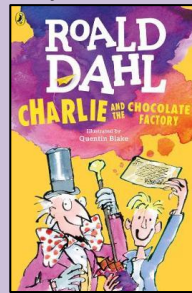
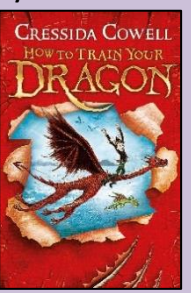
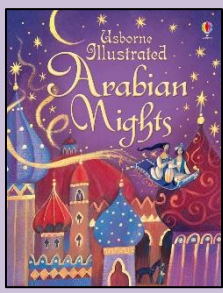
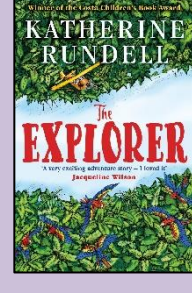
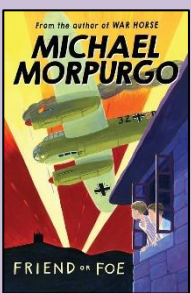
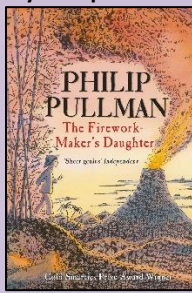




Avonwood Primary School Year 4 Curriculum Map



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

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

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

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

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

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

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

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