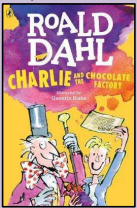
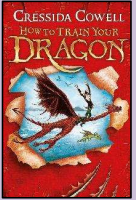
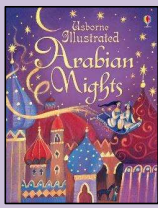
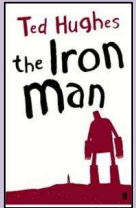
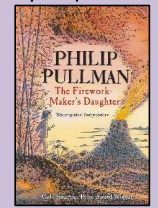




# Avonwood Primary School Year 4 Curriculum Map



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

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|                 | <p><b>Instructional Writing: Ice cream sundaes Chop, Sizzle WOW: The Silver Spoon Comic Cookbook – Tara Stevens</b></p> <ul style="list-style-type: none"> <li>Understand the term ‘adverbial’, recognising examples of their use</li> <li>Use fronted adverbials to give the reader detail (about when, where or how), and to add variety to the start of sentences</li> <li>Use commas after fronted adverbials</li> <li>Add specific detail to nouns using precise adjectives, nouns and prepositional phrases</li> </ul> <p><b>Developing description The Building Boy – Ross Montgomery</b></p> <ul style="list-style-type: none"> <li>Understand the terms ‘pronoun’ and ‘possessive pronoun’, recognising examples of their use</li> <li>Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition</li> <li>Add specific detail to nouns using precise adjectives, nouns and prepositional phrases</li> <li>Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech</li> </ul> | <ul style="list-style-type: none"> <li>Understand how authors make choices about vocabulary and grammar according to their purpose and audience</li> </ul> <p><b>Writing Short Stories The Story Shop: Stories for Literacy – Nikki Gamble</b></p> <ul style="list-style-type: none"> <li>Write stories with creative characters, settings and plots (i.e. not just retelling familiar stories or using familiar characters)</li> <li>Make choices about vocabulary and grammar that shows an understanding of purpose and audience (e.g. clear differences in language used to describe different characters)</li> <li>Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech</li> </ul> | <ul style="list-style-type: none"> <li>Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech</li> </ul> <p><b>Dual Purpose Writing: David Attenborough Wildlife Voiceovers Atlas of Animal Adventures – Rachel Williams &amp; Emily Hawkins</b></p> <ul style="list-style-type: none"> <li>Make choices about vocabulary, structure and grammar that shows an understanding of purpose and audience (e.g. clear differences in language to entertain and language to inform)</li> <li>Add specific detail to nouns using precise adjectives, nouns and prepositional phrases</li> <li>Show an understanding of some of the differences between Standard English and non-standard English (e.g. by using ‘I aint’ or ‘we was’ when writing dialogue)</li> </ul> | <p><b>Persuasion. Poetry Text: There’s a ‘Rangtan in my Bedroom - James Sellick and Frann Preston-Gannon</b></p> <ul style="list-style-type: none"> <li>Make choices about vocabulary, structure and grammar that show an understanding of purpose and audience</li> <li>Choose appropriate nouns and pronouns to create cohesion and avoid repetition</li> <li>Add specific detail to nouns using precise adjectives, nouns and prepositional phrases</li> <li>Use apostrophes to mark plural possession</li> </ul>                                    | <p><b>Discussion: This or That? - Pippa Goodheart</b></p> <ul style="list-style-type: none"> <li>Organise ideas into paragraphs</li> <li>Show an understanding of the differences between Standard English and non-Standard English</li> <li>Make choices about vocabulary and grammar that shows an understanding of purpose and audience</li> </ul>                                                                                                                                                                                                                                              | <p><b>Biography: Inventors: Incredible stories of the world’s most ingenious inventions – Robert Winston</b></p> <ul style="list-style-type: none"> <li>Organise ideas into paragraphs</li> <li>Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition</li> <li>Express time, place and cause using conjunctions, adverbs and prepositions</li> </ul>                                                                                                                                                                                                                           |
| <b>Spelling</b> | <p>Lesson 1 – How do suffixes change words? Focus – review of Year 3 suffixes</p> <p>Lesson 2 – Can we make some rules for using prefixes? Focus – Review of year 3 prefixes</p> <p>Lesson 3 - Can we spell words from our word list? Focus - Words from our year ¾ word list</p> <p>Lesson 4 - Where do apostrophes go? Focus- missing letters and possessive apostrophes</p> <p>Lesson 5 - When do we double consonants? Focus- suffixes (vowel letters)</p> <p>Lesson 6 - Can you correct your own writing? Focus- Improving spelling in children’s own writing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Lesson 1 – How do we add <i>-sion</i> and <i>-tion</i>? Focus – <i>-sion</i> and <i>-tion</i> endings</p> <p>Lesson 2 – When do we use the suffix – <i>ssion</i>? Focus – <i>ssion</i> endings</p> <p>Lesson 3 – How does the – <i>ation</i> suffix work? Focus – <i>ation</i> suffix</p> <p>Lesson 4 – When do we use the <i>-cian</i> ending? Focus – <i>-cian</i> endings</p> <p>Lesson 5 – How can we learn to spell new words?