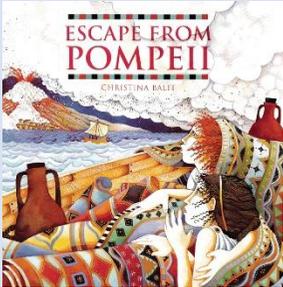
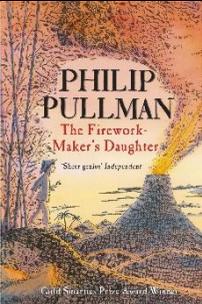
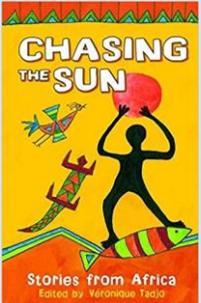
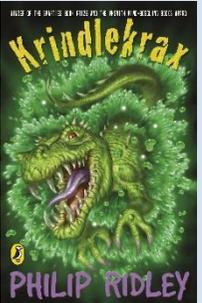
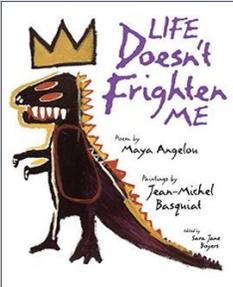


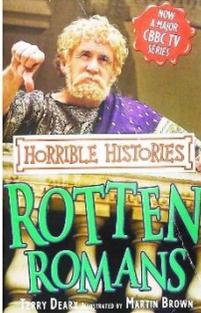
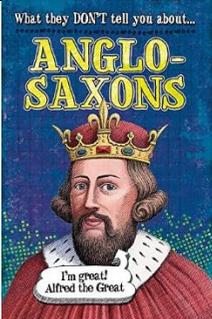
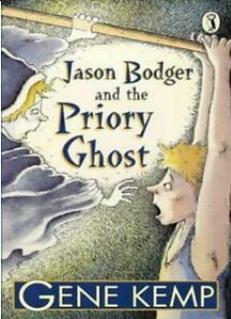
Year 4 Curriculum Plan

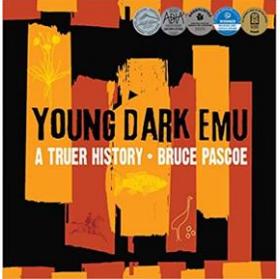
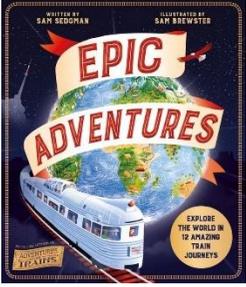
Using Reading as a vehicle to drive our curriculum.

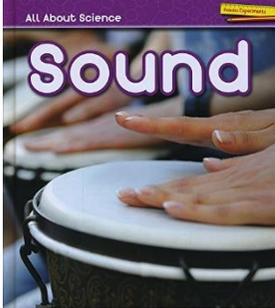
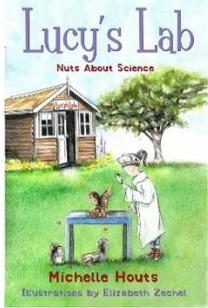
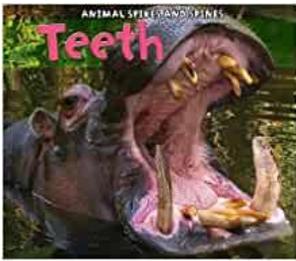
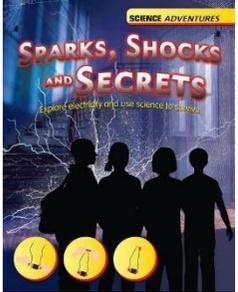
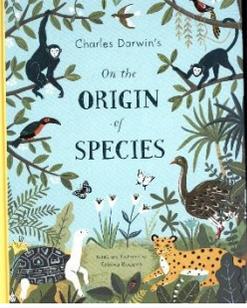
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	History: Imperial Rome: government, beliefs and rulers.	Geography: Hong Kong: location, human and physical geography	Geography: Weather. Types of cloud, wind, precipitation and weather event.	Art Pencil: how to draw curves and shade. Composition in still life.	PSHE: Staying healthy	History: Kings Canute, Alfred, Egburt and Aethelred. What did the Vikings do for us?
