

Year 4 Curriculum Map

English

Please see our Literature Spines, which provide details of the texts we follow each term, along with the rationale for each book choice. These spines are based on The Literacy Tree suggested texts. In addition to the Literature Spines, the progression documents for both writing and spelling offer an overview of the skills your children will learn each year.

Drama, Oracy and Talk for Writing are incorporated into every writing journey. Also, as part of our writing journey we make cross-curricular links, when ever feasible, so that children develop a hinterland knowledge to support their writing. Vocabulary, sentence structure and developing a personal 'voice' are developed through and immersive. Within the writing journey, children learn to write, edit, draft and to publish independently or with peers.

Handwriting

Nelson handwriting for a focus group.

Ensure that the children know how to sit, hold their pens and place their paper.

Handwriting sessions in class to happen at least once a week. Key children may have handwriting targets in English books as well as additional time with LSA to improve legibility and stamina.

Oracy

Develop talk trios/pairs and the strategies of Oracy.

Learn about the 3 kinds of talk:

Disputational, cumulative and exploratory

Use the rules for successful talk:

1. Always respect each other
2. Invite others to contribute
3. Demonstrate active listening
4. Be prepared to change your mind
5. Try to come to a shared agreement

In Year 4, we also use a range of Oracy strategies:

- Use of sentence stems to aid sentence structure, coherence and point making.
- Use of a discussion guide – rules for the interaction.
- Develop question types – open and closed.
- Discussion roles – builder, investigator, prober, summariser, clarifier and challenger.
- Listening ladder and how to prompt listening – develop the skills of listening.
- Use of Oracy in all curricular areas by modelling talk/listening and extending vocabulary.

Examples of activities : debates, scientific explanations, mathematical discussions about reasoning problems, talk trio discussions on dilemmas, P4C activities, recording presentations, reading aloud work and feeding back to others

Assessment:

Half termly Rising Stars tests in Grammar, Spelling and Reading

Termly moderation of writing

End of year teacher assessment in writing

Termly PIRA (Progress in reading Assessments)

Maths

Autumn

Spring

Summer

Herts Maths Essentials

- Place Value
- Rounding, Estimation and Magnitude
- Addition and Subtraction Mental Fluency
- Multiples of 6, 7, 9, 25 and 1000
- Factor Pairs
- Scaling up and down from a given amount.
- Measurement – Conversion, compare, estimate and calculate
- Multiply and Divide by 10 and 100
- Discrete and Continuous Data
- Perimeter

Any remaining time should be used to consolidate key learning

Herts Maths Essentials

- Properties of Shapes
- Symmetry
- Decimal Numbers (place value, calculating and problem solving)
- Measure – Money
- Add and Subtract Fractions with the same denominator
- Find fractions of quantities
- Fractions in the context of measure
- Equivalent fractions, ordering and comparing
- Multiplication and Division – two- and three-digit numbers by one digit number using formal written method

Any remaining time should be used to consolidate key learning

Herts Maths Essentials

- Time (read, write, calculate and convert)
- Statistics
- Roman Numerals
- Negative Numbers – counting through 0
- Geometry – Angles
- Geometry – Properties of Triangles
- Geometry – Coordinates
- Geometry – Position and Direction
- Area
- Application and Problem Solving – Developing Operation Sense

Any remaining time should be used to consolidate key learning

Assessment:

Assessment plays a vital role in the teaching and learning of maths. Pupils are regularly assessed by teachers through informal day-to-day observations, verbal feedback (discussions), to more formal style tests and tasks at the end of a topic, term or year. For instance, termly PUMA assessments (Progress in understanding Mathematics) are conducted.

Science

Curriculum content (National Curriculum): Substantive Knowledge;

Living Things and their Habitats

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things. (*Build on Year 2*)

Animals, including humans

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey. (*Build on Year 2*)

States of Matter

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Sound

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases.

Electricity

- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

Recognise some common conductors and insulators, and associate metals with being good conductors.

