 Know how to explain that colours can be changed in digital images  L3 Know how to explain how cloning can be used in photo editing  L4 Know how to explain that images can be combined  L5 Know how to combine images for a purpose  L6 Know how to evaluate how changes can improve an image</p>	<p><b>PROGRAMMING B – Repetition in games</b>  L1 Know how to develop the use of count-controlled loops in a different programming environment  L2 Know how to explain that in programming there are infinite loops and count controlled loops  L3 Know how to develop a design that includes two or more loops which run at the same time  L4 Know how to modify an infinite loop in a given program  L5 Know how to design a project that includes repetition  L6 Know how to create a project that includes repetition</p>
<b>VOCABULARY</b>					
Internet, network, network security, Network switch, server, wireless access point (WAP), router, Website, web page, web address, routing, web	Audio, microphone, speaker, headphones, input device, output device, sound, podcast, edit, trim, align, sound, layer, import, record, playback, edit,	Program, Turtle, commands, algorithm, design, debug, pattern, repeat, repetition, count-controlled loop, algorithm, value, repeat, repetition,	Data, table, layout, input device, sensor, data logger, data logger, logging, data point, interval, analyse, data set, import, export, review, conclusion	Image, edit, digital, crop, rotate, undo, save, adjustments, effects, colours, hue, saturation, sepia, vignette, retouch, clone, select, copy, paste,	Scratch, programming, sprite, blocks, code, loop, repeat, value, block, repeat, forever, infinite loop, count-controlled loop, costume, repetition,

browser, World Wide Web, content, links, files, use, content, download, sharing, ownership, permission, Information, accurate, honest, content, adverts.	selection, load, import, save, export, MP3, editing, evaluate, feedback	count-controlled loop, trace, value, count-controlled loop, decompose, procedure		combine, made up, real, composite, cut, copy, paste, alter, background, foreground, rotate, crop, zoom, clone, select, copy, paste, undo, font	forever, animate, costume, event block, duplicate, block, repeat, forever, modify, design, algorithm, duplicate, debug, refine, evaluate
--	---	--	--	--	--

MUSIC					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<b>MMC Y4 Unit 1</b> <b>How does music bring us together?</b> L1: Know that the song 'Hoedown' is 20 <sup>th</sup> and 21 <sup>st</sup> Century Orchestral music; to know what the composer intended it for L2: Know that a dot after a note adds half the value onto it, so a dotted crotchet is worth one and a half beats; know how to clap back/echo very simple rhythmical phrases/riffs which include dotted crotchets L3: Know that the song 'I'm Always There' is a Soul Ballard; know where to place this style	<b>Glockenspiel 2 - Charanga Original Scheme Y4, Autumn 2</b> L1: Know how to play the notes D, E, F and play simple tunes containing these notes L2: Know how to play the notes C, D, E, F and play simple tunes containing these notes L3&4: Know how to play the note G and play simple tunes containing C, D, E, F and G L5: Know how to play tunes with more complex rhythm patterns containing the notes C, D, E and F	<b>Recorders 2 – Charanga</b> <b>'Instruments' tab</b> <b>'Blown Away 1' (Ls 1&amp;2 only) and 'Blown Away 2'</b> L1 (Bk 1): Know how to play the notes G, A, D, E and F; know how to clap the rhythm of simple tunes containing the notes G, A, B, D, E and F; know how to play these simple tunes L2 (Bk 1): Know how to play the notes C and high D; know how to clap the rhythm of and play simple tunes containing the notes D, E, F, G, A, B, C, high D	<b>MMC Y4 Unit 3</b> <b>How does music improve our world?</b> L1: Know the song 'Bringing Us Together' is a disco song and identify the key as major and the time signature as 4/4 L2: Listening to 'Mambo!' from West Side Story, know how to respond to the music and internalise it in their own bodies; know that this is Latin American music L3: (also from L2 unit plan) Know that the texture of the music is the layers of sound (e.g. solo, duet, melody and accompaniment); Know how to compose	<b>MMC Y4 Unit 4</b> <b>How does music teach us about our community?</b> L1: Know that the song 'Let Your Spirit Fly' is a contemporary R&B song; know where this style is placed in its historical, cultural and global context L2: Know that the music 'Symphony No. 5, 4 <sup>th</sup> Movement' by Ludwig Van Beethoven is Classical Orchestral Music; know where this style is placed in its historical, cultural and global context; know that 'accelerando' means getting faster (often written as 'acc') and that 'rallentando'	<b>MMC Y4 Unit 5</b> <b>How does music shape our way of life?</b> L1: Know that the song 'Train is A-Comin' is a gospel song; know the two different meanings of the song L2: Know how to sing the song 'Train is A-Comin'; know the structure of the song (e.g. introduction, instrumental section, verse, etc.) L3: Know that a piece of music is in a minor key and be able to explain how you know L4&5: Know what a pentatonic scale is; using the Charanga app 'Music Notepad', know