Quality Texts:	 <p>Escape from Pompeii</p>	 <p>The Firework Maker's Daughter By Philip Pullman</p>	 <p>Chasing the Sun by Véronique Tadjo</p>	 <p>Krindlekrax by Philip Ridley</p>	 <p>Life Doesn't Frighten Me by Maya Angelou</p>	 <p>VIKING BOY</p>
English (possible writing outcomes):	<p>Diary entry</p> <p>Explanation text</p>	<p>Play scripts</p> <p>Recounts</p>	<p>Short narratives</p> <p>Non chronological report</p>	<p>Report writing</p> <p>Radio script</p>	<p>Poetry</p> <p>Persuasive text (why you should adopt a healthier lifestyle, why you should help save the planet etc)</p>	<p>Historical setting developed narrative</p>

Writing:	Transcription <ul style="list-style-type: none"> To be able to use further prefixes and suffixes and understand how to add them To be able to spell further homophones To be able to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] To be able to use the first two or three letters of a word to check its spelling in a dictionary To be able to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	Composition <ul style="list-style-type: none"> Plan their writing by: <ul style="list-style-type: none"> To be able to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar To be able to discuss and record ideas Draft and write by: <ul style="list-style-type: none"> To be able to compose and rehearse sentences orally To be able to use appropriate vocabulary To be able to use a range of sentence structures To be able to organise paragraphs around a theme To be able to create settings, characters and plot To be able to use organisational devices [for example, headings and sub-headings] Evaluate and edit by: <ul style="list-style-type: none"> To be able to assess the effectiveness of their own and others' writing and suggest improvements To be able to propose changes to grammar and vocabulary to improve consistency To be able to use the correct pronouns within writing To be able to proof-read for spelling and punctuation errors To be able to read aloud their own writing, using appropriate intonation and controlling the tone and volume 	Handwriting <ul style="list-style-type: none"> To be able to use the diagonal and horizontal strokes that are needed to join letters and To be able to understand which letters, when adjacent to one another, are best left unjoined To be able to form letters the correct shape and size To be able to leave the correct spaces between letters and words 	Vocabulary, Grammar and Punctuation <ul style="list-style-type: none"> To be able to use a range of sentences that include more than one clause To be able to use a range of conjunctions, including when, if, because, although To be able to use the present perfect form of verbs in contrast to the past tense To be able to select nouns or pronouns appropriately to avoid repetition To be able to use conjunctions to express time and cause To be able to use adverbs to express time and cause To be able to use prepositions to express time and cause To be able to use fronted adverbials To be able to use commas after fronted adverbials To be able to use apostrophes to show possession To be able to use direct speech To be able to punctuate direct speech
Genres of writing:	Fiction <ul style="list-style-type: none"> Developed narratives with clear sequence organised into paragraphs using fronted adverbials to indicate changes in time or place and including dialogue 	Non-Fiction <ul style="list-style-type: none"> Explanation text Persuasive writing Recount Information text 	Poetry <ul style="list-style-type: none"> Haiku <ul style="list-style-type: none"> Poems based on similes and metaphors 	

Reading:	Word Recognition	Comprehension			Speaking and Listening	
	<ul style="list-style-type: none"> To be able to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) To be able to read aloud and to understand the meaning of new words they meet To be able to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they read by: To be able to listen to and discuss fiction, non-fiction ,poetry and plays To be able to read texts structured in different ways To be able to read texts for different purposes To be able to use dictionaries to clarify the meanings of words To be able to re tell stories orally To be able to identify themes and conventions of a text To be able to prepare poems and play scripts to read aloud and to perform, using the correct intonation, tone, volume and action To be able to discuss words and phrases that capture the reader's interest and imagination To be able to identify different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: To be able to clarify words and explain their meanings in context To be able to ask questions to improve their understanding of a text To be able to draw inferences and justify them using evidence from a text (inferring characters' feelings, thoughts and motives from their actions) To be able to predict what might happen from details stated and implied To be able to identify the main ideas drawn from more than one paragraph and summarising these To be able to identify how language, structure, and presentation contribute to meaning To be able to retrieve and record information from non-fiction To be able to participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 			<ul style="list-style-type: none"> To be able to listen and respond appropriately to adults and their peers To be able to ask relevant questions to extend their understanding and knowledge To be able use relevant strategies to build their vocabulary To be able to articulate and justify answers, arguments and opinions To be able to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings To be able to maintain attention and participate actively conversations To be able to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas To be able to speak audibly and fluently To be able to participate in discussions, presentations, performances, role play, improvisations and debates To be able to gain, maintain and monitor the interest of the listener(s) To be able to consider and evaluate different viewpoints, attending to and building on the contributions of others To be able to select and use appropriate registers (formal and informal) 	
History:	What did the Romans do for us? What is their legacy?	What did the Romans do for us? What is their legacy?	How was England invaded by the Scots and the Anglo Saxons?	know how the city grew and developed over time	What was the legacy of the Vikings?	What was the legacy of the Vikings?
