

Year Group Curriculum Map: Year Group 4- Year 2020-2021

Timescale	7 Weeks	7 Weeks	6 Weeks	6 Weeks	5 Weeks	7 Weeks
Overall theme	Electrifying!	The Great Plague	Food Glorious Food	Romans	Passport to Europe (Explorers)	Splash!
Reading Key Text	<p>Fantasy stories – Novel as a theme, The Firework Maker’s Daughter – Philip Pullman. Focus on character of Lila</p> <p>Matilda Play script - could link to Matilda Could write script and/or make short film.</p> <p>Non-fiction Text – based on electricity.</p>	<p>Fables/fairy tales - The Pied Piper.</p>	<p>Adventure - Charlie and the Chocolate Factory – Roald Dahl- Key author.</p> <p>Revolting Rhymes- Riddles – Poetry.</p> <p>James and the Giant Peach- extracts related to reading skills.</p>	<p>Non-chronological report – Romans.</p> <p>Classic poetry</p>	<p>Gulliver’s Travels.</p> <p>Non-fiction – Persuasive Writing.</p>	<p>Myths and Legends – Maui and The Giant Fish.</p> <p>Information text linked to water e.g. flooding, water shortages, tsunami etc.</p> <p>Poetry – Kennings/Haiku</p>
Reading skills	<p>Apply their growing knowledge of root words, prefixes and suffixes.</p> <p>Listening to and discussing a wide range of texts.</p> <p>Reading books that are structured in different ways.</p> <p>Using dictionaries to check the meaning of words.</p>	<p>Drawing inferences</p> <p>Orally retell a range of stories.</p> <p>Read aloud and to understand the meaning of new words.</p> <p>Read further exception words.</p> <p>Listen to and discussing a wide range of texts.</p>	<p>Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes.</p> <p>Read further exception words.</p>	<p>Asking questions to improve their understanding of a text.</p> <p>Read aloud and to understand the meaning of new words read further exception words.</p> <p>Reading books that are structured in different ways.</p>	<p>Reading books that are structured in different ways understand what they read.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes.</p> <p>Read aloud and to understand the meaning of new words.</p>	<p>Read aloud and to understand the meaning of new words read further exception words.</p> <p>Listening to and discussing a wide range of texts.</p> <p>Identifying themes and conventions in a wide range of texts.</p> <p>Recognising some different forms of poetry.</p>

	<p>Identifying themes and conventions in a wide range of texts. Checking that the text makes sense. Asking questions to improve their understanding of a text. Drawing inferences predicting what might happen. Identifying main ideas Retrieve and record information from non-fiction.</p>	<p>reading books that are structured in different ways. Identifying themes and conventions in a wide range of texts. Recognising some different forms of poetry. Checking that the text makes sense. Asking questions to improve their understanding of a text.</p>	<p>Discussing words and phrases that capture the reader's interest and imagination. Recognising some different forms of poetry. Checking that the text makes sense. Asking questions to improve their understanding of a text. Drawing inferences.</p>	<p>Understand what they read. Checking that the text makes sense. Identifying main ideas. Prepare for research by identifying what is already known about the subject and key questions to structure the task.</p>	<p>Read further exception words. Checking that the text makes sense. Asking questions to improve their understanding of a text. Drawing inferences retrieve and record information from non-fiction. Orally retell a range of stories.</p>	<p>Understand what they read. Checking that the text makes sense. Asking questions to improve their understanding of a text. Drawing inferences predicting what might happen.</p>
<p>Grammar Punctuation skills</p>	<p>Identify noun phrases in text and create noun phrases for writing. Create complex sentences using connectives if, so, because, when. Look at causal and time connectives Use fronted adverbials for when and where and punctuation.</p>	<p>Explore, identify, collect and use noun phrases. Apostrophes for possession. Identify, select and effectively use pronouns: 1st, 2nd and 3rd person. Use inverted commas and other punctuation to indicate speech.</p>	<p>Use wider range of conjunctions. Use perfect tense appropriately. Select pronouns and nouns for clarity. Adverbials Expressing time, place and cause using: adverbial phrases, e.g. the elf crept out from behind the Christmas tree.</p>	<p>Use fronted adverbials for when and where and punctuation. Use & punctuate direct speech.</p>	<p>Explore, identify, collect and use noun phrases. Use a wider range of conjunctions.</p>	<p>Complex sentences with relative clauses – that, which, who, where, whose, when</p>