<p>of music historically, culturally and globally</p> <p>L4: Know how to copy back and create rhythmic phrases using minims, dotted crotchets, crotchets and quavers</p> <p>L5: Know the generic names of the notes in a scale as 'do, re, mi, far, so, la, te, doh' and that the first note of a scale (the one it is named after) is also called the tonic</p> <p>L6: Know how to play a part on the glockenspiel to the song 'Hoedown'</p>	<p>L6: Compose for the glockenspiel using the notes C, D, E, F and G</p>	<p>L3 (Bk 2): Know how to play the note low C and use it in tunes; know that slur signs can 'tie' two notes together</p> <p>L4: Know how to play the note F#; know that the sharp sign sometimes appears in front of the note, which means that just this one note is sharpened; know that the sharp sign sometimes appears after the clef sign and this means that all the notes on this line or in this space are sharpened.</p> <p>L5: Know that practice is important to ensure a performance is as good as it can be.</p> <p>L6: Know how to perform to a friendly audience on the recorder (challenge: and the glockenspiel)</p>	<p>a simple accompaniment to the song 'Bringing Us Together'</p> <p>L4: Know how to play a part on the recorder or glockenspiel to the song 'Old Joe Clark'</p> <p>L5: Know that the song 'Dance With Me' is a 20<sup>th</sup> and 21<sup>st</sup> Century Orchestral waltz; know that the waltz is a dance and is always in 3/4 time; know how to respond to this music</p> <p>L6: Following further practice, know how to perform a part on the glockenspiel or recorder to the song 'Old Joe Clark'</p>	<p>means getting slower (often written as 'ral')</p> <p>L3: Know that 'crescendo' means getting louder and 'decrescendo' means getting softer (quieter)</p> <p>L4: Know that a song sung in a round is when one group begins, then the next group begin after an interval of e.g. 2 bars; know how to sing the song 'Freres Jacques' in a round</p> <p>L5: Know that the song 'The Other Side of the Moon' is a rock song; know where this style is placed in its historical, cultural and global context</p> <p>L6: Know how to play a part on the recorder or glockenspiel to the song 'Let Your Spirit Fly'</p>	<p>how to compose a melody in the style of something you have heard, played or sung, using one of the suggested pentatonic scales and include clef, time signature and key signature (make sure they save the work in the app)</p> <p>L6: Know how to act as a member of an audience; know how to feedback on a performance using musical vocabulary</p>
VOCABULARY					
Year 3 vocabulary + 20 <sup>th</sup> and 21 <sup>st</sup> Century Orchestral music; dotted crotchet, Soul	Year 3 vocabulary + 20 <sup>th</sup> and 21 <sup>st</sup> Century Orchestral music; dotted crotchet, Soul	Year 3 vocabulary + 20 <sup>th</sup> and 21 <sup>st</sup> Century Orchestral music; dotted crotchet, Soul Ballard, 'do, re, mi, far,	Year 3 vocabulary + 20 <sup>th</sup> and 21 <sup>st</sup> Century Orchestral music; dotted crotchet, Soul Ballard, 'do, re, mi, far,	Year 3 vocabulary + 20 <sup>th</sup> and 21 <sup>st</sup> Century Orchestral music; dotted crotchet, Soul Ballard, 'do, re, mi, far,	Year 3 vocabulary + 20 <sup>th</sup> and 21 <sup>st</sup> Century Orchestral music; dotted crotchet, Soul Ballard, 'do, re, mi, far,