	<ul style="list-style-type: none"> know where the Romans came from know about buildings and temples in ancient Rome know that the ancient Romans had many gods, similar to ancient Greece 	<ul style="list-style-type: none"> know what happened when the Romans visited Kent know how Romans built roads, villas, forts and walls in Britain as they conquered know the importance of Roman baths know how to interpret Roman artefacts know how and why the Roman empire fell 	<ul style="list-style-type: none"> know where the Anglo Saxons came from know where the anglo Saxons were in local history know how to identify an Anglo Saxon church know about what Sutton Hoo tells us about the Anglo Saxons 	<ul style="list-style-type: none"> know the development of local area from its beginning know what the Domesday book is know the origins of place names in the city Interpret primary sources about local history 	<ul style="list-style-type: none"> Know that the Vikings came from the countries in Scandanavia. Know what the Vikings wore Know about Viking trade and money Know what Viking houses and villages were like 	<ul style="list-style-type: none"> know about two Anglo Kings: Egbert and Aethelred know about the life of King Alfred know about the life of King Canute

	<ul style="list-style-type: none"> know that ancient Rome was ruled by emperors know what it was like to live in imperial Rome 		<ul style="list-style-type: none"> know that Anglo Saxons made intricate jewellery 		<ul style="list-style-type: none"> know that the Vikings first invaded in CE793 	
History Shared Read Texts:						
Geography:	know about daily life in Australia	know about Hong Kong	know the impact of weather on populations	know how to use symbols to navigate from one place to another in the locality	know how to locate places in Scandinavia with compass points and 4 figure coordinates	know the impact of earthquakes on the earth
Asia and Australasia	<ul style="list-style-type: none"> know how to locate Australia know about Australia's diverse landscape know about Australia's climate know about the population of Australia know about Australia's cities 	<ul style="list-style-type: none"> know how to locate Hong Kong. know about transport in Hong Kong know what Hong Kong is like know about the human geography of Hong Kong know about the challenges facing Hong Kong 	<ul style="list-style-type: none"> know that clouds form into different shapes know that in Britain, the west gets more rain than the East know that there are different types of precipitation know that there are different types of wind know what a tempest is know what a tornado is 	<ul style="list-style-type: none"> know the 8 points of the compass know how to use 4 figure coordinates know what an OS map is know how to use OS symbols to navigate to places on a map 	<ul style="list-style-type: none"> know how to locate the region of Scandinavia know the characteristics of tundra know some of the physical geography of Norway know some of the physical geography of Denmark know some of the physical 	<ul style="list-style-type: none"> know that continents were at one point joined but separated because of earthquakes know how earthquakes happen and what it feels like know what a volcano is and how it was formed know that eruptions can happen under

					<p>geography of Sweden</p> <ul style="list-style-type: none"> know some of the physical geography of Finland 	<p>water as well as above ground</p>
<p>Geography Shared Read Texts:</p>						
<p>Science:</p> <p><u>Theme:</u></p>	<p>know that light and sound travel at different speeds</p>	<p>know that light and sound travel at different speeds</p>	<p>know how to set up a fair test to show how gases can expand</p>	<p>know about the route from our mouths and teeth through to our stomachs. Know the process of digestion.</p>	<p>know what an insulator is and does</p>	<p>know the different parts of a bubble and how to create a fair test</p>
	<ul style="list-style-type: none"> know that sounds are produced by vibrations know how to set up a fair sound test know how we hear things and how sound travels 	<ul style="list-style-type: none"> know that the longer the vibration the lower the pitch know that animals have different hearing to humans know what makes an echo 	<ul style="list-style-type: none"> know that materials can exist in more than one state know that water can exist in three different states 	<ul style="list-style-type: none"> know the names of our teeth and their function know how to look after the health of their teeth know how teeth and gums decay 	<ul style="list-style-type: none"> know what appliances use electricity know that there needs to be a power source for electricity 	<ul style="list-style-type: none"> know how to make a fair test to create bubbles know how to make a fair test to make bubbles last longer and to test the

