







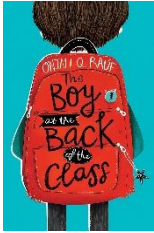
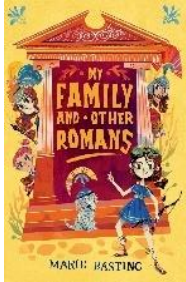
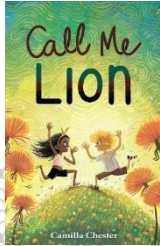
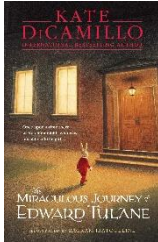
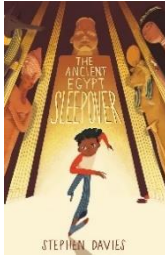
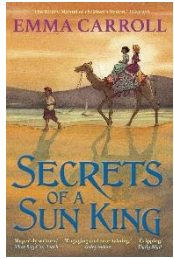
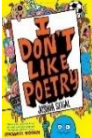


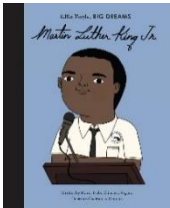
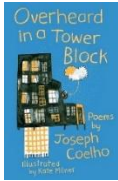






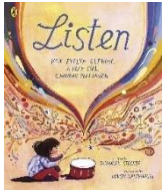


Year 4	Autumn	Spring	Summer
Enquiry Question	<p>What did the Romans do for us?</p> 	<p>How Can We Harness the Power of Nature?</p> 	<p>Who built the pyramids?</p> 
Curriculum Principles	<p>The QBS curriculum principles are</p> 	<p>The QBS curriculum principles are</p> 	<p>The QBS curriculum principles are</p> 
Enquiry Driver	Humanities	STEM	Creative Arts
Enquiry Enhancer(s)	History English DT	Geography Science English DT	Art History English
Discrete Subjects	RE Science Maths PE PSHE Computing	ICT Maths PE RE PSHE	Science Maths PSHE Geography RE



Key Content Choices (e.g. significant people, events etc)	Significant People – Julius Caesar, Claudius, Hadrian Significant Places – Rome, UK, Hadrian's Wall Significant Events – Roman Invasion of Britain	Significant People – Greta Thunberg Significant Places – River Thames (London), River Liopetri (Local)	Significant People – Tutankhamen, Cleopatra, Howard Carter Evelyn Glennie (deaf percussionist – linked to Sound topic) Significant Places – Egypt, Giza, Valley of the Kings, River Nile Significant Events – discovery of Tutankhamen's tomb in 1922
Expert and Experiences	Live Interactive Workshop – The Romans (British Museum) Visit to the station dentist	Visitor - Expert from Adventurous Training Visit the local area on station, e.g. recycling centre/ building site (environment and sustainability)	Education Visit – Flour Mill (Bread making workshop)



Key Texts	Class Novel:	Class Novel:	Class Novel:	Class Novel:	Class Novel:	Class Novel:
						
<p>Poetry Focus Poet: Joshua Seigal</p> <p>Anthology:</p>   	<p>Diverse (Linked to black history month)</p> 	<p>Poetry Focus Poet: Joseph Coelho</p> <p>Anthology:</p> 	<p>Diverse (child with a stutter)</p>  	<p>Poetry Focus Poet: Neal Zetter</p> <p>Anthology:</p>  	<p>Poetry Focus Poet: Neal Zetter</p> <p>Anthology:</p>  	<p>Diverse (Evelyn Glennie – deaf percussionist)</p> 



Key Performance Outcomes to be taught in each subject in each term.:

English Reading

ER4.1 Use knowledge of root words to understand meanings of words.
ER4.2 Use prefixes to understand meanings e.g. sub-, inter-, anti-, -auto-
ER4.3 Use suffixes to understand meanings e.g. -ation, -ous, -tion, -sion, -ssion, -cian.
ER4.4 Read and understand meaning of words on Y3/4 word list.
ER4.5 Use punctuation to determine intonation and expression when reading aloud to a range of audiences
ER4.6 Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. advertisements, formal speeches, leaflets, magazines, electronic texts.
ER4.7 Regularly listen to whole novels read aloud by the teacher.
ER4.8 Analyse and evaluate texts looking at language, structure and presentation.
ER4.9 Analyse different forms of poetry.
ER4.10 Analyse and compare a range of plot structures.
ER4.11 Retell a range of stories, including less familiar fairy stories, myths and legends.
ER4.12 Identify, analyse and discuss themes.
ER4.13 Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.
ER4.14 Learn a range of poems by heart and rehearse for performance.
ER4.15 Prepare poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action.
ER4.16 Explain the meaning of key vocabulary within the context of the text.
ER4.17 Make predictions based on information stated and implied.
ER4.18 Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.
ER4.19 Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
ER4.20 Identify main ideas drawn from more than one paragraph and summarising these
ER4.21 Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. advertisements, formal speeches, leaflets, magazines, electronic texts.
ER4.22 Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, subheadings, contents, bullet points, glossary, diagrams.
ER4.23 Scan for dates, numbers and names.
ER4.24 Explain how paragraphs are used to order or build up ideas, and how they are linked.
ER4.25 Navigate texts to locate and retrieve information in print and on screen.
ER4.26 Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.
ER4.27 Develop, agree on and evaluate rules for effective discussion.
ER4.28 Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups.

English Writing

- Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- Continue to increase the legibility, consistency and quality of handwriting, eg: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
- Research relevant subject material to develop background knowledge and a bank of relevant vocabulary.
- Identify audience and purpose for a piece of writing.
- Discuss the key features of the model text and plan to include those in their own writing.
- Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary using planning templates for support (eg: mind-maps).
- Organise initial thoughts into the correct sequence by making notes and appropriate planning templates.
- Consistently organise their writing into paragraphs around a theme.
- Create detailed settings, character and plot in narratives with a deliberate attempt to engage the reader using ambitious word choices.
- Write a range of narratives that are well-structured and well-paced.
- Begin to use dialogue to convey a character.



	<ul style="list-style-type: none"> • In non-narrative material use simple organisational devices (headings and subheadings, bullet points, numbering) • Use subordinate clauses and vary their position within sentences. • Use expanded noun phrases with modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. • Use fronted adverbials related to time and place (when and where) • Use pronouns and synonyms appropriately to aid cohesion and avoid repetition. • Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. • Consistently use apostrophes for singular and plural possession. • Assess the effectiveness of their own and others' writing and make improvements including additions, revisions and corrections (using purple pen). • Proofread their own and others' work to check for errors in spelling, punctuation and grammar (with increasing independence and accuracy). • Ensure the consistent and correct use of tense throughout a piece of writing. 					
Writing Units (min 2 per half term)	Grammar unit (4 weeks) Writing to inform: Roman Letter Date Salutation Chronological order Past tense First person Facts and opinions Rhetorical questions Sign off Co-ordinating conjunctions Subordinating conjunctions Adverbs/adverbials of time Adverbs/adverbials of place/preposition phrases Expanded noun phrases Commas for fronted adverbials Apostrophes for omission Apostrophes for possession Poetry: World poetry Day (short unit) Free verse	Writing to entertain: Narrative Introduction Each character shows emotions Each character performs actions Short sentences for effect Colloquial language (non-Standard English) Discourse markers Expanded noun phrases Adverbials of manner Participial phrases & clauses (-ing and -ed openers) Adverbials of place Apostrophes for omission Commas for fronted adverbials Inverted commas Ellipses to show a pause or incomplete thought Hyphens to show stutter Writing to persuade: Leaflets about teeth (Science link) Heading Brief introduction Subheadings Technical	Writing to entertain: Descriptive writing Introduction Paragraphs pan the setting Figurative language Short sentences for effect Rhetorical questions Conclusion including a cliffhanger Expanded noun phrases sights, sounds and smells Adverbials of manner including similes Participial phrases (-ing and -ed openers) Adverbials of place Commas in a list Apostrophes for possession Commas for fronted adverbials Ellipses Writing to persuade: Letter to builders Address Date Salutation Brief introduction First person Past tense Facts and opinions Rhetorical questions Relevant persuasive techniques (see persuasive checklists for	Writing to inform: Non Chronological report Electricity Title Introductory paragraph Paragraphs detailing a process Facts Present tense Formal language Technical vocabulary Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Adverbs/adverbials of time Adverbs/adverbials of manner Commas for fronted adverbials Apostrophes for possession Poetry: Free verse	Writing to inform: Recount – Science – Does the sound get quieter? Title – question Prediction/hypothesis Equipment list Method in sequenced, chronological steps Results/observations Conclusion Diagrams Present tense First person Commands Detailed information Technical vocabulary Subordinating conjunctions Co-ordinating conjunctions Expanded noun phrases Adverbs/adverbials of time Adverbs/adverbials of manner Apostrophes for plural possession Commas for fronted adverbials Writing to entertain: Diary of an Egyptian Date Salutation Chronological order Past tense First person Facts and opinions	Writing to inform: Instructions Title statement List of equipment or materials Sequenced, chronological steps Diagrams or illustrations Present tense Imperative verbs (commands) Detailed information Co-ordinating conjunctions Subordinating conjunctions (vary position within the sentence for effect) Expanded noun phrases Commands, using the imperative Statements using the pronoun 'you' Adverbs of manner Adverbs of time Commas in a list Commas for fronted adverbials Apostrophes for possession Apostrophes for omission Poetry: Tetractys