Ballard, 'do, re, mi, far, so, la, te, doh', tonic	Ballard, 'do, re, mi, far, so, la, te, doh', tonic	so, la, te, doh', tonic, slur, tie	so, la, te, doh', tonic, slur, tie, Latin American, texture, duet, accompaniment, waltz	so, la, te, doh', tonic, slur, tie, Latin American, texture, duet, accompaniment, waltz; contemporary R&B (rhythm and blues), symphony, classical music, accelerando (acc), ralenando (ral), crescendo (cresc), decrescendo, round, rock	so, la, te, doh', tonic, slur, tie, Latin American, texture, duet, accompaniment, waltz; contemporary R&B (rhythm and blues), symphony, classical music, accelerando (acc), ralenando (ral), crescendo (cresc), decrescendo, round, rock, structure, instrumental, pentatonic scale, audience
--	--	------------------------------------	---	--	---

ART		
ADVENT - <b>Batik</b> Children will...	LENT - <b>Printing</b> Children will...	PENTECOST - <b>Painting</b> Children will...
<p>L1: Know that animals have been portrayed in many ways in art.</p> <p>L2: Know what Batik is and appraise examples</p> <p>L3: Know how to design their own piece of batik work, based on an animal</p> <p>L4: Know how to transfer their design onto fabric and wax it.</p> <p>L5: Know how to add ink to their designs</p> <p>L6: Know how to iron the design to remove the wax. Know how to display and evaluate their pieces</p>	<p>L1: Know what is meant by Celtic design, look at and appraise examples.</p> <p>L2: Know how to use sketching techniques to copy examples of Celtic designs and say why they like them.</p> <p>L3: Know how to use their research and observations to design a Celtic inspired image of their own</p> <p>L4: Know how to make a printing tile of their design using cardboard and string.</p> <p>L5: Know how to print their design using their printing tile</p>	<p>(Twinkl Art and Design Focussed skill: painting)</p> <p>L1: Know that there are different painting techniques and that different brushes add to this.</p> <p>L2: Know how to produce; shape, texture, pattern and line with paintbrushes</p> <p>L3: Know how to add texture to a painting through thickening paint</p> <p>L4: Know what is meant by the terms 'highlighting' and 'shadow' in paintings.</p> <p>L5: Know that the artist Georgia O'Keefe used many techniques in her work. Look at her use of reflections.</p>

	L6: Know how to exhibit and appraise their work, giving constructive comments and making comparisons.	L6: Know how to create their own piece of work that demonstrates the skills learned this term
VOCABULARY		
Wax, batik, representation, stylised, ink, iron, heat, melt, transfer	Swirls, knots, interlink, tile, print,	Highlight, shadow texture, thicken, reflection, shape, pattern, line,

DT		
ADVENT - <b>Juggling Balls</b> Children will...	LENT- <b>Mechanical Posters</b> Children will...	PENTECOST – <b>The Great Bread Bake Off</b> Children will...
L1 Know how to investigate and evaluate a range of existing products, in the context of juggling balls and then how to generate, develop, model and communicate ideas through discussion and annotated sketches	L1 Know how to investigate mechanical systems; existing lever and linkage mechanisms.	L1 Know how to find out about important people and events in the past that have shaped the way bread is made and sold today. (Talk to Bloomsbury or other local bakery – possible visit?)
L2 Know how to perform tie-dye as a technique for decorating my fabric	L2 Know how to make mechanical systems which use levers and linkages	L2 Know how to investigate and analyse existing products according to their characteristics
L3 Know how to research and trial different fillings and decide upon the most functional one. Know how to cut around a template and use a running stitch to create a hem	L3 Know how to develop design criteria to help me design an innovative product using sketches to develop and communicate ideas	L3 Know how to develop some design criteria for a bread product and how to shape dough
L4 Know how to use a functional technique to carefully decorate my fabric	L4 Know how to use prototypes to develop my ideas	L4 Know how to think of original ideas for a product based on my design criteria.
L5 Know how to join using an appropriate stitch to create my finished shape.	L5 Know how to select and use the correct tools and equipment to make a moving poster	L5 Know how to develop designs based on my design criteria and clearly communicate my final Design for a bread product.
L6. Know how to evaluate my product	L6 Know how to name the parts and functions of a lever and linkage mechanical system when evaluating their poster.	L6 Know how to select ingredients and kitchen equipment to help me follow a bread making recipe, knead and bake the bread
VOCABULARY		