</p> <p>Focus – Accurately spelling words from the year ¾ word list</p> <p>Lesson 6 – Can you correct your own writing? Focus – Improving spelling in children’s own writing</p>                                                                                                                      | <p>Lesson 1 – Who will win the spelling challenge? Focus – Reviewing Autumn term spelling</p> <p>Lesson 2 – How can we remember our spellings? Focus – Reviewing Autumn term spelling</p> <p>Lesson 3 – Can we spell words from our word list? Focus – Year ¾ word list</p> <p>Lesson 4 – What are the spelling rules for adjectives? Focus – <i>ous</i> endings</p> <p>Lesson 5 – Can we spell <i>-ous</i> adjectives correctly? Focus – <i>ous</i> endings</p> <p>Lesson 6 – Can you correct your own writing? Focus – Improving children’s own writing</p>                                                                                                                                                                                                                                                     | <p>Lesson 1 – How do we spell ‘ch’ words? Focus – /k/ sound spelled ‘ch’</p> <p>Lesson 2 – When is the /s/ sound spelled with a ‘c’ Focus – /s/ sound spelled with ‘c’</p> <p>Lesson 3 – Can we create a dictionary of words? Focus – <i>ture</i> endings</p> <p>Lesson 4 – Can we spell – <i>sure</i> and <i>-ture</i> words? Focus – <i>sure</i> and <i>ture</i> endings</p> <p>Lesson 5 – What is an unstressed vowel? Focus – untressed vowels</p> <p>Lesson 6 – Can we spell words from our word list? Focus – Words form the year ¾ word list</p> | <p>Lesson 1 – Who will win the spelling challenge? Focus –reviewing spring term spelling</p> <p>Lesson 2 – How can we remember our spelling? Focus – reviewing spring term spelling</p> <p>Lesson 3 – Can we spell words from our word list? Focus – Words from the year ¾ word list</p> <p>Lesson 4 – Why are <i>chef</i> and <i>quiche</i> spelled with ‘ch’? Focus – /sh/ sounds spelled with ‘ch’</p> <p>Lesson 5 – When do we use <i>-gue</i> endings? Focus – <i>gue</i> endings</p> <p>Lesson 6 – Can you correct your own writing? Focus –Improving spelling in children’s own writing</p> | <p>Lesson 1 – Which words have <i>-que</i> at the end? Focus – <i>que</i> endings</p> <p>Lesson 2– Which words use ‘sc’ to make a /s/ sound? Focus – /s/ sound spelled ‘sc’</p> <p>Lesson 3– Which homophone do we need and can I spell it? Focus – homophones and near homophones</p> <p>Lesson 4 – Do I need <i>too</i> or <i>two</i>? Focus – homophones and near homophones</p> <p>Lesson 5 – How do prefixes change the meaning of words? Focus – words with the prefixes un-, dis-, miss and re-</p> <p>Lesson 6– Who will win the spelling challenge? Focus –reviewing words from the year 3 / 4 list</p> |
| <b>Maths</b>    | <p><b>Place Value (4 weeks)</b></p> <ul style="list-style-type: none"> <li>count in multiples of 6, 7, 9, 25 and 1000</li> <li>find 1000 more or less than a given number</li> <li>count backwards through zero to include negative numbers</li> <li>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>order and compare numbers beyond 1000</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Measurement Length and Perimeter (1 week)</b></p> <ul style="list-style-type: none"> <li>Convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> </ul> <p><b>Multiplication &amp; Division (3 Weeks)</b></p> <ul style="list-style-type: none"> <li>Multiply by 10 and 100</li> <li>Divide by 10 and 100</li> </ul>                                                                                                                                                                                                                                                      | <p><b>Multiplication and Division (3 weeks)</b></p> <ul style="list-style-type: none"> <li>11 and 12 times tables</li> <li>Multiplying 3 numbers</li> <li>Factor pairs</li> <li>Efficient multiplication</li> <li>Formal written multiplication methods</li> <li>Multiply 2-digits by 1-digit</li> <li>Multiply 3-digits by 1-digit</li> <li>Divide 2-digits by 1-digit</li> <li>Divide 3-digits by 1-digit</li> <li>Correspondence problems</li> </ul> <p><b>Measurement (Area) (1 week)</b></p>                                                                                                                                                                                                                                                                                                                 | <p><b>Fractions continued</b></p> <p><b>Decimals ( 4 weeks )</b></p> <ul style="list-style-type: none"> <li>Recognise and write decimal equivalents of any number of tenths or hundredths.</li> <li>Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>Solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul>                                                                            | <p><b>Decimals (2 weeks)</b></p> <ul style="list-style-type: none"> <li>Compare numbers with the same number of decimal places up to two decimal places.</li> <li>Round decimals with one decimal place to the nearest whole number.</li> <li>Recognise and write decimal equivalents to <math>\frac{1}{10}</math> <math>\frac{1}{100}</math> <math>\frac{1}{1000}</math> <math>\frac{1}{10000}</math></li> <li>Understand the effect of dividing a one or two digit number by 10 or 100.</li> </ul>                                                                                               | <p><b>Statistics (2 weeks)</b></p> <ul style="list-style-type: none"> <li>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul> <p><b>Shape (3 weeks)</b></p> <ul style="list-style-type: none"> <li>compare and classify geometric shapes, including quadrilaterals</li> </ul>                                                                                                        |