		<p>vocabulary Pictures and captions Third person – formal Statements giving factual information Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Present perfect tense Commas for lists Apostrophes for possession Commas after fronted adverbials</p> <p>Poetry: Kenning</p>	<p>example) Sign off Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Adverbs/adverbials of time Adverbs/adverbials of place Commas for fronted adverbials Apostrophes for omission Apostrophes for plural possession Use pronouns and synonyms appropriately to aid cohesion and avoid repetition.</p>		<p>Rhetorical questions Sign off Co-ordinating conjunctions Subordinating conjunctions Adverbs/adverbials of time Adverbs/adverbials of place/preposition phrases Expanded noun phrases Commas for fronted adverbials Apostrophes for omission Apostrophes for possession Use pronouns and synonyms appropriately to aid cohesion and avoid repetition.</p>	
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Maths (White Rose Maths)	Place Value <ul style="list-style-type: none">• Read and write numbers up to 1,000 in numerals and words (Y3)• Identify, represent and estimate numbers using different representations• Recognise the place value of each digit in a 3-digit number(hundreds, tens, ones) (Y3)• Count in multiples of 6, 7, 9, 25 and 1,000• Recognise the place value of each digit in a 4-digit number(thousands, hundreds, tens and ones)• Find 1,000 more or less than a given number• Order and compare numbers beyond 1,000• 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• Round any number to the nearest 10, 100 or 1,000 Addition and Subtraction <ul style="list-style-type: none">• Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate• Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why• Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate• Estimate and use inverse operations to check answers to a calculation Area <ul style="list-style-type: none">• Find the area of rectilinear shapes by counting squares Multiplication and Division A <ul style="list-style-type: none">• Recall multiplication and division facts for multiplication tables up to 12×12• Recognise and use factor pairs and commutativity in mental calculations• Count in multiples of 6, 7, 9, 25 and 1,000• Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	Multiplication and Division B <ul style="list-style-type: none">• Recognise and use factor pairs and commutativity in mental calculations• Recall multiplication and division facts for multiplication tables up to 12×12• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 (Y5)• Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects• Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout• Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers Length and Perimeter <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 Fractions <ul style="list-style-type: none">• Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators (Y3)• Recognise and show, using diagrams, families of common equivalent fractions• Add and subtract fractions with the same denominator Decimals A <ul style="list-style-type: none">• Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10 (Y3)• Recognise and write decimal equivalents of any number of tenths or hundredths• Compare numbers with the same number of decimal places up to 2 decimal places• Find the effect of dividing a 1- or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	Decimals B <ul style="list-style-type: none">• Recognise and write decimal equivalents of any number of tenths or hundredths• Solve simple measure and money problems involving fractions and decimals to 2 decimal places• Compare numbers with the same number of decimal places up to 2 decimal places• Round decimals with 1 decimal place to the nearest whole number• Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$. Money <ul style="list-style-type: none">• Estimate, compare and calculate different measures, including money in pounds and pence Time <ul style="list-style-type: none">• Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days• Read, write and convert time between analogue and digital 12- and 24-hour clocks Shape <ul style="list-style-type: none">• Recognise angles as a property of shape or a description of a turn (Y3)• Identify acute and obtuse angles and compare and order angles up to two right angles by size• Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes• Identify lines of symmetry in 2-D shapes presented indifferent Statistics <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 Position and Direction <ul style="list-style-type: none">• Describe positions on a 2-D grid as coordinates in the first quadrant
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		<ul style="list-style-type: none">• Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10• Recognise and show, using diagrams, families of common equivalent fractions• Recognise and write decimal equivalents of any number of tenths or hundredths	<ul style="list-style-type: none">• Plot specified points and draw sides to complete a given polygon• Describe movements between positions as translations of a given unit to the left/right and up/down
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Art and Design	<p>The Art of Display <u>Art of Display</u> – Linked to Romans</p> <p>AD4.1 Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook</p> <p>AD4.5 Brainstorm and explore ideas relating to performance art.</p> <p>AD4.13 To work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us</p> <p>AD4.31 Understand that a plinth is a device for establishing the importance or context of a sculptural object.</p> <p>AD4.32 Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object.</p> <p>AD4.33 To understand that sometimes people themselves can be the object, as in performance art.</p> <p>AD4.34 Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us.</p> <p>AD4.35 To construct sculptural self-portraits of ourselves on a plinth, using a variety of materials including fabric.</p>	<p>Exploring Pattern – linked to the power of nature -Hokusai ‘The Great Wave’.</p> <p>AD4.1 Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook</p> <p>AD4.2 Use sketchbooks to: Make visual notes to record ideas and processes discovered through looking at other artists.</p> <p>AD4.4 Brainstorm pattern, colour, line and shape.</p> <p>AD4.8 Look at the work of illustrators and graphic artists, painters and sculptors.</p> <p>AD4.25 Use sketchbooks to: Practise drawing skills</p> <p>Understand artists can work with pattern for different reasons: Understand Surface Pattern Designers work to briefs to create patterns for products: Artists work with pattern to create paintings or other works.</p> <p>AD4.27 Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry.</p> <p>AD4.28 Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural.</p> <p>AD4.29 Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns</p> <p>AD4.30 Test and experiment with materials.</p>	<p>Drawing and Sketchbooks – <u>Storytelling Through Drawing</u> – Linked to Ancient Egypt</p> <p>AD4.3 Test and experiment with materials</p> <p>AD4.6 Understand that artists and illustrators interpret narrative texts and create sequenced drawings.</p> <p>AD4.7 Make visual notes to record ideas and processes discovered through looking at other artists.</p> <p>AD4.20 Practise drawing skills.</p> <p>AD4.21 Create owned narratives by arranging toys in staged scenes, using these as subject matter to explore creation of drawings using charcoal and chalk which convey drama and mood. Use light and portray light/shadow.</p> <p>AD4.22 Interpret poetry or prose and create sequenced images in either an accordion or poetry comic format. Work in a variety of media according to intention, including handwriting pen, graphite or ink.</p> <p>AD4.23 Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings.</p> <p>AD4.24 To feel able to take creative risks in pursuit of creating drawings with energy and feeling.</p>
	<p>Purpose/Visual Literacy/Articulation</p> <p>AD4.10 Understand artists often collaborate on projects, bringing different skills together.</p> <p>AD4.9 Understand the processes, intentions and outcomes of different artists, using visual notes in a sketchbook to help consolidate and own the learning.</p> <p>AD4.11 Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work.</p> <p>AD4.12 Document work using still image (photography) Consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p> <p>AD4.14 Understand we may all have different responses in terms of our thoughts and the things we make.</p>		