explore, textiles, evaluate, interpret, product, analysis, star profile, user, and design, brief, design criteria, annotate, tie-dye, technique, decorate, cut, shape, functional, hem, template, stitch, quality, shape, join, overcast stitch, aesthetic, evaluate, test	Design brief, recycle, mechanism, mechanical system, moving, lever, linkage, design brief, pivot, input, output, design brief, generate, loose/fixed pivot, guide/bridge, system, annotated sketch, generate, design criteria, adapt, Prototype, evaluate, mock-up, high-quality, finish, techniques, select, accuracy, tools, equipment, materials, components, replicate, evaluate, improve, function, lever, linkage, input, output, design criteria	pioneer, design, brand, industry, product, market research. texture, appearance, flavour, design criteria, shape, knot, original, annotated, Ingredients, yeast, knead, dough, rise
--	---	---

FRENCH					
ADVENT 1 - <b>Family and friends</b> Children will...	ADVENT 2 <b>Family and friends</b> Children will...	LENT 1 – <b>Our School</b> Children will...	LENT 2- <b>Our School</b> Children will...	PENTECOST 1 - <b>Time</b> Children will...	PENTECOST 2 - <b>Time</b> Children will...
L1: Know how to say 'my'; know the titles of some family members. (oral work)	L1: Know how to use 'il' and 'elle' (oral work)	L1: Know the names of some of the objects around the classroom.	L1: Know some action words in French. (oral work)	L1: Know numbers from 11-31(oral work)	L1: Know how to say the date of their birthday (date and month) (oral work)
L2: Know how to say 'my'; know the titles of some family members (written work)	L2: Know how to use 'il' and 'elle' (written work)	Know how to say: he, she, is (m/f) and they are (m/f) (oral work)	L2: Know some action words in French (written work)	L2: Know numbers from 11-31 (written work)	L2: Know how to say the date of their birthday (written work)
L3: Know how to make sentences about myself, know the names of some pets (oral work)	L3/4: Know how to apply their knowledge of the French alphabet to spell simple French words (oral work)	L2: Know the names of some of the objects around the classroom.	L3: Know the names of places around school (oral work)	L3: Know the days of the week (oral work)	L3: Know how to say and write the date using day, number and month; know some important French festivals (oral work)
L4: Know how to make sentences about	L5: Know the names of some of the rooms in a house or flat (oral work)	Know how to say: he, she, is (m/f) and they are (m/f) (written work)	L4: Know the names of places around school (written work)	L4: Know the days of the week (written work)	L4: Know how to say and write the date using
	L6: Know the names of some of the rooms in a	L3: Know some vocabulary for the objects in a pencil case (oral work)	L5: Know how to say and write sentences	L5: Know the months of the year (oral work)	
				L6: Know the months of the year (written work)	