	<ul style="list-style-type: none"> know that we measure sound in decibels 		<ul style="list-style-type: none"> know the concept of boiling point and freezing point know the names and characteristics of some gases 	<ul style="list-style-type: none"> know the names of our teeth and their function 	<ul style="list-style-type: none"> know what a conductor is know how to create a functioning electric circuit 	impact of the size of the blower
Science Shared Read Texts:						
Non-fiction texts (wider curriculum)	Explanation	Recount: Diary	Report: Non-chronological report	Discussion	Instructions	Persuasion
Maths:	<u>Place Value</u> <ul style="list-style-type: none"> Recap Numbers to 1,000 Recap 100s, 10s and 1s Recap Number line to 1,000 Round to the nearest 10 Round to the nearest 100 Count in 1,000s 1,000s, 100s, 10s and 1s Partitioning The number line to 10,000 Recap Find 1, 10, 100 more or less 	<u>Addition and Subtraction (continued)</u> <ul style="list-style-type: none"> Recap Subtract a 3-digit number from a 3-digit number - exchange Subtract two 4-digit numbers - one exchange Subtract two 4-digit numbers - more than one exchange Efficient subtraction Estimate answers Checking strategies <u>Length and Perimeter</u>	<u>Multiplication and Division</u> <ul style="list-style-type: none"> 11 and 12 times-table Multiply 3 numbers Factor pairs Efficient multiplication Written methods Recap Multiply 2-digits by 1-digit <u>Area</u> <ul style="list-style-type: none"> What is area? Counting squares Making shapes Comparing area 	<u>Fractions (continued)</u> <ul style="list-style-type: none"> Add 2 or more fractions Recap Subtract fractions Subtract 2 fractions Subtract from whole amounts Recap Fractions of a set of objects Calculate fractions of a quantity Problem solving - calculate quantities <u>Decimals</u>	<u>Decimals</u> <ul style="list-style-type: none"> Recap Bonds to 10 and 100 Make a whole Write decimals Compare decimals Order decimals Round decimals Halves and quarters <u>Money</u> <ul style="list-style-type: none"> Pounds and pence Ordering money Estimating money Recap Convert pounds and pence Recap Add money 	<u>Statistics</u> <ul style="list-style-type: none"> Interpret charts Comparison, sum and difference Introducing line graphs Line graphs <u>Properties of Shape</u> <ul style="list-style-type: none"> Recap Turns and angles Recap Right angles in shapes Recap Compare angles Identify angles Compare and order angles

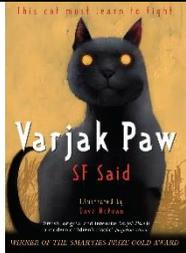
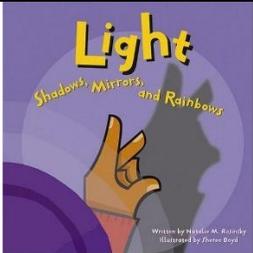
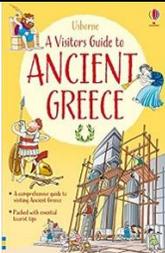
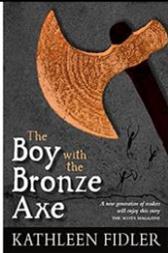
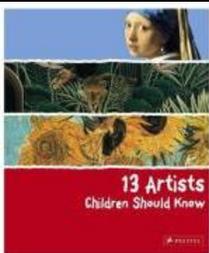
	<ul style="list-style-type: none"> • 1,000 more or less • Compare 4-digit numbers • Order numbers • Round to the nearest 1,000 • Count in 25s • Negative numbers • Roman numerals <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> • Add and subtract 1s, 10s, 100s and 1,000s • Recap Add two 3-digit numbers - not crossing 10 or 100 • Add two 4-digit numbers - no exchange • Recap Add two 3-digit numbers - crossing 10 or 100 • Add two 4-digit numbers - one exchange • Add two 4-digit numbers - more than one exchange • Recap Subtract a 3-digit number from a 3-digit number - no exchange • Subtract two 4-digit numbers - no exchange 	<ul style="list-style-type: none"> • Recap Equivalent lengths - m and cm • Recap Equivalent lengths - mm and cm • Kilometres • Recap Add lengths • Recap Subtract lengths • Recap Measure perimeter • Perimeter on a grid • Perimeter of a rectangle • Perimeter of rectilinear shapes <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> • Multiply by 10 • Multiply by 100 • Divide by 10 • Divide by 100 • Multiply by 1 and 0 • Divide by 1 and itself • Recap Multiply and divide by 3 • Recap The 3 times-table • Multiply and divide by 6 • 6 times-table and division facts • Multiply and divide by 9 • 9 times-table and division facts • Multiply and divide by 7 • 7 times-table and division facts 	<p><u>Fractions</u></p> <ul style="list-style-type: none"> • Recap Unit and non-unit fractions • What is a fraction? • Recap Tenths • Recap Count in tenths • Recap Equivalent fractions • Equivalent fractions • Fractions greater than 1 • Count in fractions • Recap Add fractions 	<ul style="list-style-type: none"> • Recognise tenths and hundredths • Tenths as decimals • Tenths on a place value grid • Tenths on a number line • Divide 1-digit by 10 • Divide 2-digits by 10 • Hundredths • Hundredths as decimals • Hundredths on a place value grid • Divide 1 or 2-digits by 100 	<ul style="list-style-type: none"> • Recap Subtract money • Recap Give change • Four operations <p><u>Time</u></p> <ul style="list-style-type: none"> • Recap Telling the time to 5 minutes • Recap Telling the time to the minute • Recap Using a.m. and p.m. • Recap 24-hour clock • Hours, minutes and seconds • Years, months, weeks and days • Analogue to digital - 12 hour • Analogue to digital - 24 hour 	<ul style="list-style-type: none"> • Recap Recognise and describe 2-D shapes • Triangles • Quadrilaterals • Recap Horizontal and Vertical • Lines of symmetry • Complete a symmetric figure