	<p>AD4.15 Understand that we may share similarities. Understand all responses are valid.</p> <p>AD4.16 Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <p>AD4.17 Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....).</p> <p>Talk about intention.</p> <p>AD4.18 Work collaboratively to present outcomes to others where appropriate. Present as a team.</p> <p>AD4.19 Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.</p>		
Computing	<p>C4.1 know how to trace code and use step-through methods to identify errors in code and make logical attempts to correct this</p> <p>C4.2 know how to create a program which accomplishes a specific goal in a simulated environment (e.g. give an 'on-screen' robot specific instruction that takes them from A to B)</p> <p>C4.3 know how to experiment with variables to control models</p> <p>C4.4 know how to detect and correct errors in programs</p> <p>C4.5 know how to select and use software to accomplish given goals</p> <p>C4.6 know how to create linked content using a range of software</p> <p>C4.7 know how to make informed software choices when presenting information and data</p>	<p>C4.8 know how to make an accurate prediction and explain why they believe something will happen (linked to programming)</p>	<p>C4.11 know that computer networks can provide opportunities for communication and collaboration</p>
Using Technology Safely	<p>C4.9 know how to search for specific information and know which information is useful and which is not</p> <p>C4.10 know how to appraise selected webpages for credibility and information at a basic level</p>	<p>C4.13 know a range of ways of reporting inappropriate content and contact</p>	<p>C4.12 know how to recognise acceptable and unacceptable behaviour using technology</p>