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|                          | <ul style="list-style-type: none"> <li>identify, represent and estimate numbers using different representations</li> <li>round any number to the nearest 10, 100 or 1000</li> <li>solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value</li> </ul> <p><b>Addition and Subtraction (3 weeks)</b></p> <ul style="list-style-type: none"> <li>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>estimate and use inverse operations to check answers to a calculation</li> <li>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> <li>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul> | <ul style="list-style-type: none"> <li>Multiply by 1 and 0</li> <li>Divide by 1 and itself</li> <li>Multiply and divide by 6</li> <li>Multiply and divide by 9</li> <li>Multiply and divide by 7</li> </ul> <p><b>Consolidation (1 week)</b></p>                                                                                                                      | <ul style="list-style-type: none"> <li>What is area?</li> <li>Counting squares</li> <li>Making shapes</li> <li>Comparing area</li> </ul> <p><b>Fractions (4 weeks)</b></p> <ul style="list-style-type: none"> <li>Recognise and show, using diagrams, families of common equivalent fractions.</li> <li>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</li> <li>Add and subtract fractions with the same denominator.</li> </ul> | <ul style="list-style-type: none"> <li>Convert between different units of measure [for example, kilometre to metre]</li> </ul> <p><b>Consolidation (1 week)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Identifying the value of the digits in the answer as ones, tenths and hundredths.</li> </ul> <p><b>Money (1 week)</b></p> <ul style="list-style-type: none"> <li>Estimate, compare and calculate different measures, including money in pounds and pence.</li> <li>Solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul> <p><b>Time (1 Week)</b></p> <ul style="list-style-type: none"> <li>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</li> <li>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li> </ul> | <p>and triangles, based on their properties and sizes</p> <ul style="list-style-type: none"> <li>identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>complete a simple symmetric figure with respect to a specific line of symmetry.</li> </ul> <p><b>Position and direction</b></p> <ul style="list-style-type: none"> <li>describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>plot specified points and draw sides to complete a given polygon.</li> </ul> <p><b>Consolidation (1 week)</b></p> |
| <b>Times Table Focus</b> | <b>6 times table</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>8 times table</b>                                                                                                                                                                                                                                                                                                                                                  | <b>7 times table<br/>11 times table</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>9 times table<br/>12 times table</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Consolidation<br/>(1,2,3,4,5,6,7,8,9,10,11,12)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Multiplication Tables check<br/>(1,2,3,4,5,6,7,8,9,10,11,12)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>RE</b>                | <p><b>PHILOSOPHY Generalism</b></p> <p>What do we mean by truth? Plato's cave. Evidence and scientific reasoning</p> <p>L1 - What is the difference between knowledge and belief?<br/>L2 - Evidence and reasoning<br/>L3 - Can truth be different for different people?<br/>L4 - Our senses can be tricked!<br/>L5 - Plato's analogy of the cave<br/>L6 - Is the truth worth dying for?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>THEOLOGY Christianity/Judaism/Islam</b></p> <p>What does sacrifice mean? Abraham/Ibrahim in sacred text, Eid-ul-Fitr, animal sacrifice, Jesus as Ultimate Sacrifice.</p> <p>L1 – Ritual sacrifice<br/>L2 - Abraham &amp; Isaac<br/>L3 - Ibrahim &amp; Ishmael<br/>L4 - For the forgiveness of sins<br/>L5 - Jesus's ultimate sacrifice<br/>L6 - Good Friday</p> | <p><b>PHILOSOPHY Christianity / Islam / Humanism</b></p> <p>How do people think about poverty, justice &amp; self-sacrifice? Meaning of poverty &amp; relative poverty. Meaning of justice. Everyday self-sacrifice.</p> <p>L1 - What do poverty and justice mean?<br/>L2 - What is self-sacrifice?<br/>L3 - How do Christians think about poverty and justice?<br/>L4 - How do Muslims think about poverty and justice?<br/>L5 - How do humanists think about poverty and justice?<br/>L6 - How can people have an impact on poverty and justice?</p>                                                                                                                                                              | <p><b>SOCIAL SCIENCES Islam / Christianity</b></p> <p>How do people contribute to society? Self-sacrifice in form of charity/ community action.</p> <p>L1 - What does it mean to make sacrifices as part of society?<br/>L2 - How do Islamic teachings encourage Muslims to contributed to society?<br/>L3 - How do Islamic Relief and Dr Hany El-Banna contribute to society?