Curriculum Content: Disciplinary Knowledge (practical scientific methods);

These STEM skills are taught through-out the year, in all topics:

- Asking questions and using different approaches to answer them (this includes different scientific enquiries or secondary sources (*Build on Year 3*))
- Setting up and administering simple, comparative, practical FAIR tests-including evaluating, reasoning and evidence are also beginning to be used. (*Build on Year 3*)
- Observe systematically and carefully. Accurately measure using standard units and using a range of equipment (*Build on Year 3*)
- With increased independence- Gather, record, classify and present data in a variety of ways to help in answering questions (*Build on Year 3*)
- With increased independence -Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (*Build on Year 3*)
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results & conclusions. (*Build on Year 3*)
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identify similarities, differences or changes & explain/ justify using scientific evidence to support findings.
- Identify differences, similarities or changes to simple scientific ideas and processes. This includes cause and effect.

Curriculum Content: Understand the uses and implications of Science: Disciplinary Knowledge;

- Develop an understanding of how skills, knowledge and language in science are used in the real world.
- Become more aware of STEM careers helping to dismissing stereotypes.

Autumn	Spring	Summer
Animals including Humans Links from Year 2, carnivores etc., are made when exploring the functions of different teeth. Exploring the digestive system also provides the chance to	Living Things and their Habitats This topic lends itself to greater classifications skills, building on sorting skills from previous year groups.	Electricity A popular topic, lending itself to ample investigative opportunities, preparing learners for

record in a different way. Solids Liquids and Gases This topic also provides opportunities to develop the skill of drawing and labelling diagrams	Sound Learning how sound is made forms essential foundations for Year 6. This also provides opportunities for graphs.	Year 6. Comparisons are developed, encouraging the use of evidence (building on from Year 3)
Assessment: Summative assessments recorded on Arbor – disciplinary and substantive considered.		

RE Christianity and Hinduism					
Autumn 1 Beliefs and Practices	Autumn 2 Beliefs and Practices	Spring 1 Prayer, Worship and Reflection	Spring 2 Prayer, Worship and Reflection	Summer 1 Symbols and Actions	Summer 2 Human Responsibilities and Values
<p>To learn about the key beliefs Hindus follow.</p> <p>To find out about Hindu Pilgrimage, (Kumbh Mela) Include deeper qu- Does a place of pilgrimage need to have a spiritual connection?</p> <p>To explore the festival of Diwali reflecting on the symbolism of light. Include question- Is Diwali important to Christians?</p>	<p>What is it like to follow God? (UC People of God 2a.2)</p> <p>To learn about a Christian wedding.</p> <p>To learn about a Hindu wedding. and reflect on how the same celebratory event, (wedding) is expressed in the two different religions.</p> <p>To explore the festival of Christmas, reflecting on the symbolism of light. Compare with Diwali.</p>	<p>To learn about the Hindu place of worship and why it plays an important part in the religious community. Include question-Is prayer only possible in a sacred place?</p> <p>To learn about the Christian place of worship and why it plays an important part in the religious community. Include question-Why do some believers go to a place of worship to pray?</p>	<p>To learn about what Jesus taught about Prayer. (Luke 11:1-4 and Matthew 6:9-13)</p> <p>How does 'The Lord's Prayer' helps Christians show commitment to their faith? Include question-should prayer be silent?</p> <p>EUCHARIST Why do Christians call the day Jesus died Good Friday? (UC Salvation 2a.5)</p>	<p>What importance does the cross have to Christians?</p> <p>Learn about worship, exploring the symbols, beliefs and actions as part of it (incl. bowing down, silence, making music, sharing food, speaking to God). Make connections between religions/ communities.</p> <p>How and why is it important to share food as part of Christian worship?</p>	<p>To explore what kind of world Jesus wanted (UC Gospel 2a.4)</p> <p>To explore Jesus' teachings about the value of forgiveness and reflect on what Christians might say are the most important attitudes and values he inspired.</p> <p>To learn about ahimsa and describe the impact that Hindu teaching and ahimsa has on what people eat and how they treat animals. (Children to express their own ideas.</p>

To learn about the key beliefs in Christianity, (UC key concepts).	Include question- Is Christmas important to Hindus? Combine with.... Explore how Advent and Christmas are celebrated around the world.	To learn about a Hindu shrine and what happens in Puja in many Hindu homes. Include question- How do Hindus build their relationship with a specific deity? To explore the words of the Hindu Gayatri Mantra from the Bhagavad Gita.		(last supper, holy communion)	To apply ideas from different religious codes and world views for living to compile a charter for their own moral values, highlighting respect for all. Include deeper question- How might religion help people to be good?
Assessment	Describe, make connections and reflect on some religious and non-religious worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities		Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections	Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities	Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility

Geography				
Autumn- Spring 1			Spring2-Summer	
Locational knowledge	Place Knowledge	Human and physical geography	Geographical skills and fieldwork	
			Geographical skills and fieldwork	Geographical skills and fieldwork

<p>Build upon locational knowledge gained in Year 3 to locate countries within Europe, including Russia. Concentrate on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>- identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. (refer back to Year 3 learning)</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. Compare to a region within the UK.</p>	<p>Describe and understand key aspects of:</p> <p><u>Physical geography, including:</u> the water cycle (as well as building upon existing knowledge from the previous year group)</p> <p><u>Human geography, including</u> types of settlement and land use.</p>	<p><u>Gather information</u> Ask geographical questions Use a simple database to record and present findings Undertake surveys and conduct investigations Select and use appropriate terminology Begin to draw conclusions from the data</p> <p><u>Sketching</u> -Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction</p> <p><u>Audio/Visual</u> Select views to photograph. Justify why. Add titles and labels giving date and location information Locate position of a photo on a map</p>	<p><u>Using maps</u> Follow a route on a large-scale map Locate places on a range of maps (variety of scales) Identify features on an aerial photograph, digital or computer map Begin to use 8 figure compass and four figure grid references to identify features on a map</p> <p><u>Making maps</u> Recognise and use OS map symbols, including completion of a key and understanding why it is important Draw a sketch map from a high viewpoint</p>
<p>Assessment: Spring 1- locational and place knowledge and human and physical geography assessment form</p>			<p>Assessment: Summer 2-Geographical skills and fieldwork assessment form</p>	

History		
Autumn	Spring	Summer
<p><u>Ancient Greece</u> What did the Greeks do for us?</p> <ul style="list-style-type: none"> An investigation into the beginnings of democracy and Empire 	<p><u>The Romans</u> What was the Roman Empire and its impact on Britain?</p>	<p><u>Local History</u> Which historical events happened in our locality? <u>London</u></p>

<ul style="list-style-type: none"> Develop an understanding on the main features of Ancient Greek life (political, cultural and social) Development of democracy and its impact Compare life in the different city states Compare with life now and what came before The Olympic legacy LINKS: Civilisation and Invention 	<ul style="list-style-type: none"> The continuation of the invasion of Britain and the nature of Empires The impact of the Roman invasion on the Celts. The Vindolanda Tablets, Hadrian's Wall Exploring sources written by Tacitus and Dio Cassius What was the legacy of the Roman Empire for Britain? St. Albans and the Verulamium <p>LINKS: Invasion and settlement, exploration, local history and Invention</p>	<ul style="list-style-type: none"> How has London changed over the centuries? (Celts to present day) Leaders, political events and the changing social and economics of the capital Why is London the capital city? Major events that occurred in London – The Plague, ship building and exploration capital London Museum <p>LINKS: Local History, invasion and settlement, exploration and Invention</p>
<p>Assessment</p> <p>Initial artefact assessment</p> <p>KWL(What is already known (K), What would like to be known (W) and What has been learnt (L))</p> <p>End of unit assessment key question What did the Greeks do for us?</p>	<p>Assessment</p> <p>KWL</p> <p>End of unit assessment key question What was the Roman Empire and its impact on Britain?</p>	<p>Assessment</p> <p>End of year artefact assessment</p> <p>KWL</p> <p>End of unit assessment key question Which historical events happened in our locality?</p>

Computing					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing Systems and Networks – The Internet	Creating Media – Audio Production	Programming A – Repetition in Shapes	Data and Information – Data Logging	Creating Media – Photo Editing	Programming B – Repetition in Games
In this unit, pupils will explore the internet as a network, which needs to be kept secure. They will learn that the World	In this unit, pupils will identify the input device (microphone) and output devices (speaker or headphones)	This unit explores repetition and loops within programming. Pupils will create programs by planning,	In this unit, pupils will consider how and why data is collected over time. They will explore how computers use	In this unit, pupils will develop their understanding of how digital images can be changed and edited.	This unit explores repetition in programming using Scratch. Pupils will look at the difference