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Arithmetic:	<ul style="list-style-type: none"> Count in multiples of 6, 7, 9, 25 and 100 Count on and back in 100,200,250 and 500 to 1000. Find 1000 more or less than any number Decompose 3 and 4 digit numbers using standard and non standard partitioning add/subtract numbers with upto 4 digits using formal written methods recall multiplication and division facts for multiplication facts upto 12 x12 Use scaling facts by 10 and 100 eg $30 \times 400 = 1200$ divided by $60 =$ Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers Multiply and divide whole numbers by 10 and 100 multiply 2 and 3 digit numbers by a 1 digit number using formal written method Find fractions of numbers, including non-unit fractions Add/subtract fractions with the same denominator Convert mixed numbers to improper fractions with same denominator Divide numbers by 10 and 100 giving answers up to 2 dp 					
<ul style="list-style-type: none"> PE: 	<p>Unit 1: Fitness and Healthy Lifestyles</p> <p>Unit 2: Object Control – Invasion Games (Football)</p>	<p>Unit 1: Stability and Locomotion – Through Gymnastics</p> <p>Unit 2: Object Control – Net and Wall (Badminton)</p>	<p>Unit 1: Fitness and Healthy Lifestyles</p> <p>Unit 2: Object Control – Foundations 4 (Tactical Application)</p>	<p>Unit 1: Outdoor and Adventurous Activities</p> <p>Unit 2: Invasion Games – Foundations 4 (Tactical application)</p>	<p>Unit 1: Fitness and Healthy Lifestyles</p> <p>Unit 2: Object Control – Strike and Field (Cricket)</p>	<p>Unit 1: Stability and Locomotion – Through Dance</p> <p>Unit 2: Locomotion and Object Control – Through Athletics</p>
	<p><u>Unit 1:</u></p> <ul style="list-style-type: none"> Pupils can articulate the links between being physically active and the effects of this on their body. Pupils are beginning to show an increased awareness of how fitness can have a positive impact on their mental health. 	<p><u>Unit 1:</u></p> <ul style="list-style-type: none"> Pupils can repeat object control concepts both independently and with consistency. Pupils show they understand tactics by responding accordingly in different situations. Pupils can select and use skills, actions and ideas appropriately – applying them with 	<p><u>Unit 1:</u></p> <ul style="list-style-type: none"> Pupils can articulate the links between being physically active and the effects of this on their body. Pupils are beginning to show an increased awareness of how fitness can have a positive impact on their mental health. Pupils show competence at a 	<p><u>Unit 1:</u></p> <ul style="list-style-type: none"> Pupils can select activities and skills to solve more complex problems. Pupils understand the importance of teamwork and problem solving <p><u>Unit 2:</u></p> <ul style="list-style-type: none"> Pupils can repeat object control concepts both independently and with consistency. 	<p><u>Unit 1:</u></p> <ul style="list-style-type: none"> Pupils can articulate the links between being physically active and the effects of this on their body. Pupils are beginning to show an increased awareness of how fitness can have a positive impact on their mental health. 	<p><u>Unit 1:</u></p> <ul style="list-style-type: none"> Pupils show consistency with their movements and choices. Pupils show confidence and imagination in selecting movements to reflect the activity. Pupils can plan and create short sequences, understanding and link them to wider

	<ul style="list-style-type: none"> • Pupils show competence at a range of fitness activities. • Pupils can recognise and evaluate their own improvements and begin to evaluate their peers improvements within made with regards to their physical health. • Pupils begin to become more independent in choosing their physical activities. By the end of Year 4, they should be able to select 50% of the activities to meet the 4 areas of physical fitness. <p><u>Unit 2:</u></p> <ul style="list-style-type: none"> • Pupils can repeat object control concepts both independently and with consistency. • Pupils show they understand tactics by responding accordingly in different situations. • Pupils select and use skills, actions and ideas 	<p>greater co-ordination and control.</p> <p><u>Unit 2:</u></p> <ul style="list-style-type: none"> • Pupils show consistency with their movements and their choices. • Pupils show confidence and imagination in selecting movements to reflect the activity. • Pupils can plan and create short sequences, linking them to wider ideas. 	