Design and Technology	Roman Catapult DT4.10 Cut safely and accurately to a marked line DT4.13 Explain how the design criteria was achieved/wasn't achieved DT4.12 From given tools, select the correct tools for given job DT4.2 Challenge ideas and justify decisions DT4.10 Use pulleys, levers and linkages in their products DT4.4 Join wood with nails and screws DT4.7 Explain strengths and weaknesses of existing products DT4.9 Prototype and build frame and shell structures, showing awareness of how to strengthen, stiffen and reinforce DT4.3 Justify the function and purpose of design	Renewable Energy (Windmills) DT4.1 Describe well-known designers and inventors and their work DT4.5 Build models incorporating motor DT4.6 Cut safely and accurately to a marked line DT4.8 Explain how the design criteria was achieved/wasn't achieved DT4.12 From given tools, select the correct tools for given job DT4.2 Challenge ideas and justify decisions DT4.9 Prototype and build frame and shell structures, showing awareness of how to strengthen, stiffen and reinforce DT4.3 Justify the function and purpose of design	Egyptian Bread – Aish Baladi DT4.14 Give examples of different food that is processed into different ingredients around the world DT4.13 Weigh ingredients to an appropriate level of accuracy using Year 4 maths scales DT4.11 Explain why your body needs different amounts of food types, e.g. more carbohydrates than fats
Geography	G4.1 know the names and locate counties and cities in the UK. G4.2 know about the geographical regions and identify human and physical characteristics of counties and cities in parts of the UK G4.3 know key topographical features of the UK including hills, mountains, coasts, rivers.	Ordnance Survey Skills G4.10 know some symbols and keys on an ordnance survey map for the UK G4.11 know how to use a 4-figure grid references. G4.12 know how to use a range of methods to present data (e.g. sketch maps, plans, graphs and IT) G4.13 know how to observe, measure and record data on human and physical features in the local area. Rivers G4.4 know, name and locate the main rivers of the UK. G4.5 know why most cities are located by a river and the land-use patterns. G4.6 know how the land in the UK has changed over time. G4.7 know the key physical features of a river G4.8 know the impact of the water cycle (e.g. potential flooding) G4.9 know different types of settlements and land use	
History	The Romans H4.7 know how to ask questions about artefacts / sources of information to question the validity and reliability of these H4.8 know how to learn more about a historical period through comparing both primary and secondary sources of information considering the positives and negatives presented		Ancient Egypt H4.5 know an overview of when and where the first civilisations appeared including their achievements: Ancient Egypt H4.6 know in depth about one of the following: Ancient Egypt;