<br/>L4 - How do Christian teachings encourage Christians to contribute to society?<br/>L5 - How did Edith Cavell's Christian faith shape her contribution to society?<br/>L6 - How do Muslims and Christians contribute to society in similar and different ways?</p> | <p><b>THEOLOGY Islam</b></p> <p>How have events in history shaped Islamic diversity? Succession after Muhammad, conflict, Qur'anic interpretation. Sunni, Shia, Sufi.</p> <p>L1 - What is unity?<br/>L2 - What caused diversity in early Islam? (1)<br/>L3 - What caused diversity in early Islam? (2)<br/>L4 - What difference does being Sunni or Shia make today?<br/>L5 - Where are the women in early Islamic development?<br/>L6 - How have people and events in history shaped Islamic diversity?</p>                                                                                                                                                                                                 | <p><b>SOCIAL SCIENCES Generalism</b></p> <p>How has religion and belief shaped our local area? International, national &amp; local data. Lived expression in area.</p> <p>L1 - What skills do Social Scientists need to collect and analyse data?<br/>L2 - What can we learn from global religion data?<br/>L3 - What does the England &amp; Wales Census data reveal about religion and belief nationally?<br/>L4 - What does the regional Census data reveal about our local community?<br/>L5&amp;6 - How can we use the skills of social scientists to look for evidence of religion &amp; belief in our local area?</p>                                                                                                                                                     |
| <b>PSHE</b>              | <p><b>Being me in my world</b></p> <p>I understand rights and responsibilities, rewards and consequences and our learning charter in my class this year.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Celebrating differences</b></p> <p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can explain why it is good to accept people for who they are.</p>                                                                                                                                                          | <p><b>Dreams and Goals</b></p> <p>I know how to make a new plan and set new goals even if I have been disappointed.</p> <p>I know what it means to be resilient and to have a positive attitude.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Healthy Me</b></p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Relationships</b></p> <p>I can explain different points of view on an animal rights issue.</p> <p>I can express my own opinion and feelings on this.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Changing Me</b></p> <p>I can identify what I am looking forward to when I am in year 5.</p> <p>I can reflect on changes I would like to make when I am in year 5 and can describe how to go about this.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>PE</b>                | <p><b>Invasion game: Football</b></p> <p>I can delay and help prevent the other team from scoring when I play in defence. I can dribble, pass, receive and shoot the ball with increasing control. I can explain what happens in my body when I warm up.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Invasion games: Basketball</b></p> <p>I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals.</p>                                                                                             | <p><b>Volleyball</b></p> <p>I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Hockey</b></p> <p>I can communicate with my team, help them keep possession and score goals when I play in attack. I can dribble, pass, receive and shoot the ball with increasing control.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Athletics track and field</b></p> <p>I can demonstrate the difference in sprinting and jogging techniques. I can explain what happens in my body when I warm up. I can identify when I was successful and what I need to do to improve.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Striking and fielding: rounders</b></p> <p>I can bowl a ball with some accuracy, and consistency. I can choose and use simple tactics for different situations. I can explain what happens in my body when I warm up.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|           | <p>I can help my team keep possession and score goals when I play in attack.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use simple tactics to help my team score or gain possession.</p> <p>I can show determination to perform at my best.</p> <p><b>Dance</b></p> <p>I can choose actions and dynamics to convey a character or idea.</p> <p>I can copy and remember set choreography.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can provide feedback using appropriate language relating to the lesson.</p> <p>I can respond imaginatively to a range of stimuli relating to character and narrative.</p> <p>I can use changes in timing and spacing to develop a dance.</p> <p>I can use counts to keep in time with others and the music.</p> <p>I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.</p> <p>I can show respect for others when working as a group and watching others perform.</p> | <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can use simple tactics to help my team score or gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p> <p><b>Gymnastics</b></p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can identify some muscle groups used in gymnastic activities.