<p>range of fitness activities.</p> <ul style="list-style-type: none"> • Pupils can recognise and evaluate their own improvements and begin to evaluate their peers improvements within made with regards to their physical health. • Pupils begin to become more independent in choosing their physical activities. By the end of Year 4, they should be able to select 50% of the activities to meet the 4 areas of physical fitness. <p><u>Unit 2:</u></p> <ul style="list-style-type: none"> • Pupils can repeat object control concepts both independently and with consistency. • Pupils show they understand tactics by responding accordingly in different situations. • Pupils select and use skills, actions and ideas appropriately, applying them with greater coordination and control. 	<ul style="list-style-type: none"> • Pupils show they understand tactics by responding accordingly in different situations. • Pupils select and use skills, actions and ideas appropriately, applying them with greater coordination and control. 	<ul style="list-style-type: none"> • Pupils show competence at a range of fitness activities. • Pupils can recognise and evaluate their own improvements and begin to evaluate their peers' improvements within made with regards to their physical health. • Pupils begin to become more independent in choosing their physical activities. By the end of Year 4, they should be able to select 50% of the activities to meet the 4 areas of physical fitness. <p><u>Unit 2:</u></p> <ul style="list-style-type: none"> • Pupils can select and link skills, using them appropriately, consistency and in a greater range of different situations. • Pupils can select and apply skills and apply them to specific sports with consistency and accuracy. 	<p>ideas.</p> <p><u>Unit 2:</u></p> <ul style="list-style-type: none"> • Pupils can repeat object control concepts both independently and with consistency. • Pupils select and use skills, actions and ideas appropriately, applying them with greater coordination and control. • Pupils show consistency with their movements and choices. • Pupils show confidence and imagination in selecting movements to reflect the activity
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	appropriately, applying them with greater coordination and control.				<ul style="list-style-type: none"> Pupils can use their knowledge to identify ways to improve both themselves and others. 	
PSHE:	To understand how my actions and attitudes can impact upon others.	To understand that people don't always behave in the way I expect.	To understand that loss is part of family life, and how to deal with this.	To understand what it means to be part of a community.	To know active steps I can take to maintain a healthy body and mind.	To know how to manage challenges and change.
	<ul style="list-style-type: none"> Know how my attitudes and actions make a difference to the class team. Identify key rights and responsibilities for our class team. Understand the consequences of mine and other's actions. Understand how groups come together to make decisions. Know that bullying is hard to spot. Understand why witnesses sometimes join in with bullying and sometimes don't tell. 	<ul style="list-style-type: none"> Understand that sometimes we make assumptions based on the way people look. Understand what influences me to make assumptions about people. Reflect on a time when my first impression of somebody changed when I got to know them. Recognise that there are different types of friendship group. Recognise that there can be different roles in friendship groups. Recognise when people are putting me under pressure. 	<ul style="list-style-type: none"> Explain what family means to me. Understand what loss means. Talk about someone I love that I no longer see. Explain how loss can make us feel. Understand some ways I can help myself to cope with loss. 	<ul style="list-style-type: none"> Understand who is in my local community and the roles they play. Understand that my actions affect others in my community. Identify what is good and what can be improved in my community. Carry out a project to improve my community. 	<ul style="list-style-type: none"> Understand how to check is food is good for my body and mind. Plan and make a healthy lunch. Understand how alcohol affects my body and mind. Know what mindfulness is and how it can help me to stay mentally well. 	<ul style="list-style-type: none"> To know what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected. To know and recognise conflicting emotions and when these might be experienced. To know and explain how feelings and emotions change over time. To identify positive actions to support mental wellbeing during difficult times, including identifying their personal

						support network.