	<p>H4.9 know how to begin evaluating the usefulness of different sources of information</p> <p>H4.10 know what A.D. means and that it can also be referred to as C.E.</p> <p>H4.11 know how to plot events on a timeline accurately using A.D. / C.E. and B.C / B.C.E</p> <p>H4.12 know how Britain changed from the Iron Age to the end of the Roman occupation</p> <p>H4.16 know and make links between two overlapping periods of history, such as between The Greeks and The Romans</p> <p>H4.17 know the duration of different civilisations and represent this on a timeline</p> <p>H4.14 know the key events within Roman history and society up to the fall of the Roman Empire and track these on a timeline</p> <p>H4.13 know the key events in Boudicca's life leading up to her rebellion and death and track these on a timeline</p>		<p>H4.7 know how to ask questions about artefacts / sources of information to question the validity and reliability of these</p> <p>H4.8 know how to learn more about a historical period through comparing both primary and secondary sources of information considering the positives and negatives presented</p> <p>H4.15 know and chart some of the key periods within ancient civilisations and note the differences between them</p> <p>H4.8 know how to learn more about a historical period through comparing both primary and secondary sources of information considering the positives and negatives presented</p> <p>H4.7 know how to ask questions about artefacts / sources of information to question the validity and reliability of these</p>
Languages	<p>MFL4.1 know some words to describe people, places and objects</p> <p>MFL4.2 know and pronounce accurately the names of some countries and towns</p> <p>MFL4.3 know an increasing range of vocabulary</p> <p>MFL4.4 know how to identify key vocabulary through listening to stories, songs and poems</p> <p>MFL4.5 know how to have a short conversation, saying 3 to 4 things</p> <p>MFL4.6 know how to ask and answer several simple and familiar questions with correct intonation</p> <p>MFL4.7 know how to speak using a full sentence</p>	<p>MFL4.8 know how to sing a song from memory related to the vocabulary being learnt</p> <p>MFL4.9 know how to read a passage independently with accurate pronunciation and intonation</p> <p>MFL4.10 know how to read and understand a short passage using familiar language</p> <p>MFL4.11 know how to identify the main points in a short passage and explain them</p> <p>MFL4.12 know how to use a bilingual dictionary or glossary to look up new words and their meaning</p> <p>MFL4.13 know how to write phrases from memory</p>	<p>MFL4.14 know how to write 2-3 short sentences on a familiar topic</p> <p>MFL4.15 know how to write what they like/dislike about a familiar topic</p> <p>MFL4.16 know, use and identify common phonetic sounds and letter strings in the TL</p> <p>MFL4.17 know how to confidently say and spell new words in the TL using phonics knowledge</p> <p>MFL4.18 know, understand and begin to use simple grammatical differences in TL correctly – including gender nouns, making nouns plural, punctuation differences (e.g., ¡ and ¿ and accents), sentence structure including position of adjectives and making a sentence negative etc.</p> <p>MFL4.19 know the countries where the TL is spoken</p> <p>MFL4.20 know about the weather patterns of the selected country</p> <p>MFL4.21 know about aspects of lifestyle in the selected country, (for example, food or leisure activities)</p>
Music	<p>Instrumental Performance</p> <p>M4.4 Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>M4.5 Play and perform melodies following staff notation using a small range (e.g., Middle C– G/do–so) as a whole-class or in small groups.</p>	<p>Reading Notation</p> <p>M4.8 Introduce and understand the differences between minims, crotchets, paired quavers, and rests.</p> <p>M4.9 Read and perform pitch notation within a defined range (e.g., C–G/do–so).</p>	<p>Compose</p> <p>M4.13 Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt.</p> <p>M4.14 Arrange individual notation cards of known note values (i.e., minim, crotchet, crotchet rest and</p>