</p> <p>I can plan and perform sequences with a partner that include a change of level and shape.</p> <p>I can provide feedback using appropriate language relating to the lesson.</p> <p>I can safely perform balances individually and with a partner.</p> <p>I can watch, describe and suggest possible improvements to others' performances and my own.</p>                                                                                                                                                                                | <p>I can use feedback provided to improve my work.</p> <p>I can use the rules to referee a game.</p> <p>I can work co-operatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to use these.</p> <p><b>Yoga</b></p> <p>I can describe how yoga makes me feel and can talk about the benefits of yoga.</p> <p>I can link poses together to create a yoga flow.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can transition from pose to pose in time with my breath.</p> <p>I can work collaboratively and effectively with others.</p> <p>I demonstrate yoga poses which show clear shapes.</p> <p>I show increasing control and balance when moving from one pose to another.</p> | <p>I can explain what happens in my body when I warm up.</p> <p>I can help to prevent the other team from scoring when I play in defence.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use simple tactics to help my team score or gain possession.</p> <p><b>Invasion game: Tag rugby</b></p> <p>I can delay and help prevent the other team from scoring when I play in defence.</p> <p>I can explain what happens in my body when I warm up.</p> <p>I can help my team keep possession and score tries when I play in attack.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can pass and receive the ball with increasing control.</p> <p>I can use simple tactics to help my team score or gain possession.</p>                                                                                                                                                                       | <p>I can jump for distance and height with balance and control.</p> <p>I can throw with some accuracy and power to a target area.</p> <p>I can show determination to improve my personal best.</p> <p><b>OAA</b></p> <p>I can accurately follow and give instructions.</p> <p>I can confidently communicate ideas and listen to others.</p> <p>I can identify key symbols on a map and use a key to help navigate around a grid.</p> <p>I can plan and apply strategies to solve problems.</p> <p>I can reflect on when and why I was successful at solving challenges.</p> <p>I can work collaboratively and effectively with a partner and a small group.</p>                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can strike a bowled ball with adapted equipment (e.g. a tennis racket).</p> <p>I can use overarm and underarm throwing and catching skills with increasing accuracy.</p> <p>I can understand the rules of the game and I can use them often</p> <p><b>Tennis</b></p> <p>I can communicate with my teammates to apply simple tactics.</p> <p>I can explain what happens in my body when I warm up.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can return to the ready position to defend my own court.</p> <p>I can sometimes play a continuous game.</p> <p>I can use a range of basic racket skills.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Science   | <p><b>Biology: Living things and their environment</b></p> <p><b>Activity:</b> Investigating the relationship between the circumference of a tree and size of its leaves</p> <ul style="list-style-type: none"> <li>Group, classify and identify animals and plants found locally and during field study trips, into broad groups practically, using keys or in other ways.</li> <li>Explain how environmental changes may have an impact on living things, e.g. the effects of pollution, littering or building work.</li> </ul> <p><b>Measuring &amp; Observing</b></p> <ul style="list-style-type: none"> <li>Measure circumference of tree and length of leaves.</li> </ul> <p><b>Analysing &amp; Evaluating</b></p> <ul style="list-style-type: none"> <li>Identify patterns and whether there is a correlation.</li> <li>Produce an oral or written report of the investigation.</li> </ul>                                                                                                                                                                              | <p><b>Biology: Food and digestion</b></p> <p><b>Activity:</b> Investigating the how animals' teeth differ based on their diet</p> <ul style="list-style-type: none"> <li>Construct and interpret food chains, labelling producer, predator, prey.</li> <li>Name, locate and describe the functions of the main parts of the digestive system, i.e. mouth, tongue, teeth, oesophagus, stomach, small intestine, large intestine, in humans.</li> <li>Identify different types of teeth in humans, e.g. molar, canine and incisor, and describe their functions.</li> </ul> <p><b>Scientific Attitudes &amp; Planning</b></p> <ul style="list-style-type: none"> <li>Ask scientifically relevant questions and identify a range of test animals.</li> </ul> <p><b>Recording &amp; Presenting</b></p> <ul style="list-style-type: none"> <li>Record and present information in an accurate, labelled diagram.</li> </ul> <p><b>Analysing &amp; Evaluating</b></p> <ul style="list-style-type: none"> <li>Draw conclusions about an animal's teeth and its diet.</li> </ul> | <p><b>Chemistry: States of Matter</b></p> <p><b>Activity:</b> Investigating the melting point of chocolate, butter, cheese, soap etc.