Wide Web is part of the internet through exploring it themselves. They will evaluate online content through deciding how accurate it is and considering consequences of false information.	required to work with sound digitally. They will discuss copyright implications before producing a podcast (which includes editing their work, adding multiple tracks and saving the audio files) and evaluate their work.	modifying and testing commands to create shapes and patterns. They will use Logo (a text-based programming language).	sensors. Pupils will collect and access data captured over long periods of time, focusing on data points, data sets, and logging intervals. They will use data loggers to collect the data needed to answer their questions.	They will explore how they can be resaved and reused. Pupils will consider the impact that editing images can have and evaluate the effectiveness of their choices.	between count-controlled and infinite loops before modifying existing animations and games using repetition. They will design and create a game, which uses repetition.
Assessment The Internet	Assessment Audio Production	Assessment Repetition in Shapes	Assessment Data Logging	Assessment Photo Editing	Assessment Repetition in Games

Art		
Autumn	Spring	Summer
DRAWING	PAINTING	3D
<p>Building on the skills learnt in EYFS, KS1 and Year 3:</p> <p><u>Drawing & Mark-making:</u> using full range of drawing tools and techniques to build on EYFS/KS1/Year 3 skills and develop new skills. Observational sketching of still life collection of 3D objects with a range of different forms and textures. Focus on creating weight and three dimension with tonal shading, then developing increased variations of texture and detail to describe the surface of an object. To compare the scale of the different elements and their arrangement: the composition of the drawing. Children make thoughtful marks and experiment with monochrome sketches, moving on to</p>	<p>Building on the skills learnt in EYFS, KS1 and Year 3:</p> <p><u>Contrasting colours:</u> Children begin to learn about contrasting colour for effect and experiment with using colours from the opposite sides of the colour wheel.</p> <p><u>Proficient Mark-making:</u> the children demonstrate secure control over their use of brushes/mark-making tools and learn to master the use of fine detailing.</p> <p><u>Painting Project: Little & Large</u> Children focus on scale, researching artists that make miniature paintings (e.g. Indian miniatures)</p>	<p>Building on the skills learnt in EYFS, KS1 and Year 3:</p> <p><u>Clay - Architectural Modelling:</u> Children continue to develop complex skills, working within the context of their class topic to create structures, focusing on capitals and columns of classical and neo-classical architecture (Doric, Ionic, Corinthian and composite), rolling a slab of clay and cutting shapes, using slip and cross-hatching surfaces to join parts of the building together. They refine their ability to build and to consider the load-bearing capability of the elements of their design. They create surface texture using tools.</p>

<p>using chalk pastels and learning how to blend colours.</p> <p>Outcomes</p> <p>To research observational still life drawings. To practise skills, exploring how to sketch a range of different forms and textures to create a 3D effect. To draw a still life collection of 3D objects from observation, focusing on scale, composition and weight. To refine a drawing, using a range of contrasting tools and marks to create surface texture. To evaluate a final drawing and rework.</p> <p>Drawing Project Resources</p> <ul style="list-style-type: none"> - Thoughtful Mark-Making - Seasonal Drawings 	<p>and those that create work on a grand scale (e.g. Gustav Klimt's Stoclet Frieze mosaics). Working around a topic theme, children create large and miniature works, using shapes in their paintings, experimenting with metallic colour and some surface embellishment.</p> <p>Outcomes</p> <p>To research artists' painting styles, considering contrasting scale. To practise skills, exploring contrasting colour and mixing primary, secondary and tertiary colours to match an artist's palette. To practise skills, exploring a range of marks and fine detailing in the style of an artist. To interpret an artist's style and palette, to create two paintings that show a contrast in scale. To refine artwork, using metallic colour and surface embellishment. To evaluate a pair of final images and assess the effective use of scale.</p>	<p>Contrasting Buildings Project: Children explore the use of contrasting materials in contemporary architecture, making drawings of contemporary buildings/structures, designing their own building and making a model of it from found materials: wood, foam, straws, plastic and join with staple guns/wire/tape.</p> <p>Outcomes</p> <p>To research 3D architectural structures with capitals and columns. To practise skills, exploring clay through rolling, cutting, joining and experimenting with its load-bearing capability. To design a structure using sketches, focusing on capitals and columns and considering load. To build a structure with capitals and columns. To plan a contrasting sculpture (found materials), making drawings of local buildings and exploring the qualities of materials for purpose. To create a 3D sculpture from found materials, using local buildings as a stimulus. To evaluate the final contrasting 3D sculptures and rework.</p>
<p>Assessment: Examples of progression of skills recorded in sketchbooks and in year group art assessment folder.</p>		