<p>myself, know the names of some pets (written work)</p> <p>L5/6: Know how to pronounce the French alphabet (oral work)</p>	<p>house or flat (written work)</p>	<p>L4: Know some vocabulary for the objects in a pencil case (written work)</p> <p>L5: Know the names of subjects at school. (oral work)</p> <p>L6: Know the names of subjects at school (written work)</p>	<p>using infinitive verbs. (oral work)</p> <p>L6: Know how to say and write sentences using infinitive verbs. (written work)</p>		<p>day, number and month; know some important French festivals (written work)</p> <p>L5: Begin to know how to conjugate the verb 'to be' for past and future tense (oral work)</p> <p>L6: Begin to know how to conjugate the verb 'to be' for past and future tense (written work)</p>
VOCABULARY					
<p>Qui est-ce?, moi, mon frere, ma soeur, ma mere, mon pere, mes parents, mon grand-pere, ma grand-mere, mes grands-parents, ma tante, mon oncle, ma cousine, mon cousin, mes cousins, mon neveu, ma niece, ma famille, lapin, chien, chat, tortue, hamster, poisson, oiseau, souris, couillon d'Inde, serpent, As-tu un animal?, les lettres,</p>	<p>il, elle, majuscule, s'ecrit, chez moi, le garage, la cuisine, la salle de bain, la chambre, maison, un appartement, l'entree, le salon, salle a manger, le sous-sol, le bureau, l'escalier, le grenier, le jardin,</p>	<p>La salle de classe, la porte, la fenetre, la table, la chaise, l'ordinateur, le livre, les lumieres, ou sont? Ou est?, dans, trousse, crayon, stylo, crayon de couleur, taille-crayon, une gomme, la regle, les mathematiques, les maths, l'anglais, le francais, le dessin, la geographie, la geo, la musique, les sciences, l'histoire, l'education physique, l'informatique,</p>	<p>Arretez, sautez a cloche-pied, sur place, sautillez, l'ecole, la cour de recreation, la bibliotheque, sale de musique, le terrain de jouer, la grande salle, la salle de informatique, le bureau du directeur/directrice, la cantine, le bureau, le couloir, la sale des professeurs, je suis dans, lire, manger, courir, chanter, marcher, jouer au foot, parler avec mes ami(e)s, travailler sur l'ordinateur, jouer au</p>	<p>onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, trente, les nombres, lundi, mardi, mecredi, jeudi, ventredi, samedi, dimanche, mois, janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre, l'annee, entiere, la semaine,</p>	<p>anniversaire, la date de ton anniversaire, nous sommes, les fetes, fete du travaille, Mardi gras, fetes de rois, aujourd'hui, Bastille Day, jours de fetes, hier, c'etait, demain, quelle sera,</p>

			basket, aider le professeur,		
--	--	--	------------------------------	--	--

PE					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<b>Netball</b> L1: know how to develop passing and moving and play within the footwork rule. L2: know how to develop passing and moving towards a goal. L3: know how to develop movement skills to lose a defender. L4: know how to defend an opponent and try to win the ball. L5: know how to develop the shooting action. L6: know how to develop playing using netball rules.  <b>Gymnastics</b> L1: know how to develop individual and partner balances.	<b>Dodgeball</b> L1: know how to learn the rules of dodgeball and apply them to a game situation. L2: know how to develop throwing at a moving target. L3: know how to use jumps, dodges and ducks to avoid being hit. L4: know how to develop catching a dodgeball at different heights. L5: know how to block using the ball. L6: know how to understand the rules of dodgeball and use them to play in a tournament.  <b>Dance</b> L1: know how to copy and create actions in	<b>Swimming (Y3/4)</b> <i>External provider may have a sequence of lessons that they follow.</i> L1: know how to develop an understanding of buoyancy and balance in the water. L2: know how to develop independent movement and submersion. L3: know how to develop gliding and crawl legs. L4: know how to develop front crawl breathing. L5: know how to develop gliding and backstroke. L6: know how to develop rotation, sculling and treading water.	<b>Swimming (Y3/4)</b> <i>External provider may have a sequence of lessons that they follow.</i> L1: know how to develop surface dives, submersion and handstands. L2: know how to develop head above water breaststroke technique. L3: know how to develop head above water breaststroke technique. L4: know how to develop basic skills in water safety and floating. L5: know how to learn techniques for personal survival. L6: know how to develop water safety skills and an	<b>Athletics</b> L1: know how to develop stamina and an understanding of speed and pace in relation to distance. L2: know how to develop power and speed in the sprinting technique. L3: know how to develop technique when jumping for distance. L4: know how to develop power and technique when throwing for distance. L5: know how to develop a pull throw for distance and accuracy. L6: how to develop officiating and performing skills.  <b>Yoga</b>	<b>Rounders</b> L1: know how to play different roles in a game and begin to think tactically about each role. L2: know how to develop the bowling action and learn the rules of bowling. L3: know how to run around the outside of the bases and make decisions about when to stop and when to run. L4: know how to field a ball using a two handed pick up and a short barrier. L5: know how to develop batting technique and an understanding of where to hit the ball.