</p> <ul style="list-style-type: none"> <li>Group solids/liquids/gases based on their properties.</li> <li>Describe how a variety of materials change state when they are heated or cooled.</li> <li>Describe the water cycle and the part played by evaporation and condensation within that process.</li> </ul> <p><b>Measuring &amp; Observing</b></p> <ul style="list-style-type: none"> <li>Make accurate measurements of temperature using a thermometer.</li> </ul> <p><b>Recording &amp; Presenting</b></p> <ul style="list-style-type: none"> <li>Design and use a table to record results; present these in a bar chart.</li> </ul> <p><b>Analysing &amp; Evaluating</b></p> <ul style="list-style-type: none"> <li>Produce an oral or written report or presentation of the investigation.</li> </ul>                                                                       | <p><b>Physics: Sound</b></p> <p><b>Activity:</b> Investigating the pitch and volume of sounds using rulers and drums.</p> <ul style="list-style-type: none"> <li>Use the idea that sounds are associated with vibrations, and that they require a medium, i.e. a solid, liquid or gas, to travel through, to explain how sounds are made and heard.</li> <li>Describe the relationship between the pitch of a sound and the features of the object that produced it, and between the volume of a sound, the strength of the vibrations and the distance from a sound source.</li> </ul> <p><b>Recording &amp; Presenting</b></p> <ul style="list-style-type: none"> <li>Design and use a table to record results.</li> </ul> <p><b>Analysing &amp; Evaluating</b></p> <ul style="list-style-type: none"> <li>Identify patterns, similarities and differences and make predictions about future results.</li> <li>Evaluate the investigation and suggest improvements.</li> </ul> | <p><b>Physics : Electricity</b></p> <p><b>Activity:</b> Investigating conductors and insulators in a series circuit.</p> <ul style="list-style-type: none"> <li>Name a variety of appliances that run on mains and/or battery power.</li> <li>Use simple apparatus to construct and control the flow of electricity in a series circuit.</li> <li>Describe how the circuit may be affected when changes are made to it.</li> <li>Name common conductors (such as metals and water) and insulators (such as wood, plastic), and, given information about how an unknown material behaves in a circuit, classify it as a conductor or insulator.</li> </ul> <p><b>Scientific Attitudes &amp; Planning</b></p> <ul style="list-style-type: none"> <li>Ask scientifically relevant questions and identify controlled variables.</li> </ul> <p><b>Analysing &amp; Evaluating</b></p> <ul style="list-style-type: none"> <li>Identify patterns and use these to draw conclusions and make predictions.</li> <li>Suggest next steps to answer further scientific questions.</li> </ul> | <p><b>Chemistry : Properties of materials</b></p> <p><b>Activity :</b> Investigating the physical and chemical properties of different materials</p> <ul style="list-style-type: none"> <li>Name physical properties of different materials</li> <li>Name chemical properties of different materials</li> <li>Describe how discoveries of physical properties of materials can lead to changing the components of products e.g. lead in pencils is toxic / asbestos insulation.</li> </ul> <p><b>Measuring &amp; Observing</b></p> <ul style="list-style-type: none"> <li>Observe the physical properties of materials in the classroom</li> </ul> <p><b>Scientific Attitudes &amp; Planning</b></p> <ul style="list-style-type: none"> <li>Ask relevant questions about the chemical properties of materials</li> <li>Demonstrate flexibility of thought and adapt conceptions relating to new evidence with the properties of materials</li> </ul> <p><b>Recording &amp; Presenting</b></p> <ul style="list-style-type: none"> <li>Record properties of materials in a table</li> </ul> <p><b>Analysing &amp; Evaluating</b></p> <ul style="list-style-type: none"> <li>Suggest alternate materials to fulfil a brief</li> </ul> |
| Computing | <p><b>The internet: Evaluating online content to decide how honest, accurate, or reliable it is</b></p> <p>To describe how networks physically connect to other networks</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Photo editing: Developing an understanding of how digital images can be changed and edited</b></p> <p>To explain that digital images can be changed</p> <p>To change the composition of an image</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Data logging: Using a computer to review and analyse data</b></p> <p>To explain that data gathered over time can be used to answer questions</p> <p>To use a digital device to collect data automatically</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Audio editing: Producing a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files</b></p> <p>To identify that sound can be digitally recorded</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Repetition in shapes: Exploring repetition and loops within programming</b></p> <p>To identify that accuracy in programming is important</p> <p>To create a program in a text-based language</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Repetition in games: Exploring the concept of repetition in programming using the Scratch environment</b></p> <p>To develop the use of count-controlled loops in a different programming environment</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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|           | <p>To recognise