Modern Foreign Language – Spanish

Autumn	Spring	Summer
<p align="center">¿Tienes mascota?</p> <p>Children will continue their intermediate learning with this topic. They will repeat, recognise and spell nouns for pets, tell somebody whether they</p>	<p align="center">Mi clase</p> <p>Children will remember and recall 12 classroom objects with their indefinite articles, replace an indefinite article with a possessive adjective and</p>	<p align="center">¿Qué tiempo hace?</p> <p>Children will learn to repeat and recognise the vocabulary for weather, ask and say what the weather is like, create a Spanish weather map</p>

<p>own a pet or not, ask somebody if they have a pet and what its name is and create a longer phrase using conjunctions.</p> <p>To introduce the aim of the unit and learn the eight nouns and matching gender articles for the different pets</p> <p>To consolidate the new pets vocabulary, using 'tengo' plus a pet and a connective</p> <p>To further develop Spanish knowledge by introducing, learning and using the structure 'que se llama'</p> <p>To further linguistic progress by learning how to use the negative structure 'no tengo'</p> <p>To link all the new language together and introduce 'pero'</p> <p>To revise all language covered so far and complete assessment for the unit</p>	<p>say and write what they have and do not have in their pencil case.</p> <p>To start the unit by introducing the first set of new vocabulary for classroom objects</p> <p>To revise classroom objects and integrate the next five</p> <p>To consolidate all the vocabulary for classroom objects and introduce 'tengo' and 'no tengo'</p> <p>To consolidate all the new language, incorporate 'tengo' and 'no tengo' and extend</p> <p>To revise 'en mi estuche, tengo / no tengo' and teach simple classroom commands</p> <p>To revise the classroom commands and complete the unit assessment</p>	<p>and describe the weather in different regions using a map.</p> <p>To introduce the new unit and start the new vocabulary connected to the weather in Spanish</p> <p>To consolidate weather language</p> <p>To use new language and integrate weather and the days of the week</p> <p>To learn how to read a weather map and describe the weather in different parts of Spain</p> <p>To use all of the language learnt in this unit to be Spanish weather presenters</p> <p>To revise all language covered so far and complete assessment for the unit</p>
End of unit assessment focusing on 4 key skills: speaking, listening, reading and writing	End of unit assessment focusing on 4 key skills: speaking, listening, reading and writing	End of unit assessment focusing on 4 key skills: speaking, listening, reading and writing

Design and technology		
Autumn	Spring	Summer
<p>Food – healthy & varied diet Designing</p> <ul style="list-style-type: none"> Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. 	<p>Textiles – 2D shape to 3D product Designing</p> <ul style="list-style-type: none"> Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. Investigate a range of 3-D textile products relevant to the project. Produce annotated sketches, prototypes, final product sketches and pattern pieces. 	<p>Electrical Systems – simple circuits & switches Designing</p> <ul style="list-style-type: none"> Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate realistic ideas through discussion and, as

<ul style="list-style-type: none"> Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using tables and simple graphs. Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. <p>Evaluating</p> <ul style="list-style-type: none"> Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught 	<ul style="list-style-type: none"> Understand how a key event/individual has influenced the development of the chosen product and/ or fabric. <p>Making</p> <ul style="list-style-type: none"> Plan the main stages of making. Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. <p>Evaluating</p> <ul style="list-style-type: none"> Test their product against the original design criteria and with the intended user. Take into account others' views. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. 	<p>appropriate, annotated sketches, cross-sectional and exploded diagrams.</p> <p>Making</p> <ul style="list-style-type: none"> Order the main stages of making. Select from and use tools and equipment to cut, shape, join and finish with some accuracy. Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. <p>Evaluating</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing battery-powered products. Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. Apply their understanding of computing to program and control their products. Know and use technical vocabulary relevant to the project.
End of unit assessment	End of unit assessment	End of unit assessment

P.E.				
Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Invasion Games (Netball)	Dance	Gymnastics	Striking & Fielding/Swimming	Athletics/Swimming