<p>L2: know how to develop control in performing and landing rotation jumps.</p> <p>L3: know how to develop straight, barrel, forward and straddle roll.</p> <p>L4: know how to develop straight, barrel, forward and straddle roll.</p> <p>L5: know how to develop strength in inverted movements.</p> <p>L6: know how to create a partner sequence to include apparatus.</p>	<p>response to an idea and adapt this using changes of space.</p> <p>L2: know how to choose actions which relate to the theme.</p> <p>L3: know how to understand how dynamics, space and relationships can be used to represent a dance idea.</p> <p>L4: know how to use actions, dynamics, space and relationships to represent a dance idea.</p> <p>L5: know how to remember and repeat actions and create dance ideas in response to a stimulus.</p> <p>L6: know how to use action and reaction when creating ideas with a partner.</p>	<p><b>Fitness</b></p> <p>L1: know how to develop an awareness of what your body is capable of.</p> <p>L2: know how to develop speed and strength.</p> <p>L3: know how to complete actions to develop co-ordination.</p> <p>L4: know how to complete actions to develop agility.</p> <p>L5: know how to complete actions to develop balance.</p> <p>L6: know how to complete actions to develop stamina.</p>	<p>understanding of personal survival.</p> <p><b>Tennis</b></p> <p>L1: know how to develop hitting the ball using a forehand.</p> <p>L2: know how to develop returning the ball using a forehand.</p> <p>L3: know how to develop the backhand and understand when to use it.</p> <p>L4: know how to work co-operatively with a partner to keep a continuous rally going.</p> <p>L5: know how to use simple tactics in a game to outwit an opponent.</p> <p>L6: know how to demonstrate honesty and fair play when competing against others.</p>	<p>L1: know how to explore connecting breath and movement.</p> <p>L2: know how to explore new yoga poses and begin to connect them.</p> <p>L3: know how to explore gratitude when remembering and repeating a yoga flow.</p> <p>L4: know how to develop flexibility and strength in a positive summer flow.</p> <p>L5: know how to develop flexibility in an individual yoga flow.</p> <p>L6: know how to develop confidence and strength in arm balances.</p>	<p>L6: know how to apply skills and rules learnt to play rounders.</p> <p><b>Hockey</b></p> <p>L1: know how to develop sending the ball with a push pass.</p> <p>L2: know how to develop receiving the ball.</p> <p>L3: know how to develop dribbling using the reverse stick (Indian dribble).</p> <p>L4: know how to develop moving into space after passing the ball.</p> <p>L5: know how to use an open stick tackle to gain possession.</p> <p>L6: know how to apply defending and attacking principles and skills in a hockey tournament.</p>
<b>VOCABULARY</b>					
<p><b>Netball</b></p> <p>Footwork, landing foot, attack, pivot, interception, defence, opponent, rebound, contact, opposition,</p>	<p><b>Dodgeball</b></p> <p>Throw, catch, possession, opposition, dodge, rules, court, defend, attack, protect, block, caught, communicate</p>	<p><b>Swimming</b></p> <p>Sculling, crawl, breaststroke, submersion, rotation backstroke, buoyancy, survival, alternate,</p>	<p><b>Swimming</b></p> <p>Sculling, crawl, breaststroke, submersion, rotation backstroke, buoyancy, survival, alternate,</p>	<p><b>Athletics</b></p> <p>Stamina, speed, pace, technique, determination, perseverance, officiate, power, accuracy, personal best, flight</p>	<p><b>Rounders</b></p> <p>Strike, batting, bowl, fielding, retrieve, two-handed pick up, stance, stumped, short barrier, technique, backstop, post, rounder</p>

obstruction, mark, receiver, possession		huddle, stroke, treading water	huddle, stroke, treading water		
<b>Gymnastics</b> Technique, quality, sequence, perform rotation, extension, apparatus, inverted, shape	<b>Dance</b> Space, action, levels, timing, reaction, performance, dynamics, unison, represent, expression	<b>Fitness</b> Fitness, speed, strength, balance, pace, steady, agility, control, progress, co-ordination, muscle, stamina	<b>Tennis</b> Ready position, return, serve, rally, control, opponent, forehand, backhand	<b>Yoga</b> Strength, perform, link, flexibility, mindfulness, try, stable, grounded, relax, control, down dog, technique	<b>Hockey</b> Dribble, receiver, attack, shoot, interception, defence, opponent, trapping the ball, mark, opposition, obstruction, push pass, grip, possession