how networked devices make up the internet</p> <p>To outline how websites can be shared via the World Wide Web (WWW)</p> <p>To describe how content can be added and accessed on the World Wide Web (WWW)</p> <p>To recognise how the content of the WWW is created by people</p> <p>To evaluate the consequences of unreliable content</p> | <p>Hardware: Chromebooks</p> <p>Software:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>To describe how images can be changed for different uses</p> <p>To make good choices when selecting different tools</p> <p>To recognise that not all images are real</p> <p>To evaluate how changes can improve an image</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Hardware: Chromebooks</p> <p>Software: Pixlr X</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>To explain that a data logger collects ‘data points’ from sensors over time</p> <p>To use data collected over a long duration to find information</p> <p>To identify the data needed to answer questions</p> <p>To use collected data to answer questions</p> | <p>Hardware: Chromebooks &amp; Easy sense data loggers</p> <p>Software: Easy Sense</p> | <p>To use a digital device to record sound</p> <p>To explain that a digital recording is stored as a file</p> <p>To explain that audio can be changed through editing</p> <p>To show that different types of audio can be combined and played together</p> <p>To evaluate editing choices made</p> | <p>Hardware: Chromebooks</p> <p>Software: Twisted Wave</p> | <p>To explain what ‘repeat’ means</p> <p>To modify a count-controlled loop to produce a given outcome</p> <p>To decompose a program into parts</p> <p>To create a program that uses count-controlled loops to produce a given outcome</p> | <p>Hardware: Chromebooks</p> <p>Software: Scratch</p> | <p>To explain that in programming there are infinite loops and count controlled loops</p> <p>To develop a design that includes two or more loops which run at the same time</p> <p>To modify an infinite loop in a given program</p> <p>To design a project that includes repetition</p> <p>To create a project that includes repetition</p> | <p>Hardware: Chromebooks</p> <p>Software: Scratch</p> |
| History   |                                                                                                                                                                                                                                                                                                                                                             | <p><b>Maya Civilisation</b></p> <p><i>How was life similar for the Mayans and Ancient Greeks?</i></p> <p><b>Quest for knowledge</b></p> <ul style="list-style-type: none"><li>Mayans were interested in <b>science</b>, and even though the early Islamic civilisation is often credited with inventing ‘zero’, the Mayans conceived of it independently.</li><li>Like the Greeks, Mayans believed in an <b>afterlife</b> and <b>multiple gods</b> that were related to nature (e.g. sun god). Unlike the Greeks, Mayans engaged in <b>human sacrifice</b>, believing that the life-giving fluid of blood also gave life to their gods.</li></ul> <p><b>Community and family</b></p> <ul style="list-style-type: none"><li>Mayans lived in cities like that of the Greeks, though more Mayans lived in rural villages.</li></ul> <p><b>Power, empire and democracy</b></p> <ul style="list-style-type: none"><li>Mayans believed their rulers communicated with gods and had a <b>divine right</b> to power.</li><li><b>Warfare</b> was important to maintaining power and, unlike the typical Greeks, the city-states fought against each other to keep power.</li></ul> <p><b>Similarity &amp; difference</b></p> <ul style="list-style-type: none"><li>Identify similarities and differences between the experiences in two historical periods.</li><li>For example, recognising Greeks and Mayans lived in city-stated, but Greeks tended to be more collaborative (e.g. Olympics) and Mayans favoured warfare.</li></ul> <p><b>Interpreting evidence</b></p> <ul style="list-style-type: none"><li>Consider the author, audience and purpose of a source, and how this may affect its usefulness.</li><li>Convert between a year and a century (e.g. 900 in the 10<sup>th</sup> century).</li></ul> | <p><b>Early Islamic Civilisations</b></p> <p><i>What did the early Islamic civilisation do for us?</i></p> <p><b>Quest for knowledge</b></p> <ul style="list-style-type: none"><li>Science and knowledge was an important part of the Islamic religion, and Baghdad established the <b>House of Wisdom</b> to translate every Greek work of science or medicine.</li><li>Notable inventions included algebra, the Hindu-Arabic numerals (numbers we use today), hospitals, geographic maps and medical advancements.</li></ul> <p><b>Community and family</b></p> <ul style="list-style-type: none"><li>Many people lived in <b>cities</b> like Baghdad, that had been carefully designed (like Greek <i>polis</i>), but there were also <b>nomadic</b> groups and rural villages.</li><li>The identity and community was defined by Islam, rather than the country of birth.</li></ul> <p><b>Power, empire and democracy</b></p> <ul style="list-style-type: none"><li>Caliphs sought <b>absolute power</b>, and sometimes achieved this through wealth and strong armies, but often local sultans were often richer and therefore more powerful.</li></ul> <p><b>Historical significance</b></p> <ul style="list-style-type: none"><li>Recognise that events are significant because what they can reveal about the past.