<ul style="list-style-type: none"> - Play games with some fluency and accuracy, using a range of throwing and catching techniques. - Find ways of attacking successfully when using other skills. - Use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score. - Know the rules of the games. - Understand that they need to defend as well as attack. - Understand how strength, stamina and speed can be improved by playing invasion games. - Lead a partner through short warm-up routines. - Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better. 	<ul style="list-style-type: none"> - Respond imaginatively to a range of stimuli related to character and narrative - Can portray a mood through movement - Uses "contrasts" to create and extend movement phrase - Pays attention to the transition from one dance movement to another to link movement phrases clearly and fluently - Describe, interpret and evaluate dance, using appropriate language - Refine, repeat and remember movements until they match the style of dance or music being used. - Use simple body actions, gestures and movement pathways to structure dance phrases on their own, with a partner and in a group. - Displays good use of personal, interpersonal space and pathways as dictated by the dance. - Show sensitivity to the dance idea and the accompaniment. 	<ul style="list-style-type: none"> - Create and perform a sequence of at least SIX elements with control. - Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement. - Adapt their own movements to include a partner in a sequence. - Recognise criteria that lead to improvement, e.g. changing a level. - Watch, describe and suggest possible improvements to others' performances. - Suggest improvements to their own Performance. - Understand that strength and suppleness can be improved. - Lead a partner through short warmup routines. 	<ul style="list-style-type: none"> - Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with increasing control, accuracy and some consistency. - Choose and vary skills and tactics to suit the situation in a game. -Strike a ball with accuracy. - Set up small games. - Know rules and use them fairly to keep games going. - Explain what they need to do to get ready to play games. 	<ul style="list-style-type: none"> - Understand and demonstrate the difference between sprinting and running for sustained periods. - Know and demonstrate a range of throwing techniques. - Throw with some accuracy and power into a target area. - Perform a range of jumps, showing consistent technique and sometimes using a short run-up. - Compare and contrast performances using appropriate language. - Play different roles in small groups – such as timekeeper; judge/official/ coach.
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	- Show a clear understanding of how to warm up and cool down safely.				
Assessment: Sheet/Google Classroom Evidence	Assessment: Sheet/Google Classroom Evidence	Assessment: Sheet/Google Classroom Evidence	Assessment: Sheet/Google Classroom Evidence	Assessment: Sheet/Google Classroom Evidence	Assessment: Sheet/Google Classroom Evidence

Music					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Mamma Mia</p> <p>This unit is based on timeless pop songs written by ABBA in the 1970's.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (National Curriculum link)</p> <p>I can sing in unison. (Charanga)</p> <p>I can sing with expression and control in my voice. (Charanga)</p>	<p>Glockenspiel Stage 2</p> <p>This unit is based on developing the children's ability to play musical instruments. Musical notation will be introduced and games and quizzes will support the children's knowledge about how music is written down.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (National Curriculum link)</p> <p>Use and understand staff and other musical notations. (National Curriculum link)</p> <p>Revise, play and read the</p>	<p>Stop!</p> <p>This unit is based on the rap stop which the children will learn and perform. This rap is an anti-bullying rap and speaks about the importance of kindness.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory. (National Curriculum link)</p> <p>I can identify the structure (Intro and 6 rapped verses, each with a snug chorus.) (Charanga)</p> <p>I can identify all the instruments in the songs. (Charanga)</p> <p>I can find the pulse whilst listening and identify tempo changes, changes</p>	<p>Lean on me</p> <p>This unit is based on the soul/ gospel song "Lean on Me" by Bill Withers.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music. (National Curriculum link)</p> <p>I can improvise in the lesson and as part of the performance. I may use F and G on a tuned instrument to do this. (Charanga)</p>	<p>Blackbirds</p> <p>This unit is based upon learning to sing songs from a range of genres.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music. (National Curriculum link)</p> <p>I can compose a simple melody using simple rhythms using it as part of the performance. (Using the notes: F, G & A) (Charanga)</p>	<p>Reflect, rewind and replay</p> <p>This unit of work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the history of music and the beginnings of the language of Music.</p> <p>Develop an understanding of the history of music. (National Curriculum link)</p>

	notes C, D, E, F + G (Charanga) Compose using the notes C, D, E, F + G. (Charanga)	in dynamics and texture. (Charanga)			
Assessment: Singing	Assessment: Playing musical instruments	Assessment: Listening and appraising	Assessment: Improvisation	Assessment: Composition	Assessment: Overall judgement

PSHE

Programme of study JIGSAW which teaches children and young people emotional literacy, social-and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner

Autumn		Spring		Summer	
Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me