			Adverbial clauses, e.g. Dan crept through the door as the church bells rang.			
Phonics/ Spelling	Ure/ ending. Possessive apostrophes. Singular and proper nouns. Homophones.	Prefixes –im –il –in –ir. Word with /ee/ sound spelt –ei –eigh –ei. Adding suffixes beginning with vowels to words.	G/ sound spelt `gu` Words with endings spelt –ure. Possessive apostrophes with plurals. Homophones scene/seen male/mail bawl/ball. Strategies for learning (recap).	Prefixes –anti and –inter. sion ending spelt cian, sion, tion, ssion. Assess spellings taught so far.	Words with /s/ sound spelt –sc. Words with /en/ sound spelt –sion. Apostrophe for possession including singular and plural. Homophones recap. Strategies for learning words.	Suffix –ous. Proofreading Prefixes un, dis, in, re, sub, inter, super, anti, auto. Suffix –ly. Work covered this term.
Writing skills	Discussing and recording ideas Writing in paragraphs Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Evaluate and edit by assessing the effectiveness of their own and others’	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. As above including speech and correct	In narratives, creating settings, characters and plot. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Organising paragraphs around a theme. Evaluate and edit by assessing the effectiveness of their own and others’	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas In non-narrative material, using simple organisational devices [for example, headings and sub-headings].	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Evaluate and edit by assessing the effectiveness of their	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Organising paragraphs around a theme. Discussing and recording ideas. Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements.

	<p>writing and suggesting improvements.</p> <p>Proof- read for spelling and punctuation errors.</p>	<p>use of inverted commas.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proof- read for spelling and punctuation errors.</p>	<p>writing and suggesting improvements.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Proof- read for spelling and punctuation errors.</p>	<p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proof- read for spelling and punctuation errors.</p>	<p>own and others' writing and suggesting improvements.</p> <p>Proof- read for spelling and punctuation errors.</p>	<p>Proof- read for spelling and punctuation errors.</p>
Independent Writing including cross curricular	<p>Letter to teacher – What are my hopes for the year?</p> <p>Narrative - Character Description of the Firework Makers Daughter.</p> <p>Cross curricular - Instructions – linked to electricity.</p>	<p>Recount – Power Station Trip.</p> <p>Diary entry – linked to The Great Plague.</p> <p>Cross curricular – Nativity story.</p>	<p>Narrative – Conversation. Enter their own competition</p> <p>Poetry – Acrostic poem about chocolate</p> <p>Cross Curricular - Information Leaflet – balanced diet.</p>	<p>Cross curricular Non-fiction – Roman fact file booklet including subheadings and non-fiction features</p> <p>Poetry – write own classic poem</p>	<p>Narrative - postcard linked to a destination.</p> <p>Persuasive Letter – about visiting Morecambe/ local area.</p>	<p>Letter to teacher – linked to achievement over the year.</p> <p>Cross Curricular - Explanation – linked to water cycle.</p> <p>Cross Curricular - Evaluation – linked to piece of art – water/ seascape etc.</p>
Arithmetic	<p>Place Value Count in multiples of 6, 7, 9. 25 and 1000.</p>	<p>Place Value Read Roman numerals to 100.</p>	<p>Negative numbers Count backwards through zero to include negative numbers.</p>	<p>Mental work using the 4 operations Add and subtract numbers with up to 4 digits using the formal</p>	<p>Fraction Count up and down in hundredths;</p>	<p>Mental work using the 4 operations Add and subtract numbers with up to 4 digits using the formal</p>

	<p>Find 1000 more or less than a given number. Recognise the place value of each digit in a four-digit number. Order and compare numbers beyond 1000 Identify, represent and estimate numbers Round any number to the nearest 10, 100 or 1000</p> <p>Mental and written addition and subtraction Add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction</p>	<p>Number – Multiplication and Division Recall and use multiplication and division facts for multiplication tables up to 12×12. 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. Recognise and use factor pairs and commutativity in mental calculations. Multiply two digits and three digit numbers by a one-digit number using formal written layout.</p> <p>Decimals Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p>	<p>Fraction/decimals/ division Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Number – Multiplication and Division Recall and use multiplication and division facts for multiplication tables up to 12×12. Multiply two digits and three digit numbers by a one-digit number using formal written layout.</p>	<p>written methods of column addition and subtraction Estimate and use inverse operations to check answers to a calculation. Derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p>	<p>Add and subtract fractions with the same denominator. Decimals 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, Convert between different units of measure identifying the value of the digits in the answer.</p>	<p>written methods of column addition and subtraction Estimate and use inverse operations to check answers to a calculation. Derived facts to multiply and divide mentally.</p>
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Mathematics/Reasoning	<p>Place Value Solve number and practical problems that involve all of the above.</p> <p>Written addition and subtraction Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two step problems in contexts.</p>	<p>Multiplication & Division Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit.</p> <p>Money Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>Statistics Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Time Convert between different units of measure</p>	<p>Negative numbers</p> <p>Fractions Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities. Add and subtract fractions with the same denominator</p> <p>Length and Perimeter/ shape Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>Measurement- Area/ shape Find the area of rectilinear shapes by counting squares.</p> <p>Time Read, write and convert time between analogue and digital clocks</p>	<p>Reasoning using four operations Solve addition and subtraction two step problems in contexts. Solve problems involving multiplying and adding</p> <p>Fractions Recognise and show, using diagrams, families of common equivalent fractions. recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Position and Direction 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.</p>	<p>Fractions Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities.</p> <p>Decimals Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>Co-ordinates Describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>Measures – Capacity/Mass Convert between different units of measure [for example, kilometre to metre</p> <p>Time Solve problems involving converting time.</p>	<p>Problems involving money Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>Statistics Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>Shape Identify acute and obtuse angles and compare and order angles up to two right angles by size. Compare and classify geometric shapes. Identify lines of symmetry in 2-D shapes Complete a simple symmetric figure with respect to a specific line of symmetry.</p>
Cross Curricular Maths	Data handling – Electricity	Data and graphs – The Plague bills of minority	Enterprise – chocolate – money	Shape – 3D pyramids, nets etc.	Co-ordinates – treasure maps.	Measures – evaporation/ capacity