</li><li>In this context, the significance of Islamic scholars translating and maintaining classic works for our understanding history beyond the immediate period.</li></ul> <p><b>Interpreting evidence</b></p> <ul style="list-style-type: none"><li>Consider the author, audience and purpose of a source, and how this may affect its usefulness.</li><li>Convert between a year and a century (e.g. 900 in the 10<sup>th</sup> century).</li></ul> | <p><b>Local History Unit – Bournemouth Pier</b></p> <p><i>What is the significance of Bournemouth pier?</i></p> <p><i>Why is it important Bournemouth pier is maintained?</i></p> <p><i>What is the history of Bournemouth pier?</i></p> <p><i>How was Bournemouth pier built?</i></p> <p><b>Quest for knowledge</b></p> <ul style="list-style-type: none"><li>Bournemouth pier has gone through 4 iterations and it has served many different purposes.</li></ul> <p><b>Community and family</b></p> <ul style="list-style-type: none"><li>How has our community been built influenced by Bournemouth pier?</li><li>How does Bournemouth pier serve as a landmark for Bournemouth</li></ul> <p><b>Historical significance</b></p> <ul style="list-style-type: none"><li>What role did Bournemouth pier have in WWII?</li><li>How did the development of Bournemouth pier lead to the popularity of Bournemouth as a tourist destination?</li></ul> |                                                                                    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| Geography | <p><b>A village in Brazil</b></p> <p><b>Location and Place</b></p> <ul style="list-style-type: none"><li>Identify where Brazil is, it’s surrounding countries and major cities.</li></ul>                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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                                                                                | <p><b>Earthquakes and human settlements</b></p> <p><b>Location and Place</b></p> <ul style="list-style-type: none"><li>Have knowledge of earthquake prone areas across the world and the damage (effects) that they can bring. Understand how</li></ul>                                            |                                                            |                                                                                                                                                                                                                                           |                                                       |                                                                                                                                                                                                                                                                                                                                              |                                                       |

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

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

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| MFL | <p>Autumn 1</p> <p>During this term, children will be learning to:</p> <ul style="list-style-type: none"> <li>understand, name and write colours in French</li> <li>name some parts of the body in French</li> <li>understand simple descriptions of faces in French</li> <li>describe facial features in French: 'I have brown hair.' 'He has green eyes.'</li> <li>ask a simple question in French about facial features: 'Does she have blue eyes?'</li> </ul> | <p>Autumn 2</p> <p>During this term, children will be learning to:</p> <ul style="list-style-type: none"> <li>identify a noun and an adjective in French</li> <li>use the correct word order for nouns and adjectives in French</li> <li>identify the French words for 'the'</li> <li>recognise and correctly say the French <i>eu</i> sound</li> </ul> | <p>Spring 1</p> <p>During this term, children will be learning to:</p> <ul style="list-style-type: none"> <li>understand the French words for some animals and name some animals in French</li> <li>understand simple sentences in French about an animal's colour and the way it moves</li> <li>understand and respond to the question 'What colour...?' in French</li> <li>say in French what colour an animal is and how it moves</li> </ul> | <p>Spring 2</p> <p>During this term, children will be learning to:</p> <ul style="list-style-type: none"> <li>identify masculine and feminine nouns in French</li> <li>identify and use the French words for 'the', 'he', 'she' and 'it'</li> <li>use strategies to work out the meaning of words</li> <li>understand a story in French and use their knowledge of French sounds to read it aloud</li> <li>pronounce the French <i>ou</i> and <i>eu</i> sounds correctly</li> </ul> | <p>Summer 1</p> <p>During this term, children will be learning to:</p> <ul style="list-style-type: none"> <li>understand, say and write the words for some fruits and vegetables in French</li> <li>ask simple questions in French to find out what someone likes and doesn't like</li> <li>understand someone saying in French what they like and don't like</li> <li>say in French what they like and don't like</li> </ul> | <p>Summer 2</p> <p>During this term, children will be learning to:</p> <ul style="list-style-type: none"> <li>use the French word for 'much' or 'a lot' to show how much they like or dislike something</li> <li>use some French expressions to give a simple opinion</li> <li>recognise the French <i>on</i> sound and pronounce it correctly</li> </ul> |
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