PSHE Statements to Live By – Odd numbers					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
L1/2 We are all special. L3/4 I can say how I feel. L5/6 I know what to do if I see anyone being hurt.	L1/2 I try to stand up for myself and others without hurting others. L3/4 I can tell you how I look after myself. L5/6 I can work, play, rest and pray each day	L1/2 I try to love others as I love myself. L3/4 I know I belong in a community that includes my school. L5/6 I listen to what you say. I show that I am listening to you.	L1/2 I try to use words that make the world a better place. (Please, sorry, thank you). L3/4 I know that it is ok for me to make mistakes. L5/6 I try to keep going when things are difficult and not give up hope.	L1/2 I know when to ask for help and who to ask for help from. L3/4 I know how to help others when they are in trouble. L5/6 I try to forgive people when they hurt me.	L1/2 I know how to show I am sorry. L3/4 I know what human dignity means and I show that I respect others. L5/6 I notice that we are the same and we are different. :-
VOCABULARY					
special, feelings, hurt, good, proud, happy, sad	work, rest, pray	love, community, belong, school,	world, please, thank you, sorry, mistake, difficult	help, trouble, forgive	sorry, respect, same, different
PSHE Statements to Live By – Even numbers					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...

L1/2 I can say one good thing about myself. L3/4 I can laugh and have fun. L5/6 I understand that rights match responsibility.	L1/2 I try to be just and fair. L3/4 I think before I make choices that affect my health. L5/6 Simple things can make us happy.	L1/2 I try to follow our school and classroom rules. L3/4 I know we are happiest when we are united. L5/6 I co-operate with others in work and play.	L1/2 I try to appreciate the beauty and the wonder in the world around me L3/4 I can learn from my mistakes and failures. L5/6 I know what humility means.	L1/2 I can recognise comfortable and uncomfortable feelings. L3/4 I understand what trust means. L5/6 I try to accept forgiveness from others.	L1/2 I understand the importance of peace. L3/4 I stand up for people who are being treated unfairly. L5/6 I try to be accepting of others.
VOCABULARY					
good, laugh, fun, rights, responsibility	just, fair, choices, health	school, classroom, rules, united, co-operate, work, play	appreciate, beauty, wonder, world, mistake, failure, humility	comfortable, uncomfortable, trust, accept, forgiveness	peace, unfair, fair, important, accept

SCIENCE					
ADVENT 1– <b>Animals including Humans (Biology)</b> Children will...	ADVENT 2– <b>States of Matter (Chemistry)</b> Children will...	LENT 1 - <b>States of Matter (Physics/Chemistry)</b> Children will...	LENT 2– <b>Electricity (Physics)</b> Children will...	PENTECOST 1– <b>Sound (Physics)</b> Children will...	PENTECOST 2– <b>Living Things and their Habitats (Biology)</b> Children will...
L1: (use lesson 2) Know the names of the different teeth and their functions  L2: (use lesson 3) Know that different substances react with teeth and predict the outcome of an investigation into this  L3: (Use lesson 1)	L1: Know what 'matter' is and that there are 4 states of matter; solid, liquid, gas and plasma (Y4 do not do plasma). Know how to group materials according to whether they are solids, liquids or gases. Know the molecular structure of solids, liquids and gases. Know how they react	L1: Know how to predict what will happen to the contents of 3 balloons when emptied over a tray in relation to solids, liquids and gases (balloon containing 1 each of air, water and solid (e.g. Lego)  L2: Know that some liquids can contain gas and know what	L1: Know that many common appliances run on electricity and name some  L2: Know what electricity is, know that electricity travels around a circuit. Know how to create a simple circuit including a lamp and know the names of the components	L1: Know that sounds are made by something vibrating  L2: Know that vibrations travel through a medium to the ear. Know what sound waves are  L3; (Use lesson 6) Know how the ear works	L1: Know that living things can be grouped in a variety of ways  L2: Know what a classification is and to be able use human classification keys  L3: Know how to classify mini-beasts using the appropriate classification keys