Music:	Musicianship: Understanding music	Listening: Appraisal	Singing	Playing Instruments/notation	Improvisation	Composition
	<ul style="list-style-type: none"> To know the key of C major. To know the time signature of 4/4. To know crochets and their rests. 	<ul style="list-style-type: none"> To know what a chorus is and its purpose. To share thoughts and feelings about a piece of music. To know the features of musicals and baroque music. To know what a harpsichord and flute look and sound like. 	<ul style="list-style-type: none"> Sing with attention to clear diction. Sing a solo. To know what a good singing posture is. 	<ul style="list-style-type: none"> To know what crochets and their rests look like and what they mean. To read and respond to crochets and their rests. To know what a 'stave' is. 	<ul style="list-style-type: none"> To improvise structured 'on-the-spot' musical ideas that have a beginning, middle and end. 	<ul style="list-style-type: none"> To create a melody that has a beginning, middle and end. To create a simple melody using crochets and their rests.
Performing	Perform melodies while following notation. Reflect on the performance and how well it went.					
Artist/ Composers	Joanna Mangona and Pete Readman George Frideric Handel Gerry Goffin and Carole King with Little Eva	Joanna Mangona and Pete Readman Earth, Wind and Fire John Williams	Joanna Mangona and Pete Readman Chris Taylor John Newton Rick Coates	Joanna Mangona and Pete Readman Modest Messorgsky Jen and Jermaine White Bull	George Gershwin Joanna Mangona and Pete Readman Joanna Mangona and Chris Taylor Benjamin Britten Rick Coates	Pyotr Ilyich Tchaikovsky Joanna Mangona and Pete Readman Igor Stravinsky
Genres	Country, Baroque, Pop	Disco, Funk, Jaz: New Orleans, Film Music, Folk: Sea Shanty	Pop, Disco, Ballad, Soul, Musicals	Pop, Romantic, Rock, Native American, Gospel	Gospel, Musicals, Jazz, 20 th Century Orchestral, Hip Hop	Gospel, Romantic, Pop, 20 th Century Orchestra, Hip Hop
Art: Theme: Great civilisations	Pencil: how to draw a cat and a dog. How to draw using perspective.	Paper: creating paper-mache animals and Baubles.	Painting reflections and creating silhouettes.	Ancient Greek theatre masks. Sculpture: Greek pots.	Bronze age artefacts and jewellery	Positive and negative space. Directional brush strokes. Van Gogh
	<ul style="list-style-type: none"> know that softness of pencils change the tone of the drawing 	<ul style="list-style-type: none"> know how to make a paper-mache animal know how to make a paper-mache Christmas bauble 	<ul style="list-style-type: none"> know what a reflection looks like in art 	<ul style="list-style-type: none"> know what an Ancient Greek mask looks like 	<ul style="list-style-type: none"> know what the Sanxing Bronzes are 	<ul style="list-style-type: none"> Know what positive and negative space means Know how to annotate and

	<ul style="list-style-type: none"> know how to draw animal fur know how to draw dogs in different ways to convey meaning know how to draw a cat know how to create a picture of cats and dogs using perspective 		<ul style="list-style-type: none"> know how to depict movement in a reflection know how to create a silhouette 	<ul style="list-style-type: none"> know what shape and form means in Greek sculpture know how Ancient Greek pots were made 	<ul style="list-style-type: none"> know how to replicate a Bronze Age hat and cone know how to replicate Bronze age jewellery 	<p>evaluate paintings by Van Gogh</p> <ul style="list-style-type: none"> Know how to use brush directions to paint/draw a picture of space
Art Shared Read Texts:						
RE:	<p>What do signs and symbols mean in religion?</p> <ul style="list-style-type: none"> To explore the meaning of signs and symbols. To find out how symbolic food can be used to remember important events. To be able to explore and interpret religious metaphors. To learn that religious beliefs and ideas about God can be 	<p>How and why do Hindus celebrate Diwali?</p> <ul style="list-style-type: none"> To learn about the events and meanings in the story of Rama and Sita. To learn about the diya and why it is important in the Diwali story. To learn about some of the preparations for Diwali. To learn about the purpose of creating rangoli patterns. 	<p>What do we know about Jesus?</p> <ul style="list-style-type: none"> To learn that representations of Jesus vary and to explore some of the reasons for this. To learn that pictures of Jesus tell us about people's personal beliefs about him. To find out what Jesus was like as a person from the Gospels. To explore other people's view of Jesus from the 	<p>Jewish Celebrations</p> <ul style="list-style-type: none"> To recap facts about Judaism and Jewish beliefs. To find out about the Jewish festival of Passover. To find out about the Jewish festival of Sukkot. To find out about the festival of Purim. To find out about the festival of Hanukkah. To find out about the festival of Rosh Hashanah. 	<p>What is the Bible and why is it important to Christians?</p> <ul style="list-style-type: none"> To identify and describe ways in which the Bible is important for Christians. To find out how Christians use the Bible at home and at church. To find out about the different kinds of writing in the Bible and why each is important. To learn about what makes a 	<p>Islamic Rites of passage</p> <ul style="list-style-type: none"> To understand what Islam is and what the five pillars are. To explore Muslim birth ceremonies and naming days. To find out about the Islamic marriage ceremony. To find out about Muslim funeral ceremonies.