	<p>M4.6 Perform in two or more parts (e.g., melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</p> <p>M4.7 Copy short melodic phrases including those using the pentatonic scale (e.g., C, D, E, G, A).</p>	<p>M4.10 Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p> <p>Improvise</p> <p>M4.11 Improvise on a limited range of pitches on the instrument they are now learning.</p> <p>M4.12 Begin to make compositional decisions about the overall structure of improvisations.</p>	<p>paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>M4.15 Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</p> <p>M4.16 Introduce major and minor chords.</p> <p>Singing</p> <p>M4.1 Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>M4.2 Sing rounds and partner songs in different time signatures (2, 3 and 4 time).</p> <p>M4.3 Begin to sing repertoire with small and large leaps.</p>
PE	<p>Swimming</p> <p>PE4.41 swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>PE4.42 use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</p> <p>PE4.43 can perform a safe self-rescue in different water-based situations</p> <p>Fundamentals</p> <p>PE4.5 change direction quickly under pressure</p> <p>PE4.6 explain what happens when I exercise</p> <p>PE4.7 identify what was successful and what needs to improve</p> <p>PE4.8 link hopping and jumping actions with other fundamental skills</p> <p>PE4.9 work with others to complete skipping challenges</p> <p>PE4.10 demonstrate good balance and control when performing fundamental skills</p> <p>PE4.11 understand and demonstrate how and when to change speed when running</p> <p>Ball Skills</p> <p>PE4.12 accurately use a range of throwing techniques to throw to a target</p> <p>PE4.13 catch different sized objects with increasing consistency with one and two hands</p> <p>PE4.14 consistently track the path of a ball that is not sent directly to me</p> <p>PE4.15 dribble a ball with increasing</p>	<p>Gymnastics</p> <p>PE4.1 plan and perform sequences with a partner that include a change of level and shape</p> <p>PE4.2 safely perform balances individually and with a partner</p> <p>PE4.3 watch, describe and suggest possible movements</p> <p>PE4.4 understand how body tension can improve the control and quality of my movements</p> <p>Football</p> <p>PE4.16 delay an opponent and help to prevent other team from scoring</p> <p>PE4.17 dribble, pass, receive and shoot the ball with increasing control</p> <p>PE4.18 move to space to help my team to keep possession and score goals</p> <p>PE4.19 use simple tactics to help my team score or gain possession</p> <p>PE4.20 understand the rules of the game and use them often and honestly</p> <p>PE4.21 share ideas and work with others to manage our game</p> <p>Athletics</p> <p>PE4.29 demonstrate the difference in sprinting and jogging techniques</p> <p>PE4.30 jump for distance with balance and control</p>	<p>Dance</p> <p>PE4.33 choose actions and dynamics to convey a character and idea</p> <p>PE4.34 copy and remember set choreography</p> <p>PE4.35 respond imaginatively to a range of stimuli relating to character and narrative</p> <p>PE4.36 use changes in timing and spacing to develop a dance</p> <p>PE4.37 use counts to keep in time with others and the music</p> <p>PE4.38 use simple movement patterns to structure dance phrases on my own, with a partner and in a group</p> <p>PE4.39 show respect for others when working as a group and watching others perform</p> <p>Rounders</p> <p>PE4.22 able to bowl a ball with some accuracy and consistency</p> <p>PE4.23 strike a bowled ball with adapted equipment</p> <p>PE4.24 use overarm and underarm throwing and catching skills with increasing accuracy</p> <p>PE4.25 communicate with teammates to apply simple practices</p> <p>PE4.26 learning the rules of the games and beginning to use them to play honestly and fairly</p>



	<p>Basketball PE4.16 delay an opponent and help to prevent other team from scoring PE4.17 dribble, pass, receive and shoot the ball with increasing control PE4.18 move to space to help my team to keep possession and score goals PE4.19 use simple tactics to help my team score or gain possession PE4.20 understand the rules of the game and use them often and honestly</p> <p>PE4.40 provide feedback using key terminology and understand what I need to do to improve</p>	<p>PE4.31 throw with some accuracy and power to a target PE4.32 show determination to improve my personal best</p> <p>PE4.40 provide feedback using key terminology and understand what I need to do to improve</p>	<p>Swimming PE4.41 swim competently, confidently and proficiently over a distance of at least 25 metres PE4.42 use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) PE4.43 can perform a safe self-rescue in different water-based situations</p> <p>Tennis PE4.25 communicate with teammates to apply simple practices PE4.26 learning the rules of the games and beginning to use them to play honestly and fairly PE4.27 can sometimes play a continuous game PE4.28 use a range of basic racket skills</p> <p>PE4.40 provide feedback using key terminology and understand what I need to do to improve</p>
PSHE	<p>JIGSAW Aut1~ Being Me in My World (BM) Aut2 ~ Celebrating Difference (CD) PSHE4.4 know that feelings can change over time in range and intensity PSHE4.5 know strategies and behaviours to support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing PSHE4.6 know their personal strengths, skills, achievements and interests and how these contribute to a sense-worth PSHE4.18 know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know PSHE4.19 know that personal behaviour can affect other people; to recognise and model respectful behaviour online PSHE4.20 know there are human rights which are there to protect everyone PSHE4.21 know the different contributions that people and groups make to the community PSHE4.24 know that people's spending decisions can affect others and the environment (e.g. Fair</p>	<p>JIGSAW Spring1~ Dreams and Goals (DG) Spring2~ Healthy Me (HM) PSHE4.1 know about choices that support a healthy lifestyle, and recognise what might influence these PSHE4.2 know how to recognise that habits can have both positive and negative effects on a healthy lifestyle PSHE4.3 know about what good physical health means; how to recognise early signs of physical illness PSHE4.9 know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe PSHE4.10 know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about PSHE4.11 know that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others PSHE4.15 know strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others PSHE4.16 know about seeking and giving permission (consent) in different situations</p>	<p>JIGSAW Summer1~ Relationships (RL) Summer2~ Changing Me (CM) PSHE4.7 know the external genitalia and internal reproductive organs in males and females and how puberty relates to human reproduction PSHE4.8 know about physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) PSHE4.12 to know people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart PSHE4.13 know that a feature of positive family life is caring relationships; about the different ways in which people care for one another PSHE4.14 know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them PSHE4.22 know about some of the different ways information and data is shared and used online, including for commercial purposes PSHE4.23 know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p>