<p>Know the names and simple functions of the basic parts of the human digestive system</p> <p>L4: Know what a producer, a predator and prey are and how they fit into a food chain.</p> <p>L5: Know how to produce a variety of food chains; know what a food web is.</p> <p>L6: Know how to identify which food chains belong to predators, producers and prey.</p>	<p>when placed in a container.</p> <p>L2: Know how to predict what will happen when vinegar is poured onto bicarbonate of soda, in a bottle, with a balloon on top.</p> <p>L3: Know that some materials change when they are heated or cooled. Know the melting and boiling points of water.</p> <p>L4: Know what happens when a liquid changes to a solid</p> <p>L5: Know what evaporation and condensation are and how they work; know that the rate of evaporation changes with temperature</p> <p>L6: Know the part played by evaporation and condensation in the Water cycle</p>	<p>happens when raisins are added to lemonade and why</p> <p>L3: Know what happens when heat is applied to chocolate and describe this in scientific terms.</p> <p>L4: Know that adding salt lowers the freezing point of a liquid. Know that not all liquids freeze at 0 degrees.</p> <p>L5: Know that the water cycle is continuous and has been in operation since the creation of the earth.</p>	<p>L3: Know that circuit has to be complete for it to work</p> <p>L4: Know how to add a switch to a circuit and the effect it has on that circuit including a bulb</p> <p>L5: Know what conductors and insulators are and which materials act as conductors and insulators.</p> <p>L6: Know that Alessandro Volta, Michael Faraday were scientists involved in the early development of electricity; know that Henry Snith is a modern scientist involved in the development of solar electricity.</p>	<p>L4: Know that pitch of a sound varies upon the length of the object being blown and that the volume varies according to the strength of the vibrations that produce it</p> <p>L5: Know that sounds get fainter the further away they are from the source</p> <p>L6: (use part of lesson 5) Know how to explain, using scientific vocabulary, why a range of materials make different sounds when shaken in similar containers.</p>	<p>L4: Know how to classify leaves using an appropriate classification key</p> <p>L5: Know the meaning of the word endangered and to know at least 3 of the top ten endangered species; Know why one of the endangered animals is in danger, how humans have impacted the environment and how they can support the environment for this animal.</p> <p>L6: Know how environmental changes can cause dangers to living things; to include litter, pollution, oil spills, deforestation, development and global warming.</p>
---	---	--	--	---	--

# VOCABULARY

Digestive system, digestion, tooth, teeth, saliva, oesophagus, stomach, small intestine, large intestine, nutrients, rectum, anus, teeth, incisor, canine, molar, premolar, herbivore, carnivore, omnivore, producer, predator, prey, food chain.	Solid, liquid, gas, state, change, melting, freezing, melting point, boiling point, temperature, water cycle, matter, air, oxygen, ice, water, water vapour, steam, heated, heat, cooled, cool, temperature, degrees Celsius, melt, melting point, freeze, freezing point, solidify, boil, evaporate, evaporation, condense, condensation, precipitation, infiltration	Solid, liquid, gas, state, change, melting, freezing, melting point, boiling point, temperature, water cycle, matter, air, oxygen, ice, water, water vapour, steam, heated, heat, cooled, cool, temperature, degrees Celsius, melt, melting point, freeze, freezing point, solidify, boil, evaporate, evaporation, condense, condensation, precipitation, infiltration	Electrical, appliance, mains, plug, circuit, component, cell, battery, positive, negative, connect/connectors, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol, voltage, current	Sound, source, vibrate, vibration, travel, pitch, volume, faint, loud, insulation	Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate, fish, amphibian, reptile, bird, mammal, vertebrate, invertebrate, shelter, food, protection
---	--	--	---	---	--