	<p>experienced in different forms, including symbolism.</p> <ul style="list-style-type: none"> To learn about some common symbols within a place of worship. 	<ul style="list-style-type: none"> To find out about Lakshmi and how Hindus celebrate Diwali at home. 	<p>Bible.</p> <ul style="list-style-type: none"> To explore the symbolic language used to describe Jesus in the Bible. To consolidate knowledge of Jesus and reflect on your own response to what we have found out about him. 		<p>book special to different people.</p> <ul style="list-style-type: none"> To find out how different genres of writing in the Bible show different aspects of God. To investigate the Old and New Testaments of the Bible. 	<ul style="list-style-type: none"> To understand the importance of the Hajj for a Muslim person.
<p>Design & Technology</p> <p>Theme: construction</p>	<p>Know how pulleys and gears are used to solve problems</p>	<p>Create a finished card and dish for a Christmas meal</p>	<p>Know how to use cogs and gears to make a windmill</p>	<p>Create a product which uses knitting and sewing knowledge</p>	<p>Create a figure with moving parts generated through circuits</p>	<p>Make an 'erupting' volcano</p>
	<ul style="list-style-type: none"> know how pulleys work know how gears work on a bike and a car 	<ul style="list-style-type: none"> know how mechanisms are used in the modern world know how to use a range of stitches to embroider the front/back/ inside of their emerging Christmas card 	<ul style="list-style-type: none"> know the function, purpose, user of a weather vane know how to make the weather vane rotate 	<ul style="list-style-type: none"> know how to knit and purl know how to read and follow a simple knitting pattern 	<ul style="list-style-type: none"> know how to use their knowledge of circuits to make a game 	<ul style="list-style-type: none"> know how to show their volcano designs in different ways know air pressure can be used to produce movement
<p>Designers:</p>	<p>Karl Benz – invented the first car</p> 	<p>Nadiyah Hussain – British-Bangladeshi TV Chef</p> 	<p>Daniel Halladay – windmill designer</p> 			

Computing	E-Safety	Managing Information Online	Online Reputation	Copyright and Ownership		Privacy and Security	
		<ul style="list-style-type: none"> To analyse information 	<ul style="list-style-type: none"> To find information about people 	<ul style="list-style-type: none"> Demonstrate ways of recognising who might own online content 		<ul style="list-style-type: none"> To know how to keep information private 	
	Computer Science	Digital Citizenship	Sequencing	Events	Loops	Conditionals	Project
		<ul style="list-style-type: none"> To know how to make passwords that are both secure and memorable. 	<ul style="list-style-type: none"> To understand the elements of programming to follow instructions Know how to sequence and debug Write a program one instruction at a time Know how to read and edit codes to fix puzzles with simple algorithms, loops and nested loops. 	<ul style="list-style-type: none"> Know what events are Know how programmers use events in video games Know how to build a game that they can customize with different speeds and sounds 	<ul style="list-style-type: none"> Revise what a loop is Know how to debug loops Know how to program a loop inside of another loop 	<ul style="list-style-type: none"> To know how to write conditional statements to state the rules of a game To know how to code with conditionals 	<ul style="list-style-type: none"> Apply what we have learnt this year.