	trade, buying single-use plastics, or giving to charity)	PSHE4.17 know different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact	PSHE4.25 know that people make spending decisions based on priorities, needs PSHE4.26 know about stereotypes in the workplace and that a person's career aspirations should not be limited by them PSHE4.27 know about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
Religious Education	<p>RE Today: Why is Jesus inspiring to some people?</p> <p>RE4.1 Make connections between some of Jesus' teachings and the way Christians live today</p> <p>RE4.6 Make connections between stories of temptation and why people can find it difficult to be good</p> <p>RE4.7 Suggest why some people see life as a journey and identify some of the key milestones on this journey</p> <p>RE4.15 Discuss their own and others' ideas about how people decide right and wrong</p>	<p>RE TODAY: Why are festivals important to religious communities?</p> <p>RE4.2 Describe how Christians celebrate Holy Week and Easter Sunday</p> <p>RE4.3 Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter</p> <p>RE4.8 Identify the most important parts of Easter for Christians and say why they are important</p> <p>RE4.9 Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people</p>	<p>RE Today: What does it mean to be a Hindu in Britain today?</p> <p>RE4.4 Describe examples of how Hindus show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life</p> <p>RE4.5 Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life</p> <p>RE4.10 Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes</p> <p>RE4.11 Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions</p> <p>RE4.12 Give examples of ways in which some inspirational people have been guided by their religion</p> <p>RE4.13 Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief</p> <p>RE4.14 Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others</p>
Science	<p>Working Scientifically</p> <p>WSLKS2.1 ask relevant questions and use different types of scientific enquiries to answer them;</p> <p>WSLKS2.2 set up simple practical enquiries, comparative and fair tests;</p> <p>WSLKS2.3 make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers;</p> <p>WSLKS2.4 gather, record, classify and present data in a variety of ways to help in answering questions;</p> <p>WSLKS2.5 record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables;</p> <p>WSLKS2.6 report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions;</p> <p>WSLKS2.7 Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions;</p>		
	Living Things and their Habitats	States of Matter	Sound



	<p>SB4.1 recognise that living things can be grouped in a variety of ways</p> <p>SB4.2 explore and use classification keys to help group, identify and name a variety of living things in my local environment.</p> <p>SB4.3 recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>Animals Including Humans</p> <p>SB4.4 name the basic parts of the digestive system and describe their functions.</p> <p>SB4.5 identify the different teeth and describe their functions.</p> <p>SB4.6 construct and interpret a variety of food chains.</p> <p>SB4.7 understand what producers, predators and prey are.</p>	<p>SC4.1 identify solids, liquids and gases.</p> <p>SC4.2 take accurate measurements using thermometers.</p> <p>SC4.3 observe that some materials change state when they are heated or cooled.</p> <p>SC4.4 identify the part played by evaporation and condensation in the water cycle.</p> <p>SC4.5 associate the rate of evaporation with temperature.</p> <p>Electricity</p> <p>SP4.1 identify common appliances that use electricity.</p> <p>SP4.2 construct a simple circuit and name the parts of the circuit.</p> <p>SP4.3 identify if a bulb will light up in a circuit.</p> <p>SP4.4 recognise common conductors and insulators.</p> <p>SP4.5 investigate switches.</p>	<p>SP4.6 identify how sounds are made, associating some of them with something vibrating.</p> <p>SP4.7 recognise that vibrations from sounds travel through a medium to the ear.</p> <p>SP4.8 find patterns between the pitch of a sound and features of the object that produced it.</p> <p>SP4.9 find patterns between the volume of a sound and the strength of the vibrations that produced it.</p>
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