<p>Science</p>	<p>Electricity Identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Investigate the differences between mains and battery-powered circuits Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights. In a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Sound Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Teeth and the digestive system (Animals including humans) Identify and classify carnivores, herbivores and omnivores. Describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions. Interpret a variety of food chains, identifying producers, predators and prey.</p>		<p>Living things and their habitats Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>States of Matter Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>
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Working Scientifically	<p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Setting up simple practical enquiries, comparative and fair tests</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p>					
Art		<p>The Great Plague Sketching skills/techniques Plague doctor mask.</p> <p>Christmas - Cards Scale and proportion Suitable equipment for the task Colour to reflect mood</p> <p>Calendars Scale and proportion Colour mixing and matching; tint, tone, shade</p>	<p>Food Glorious Food Drawing Drawing and painting of still life. Identify and draw the effect of light Accurate drawings of whole people including proportion and placement Work on a variety of scales</p> <p>Colour Colour mixing and matching; tint, tone, shade observe colours</p> <p>Artists: Paul Cezanne/ Giuseppe Archimboldo.</p>	<p>Ancient Romans Drawing/ Clay Drawing developed into 3D clay sculpture.</p> <p>Texture Experimenting with creating mood, feeling, movement</p> <p>Form Plan and develop Experience surface patterns / textures Discuss own work and work of other sculptors Analyse and interpret natural and manmade forms of construction</p> <p>Artists: Henry Moore, Barbara Hepworth, Andy Goldsworthy,</p>	<p>Digital art Drawing</p> <p>Create a picture using previous skills learnt</p> <p>Computer generated drawings</p> <p>Artists: Leonardo Da Vinci, Vincent Van Gogh, Poonac</p>	<p>Splash! Colour Drawing and painting (watercolours) developed into collage. observe colours colour to reflect mood</p> <p>Artists: Honusai (Japanese)/ David Hockney</p>

<p>Computing</p>	<p>Word processing/Presen tation</p> <p>Is able to insert table /add and delete rows/add and delete columns. Is able to change margins/use tabulation/insert page breaks/add page numbers/wrap text round images/indent text on a page/ insert symbols.</p>	<p>Presentation</p> <p>Make effective use of transitions and animations in presentations. transitions, movement, importing pictures and using special effects on images.</p>	<p>Vlogging</p> <p>Extend online publishing to a more global audience, e.g. creating and publishing web pages, blog and podcasting. Identify and cancel unwanted advertising, pop-ups and potentially malicious downloads by using the task manager function and NOT through buttons on the pop-up window, or the cross in the right hand corner. Develop key questions and key words to search for specific information to answer a problem, e.g. a question such as 'Where could we go on holiday?' would become a search for 'holiday destinations'.</p>	<p>Scratch</p> <p>To create code that uses simple selection. To create code that uses a simple variable</p>	<p>IT Knowledge Sending an email to someone living in another country in Europe.</p> <p>Is able to attach documents to emails independently, and with regard for eSafety Make use of webcams and /or video conferencing, if appropriate and available, e.g., to exchange ideas and collaborate on projects with external providers, another class or school, or abroad. When searching, to check for the domain name to see if it's a reliable source.</p>	<p>Creating and editing a table</p> <p>Is able to insert table /add and delete rows/add and delete columns. Is able to change margins/use tabulation/insert page breaks/add page numbers/wrap text round images/indent text on a page/ insert symbols.</p>
<p>Design Technology</p>	<p>Electrifying!</p> <p>Electrical systems-control and electrical components. Technical Knowledge</p>		<p>Food Glorious Food</p> <p>Evaluate existing products, design a new chocolate bar and wrapper Technical Knowledge Know how to use appropriate equipment</p>		<p>Passport to Europe</p> <p>Textiles Technical Knowledge Know how to strengthen, stiffen and reinforce existing fabrics.</p>	

	<p>Understand and use electrical systems in their products Apply their understanding of computing to program and control their products. Know and use technical vocabulary relevant to the project.</p> <p>Designing Gather information about needs and wants, and develop design criteria to inform the design of products Generate, develop, model and communicate realistic ideas.</p> <p>Making Order the main stages of making. Select from and use tools and equipment to cut, shape, join and finish with some accuracy. Select from and use materials and components</p> <p>Evaluating Investigate famous inventors who</p>		<p>and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately.</p> <p>Designing Generate and clarify ideas through discussion with peers to develop design criteria. Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</p> <p>Making Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make</p>		<p>Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project.</p> <p>Designing Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. Produce annotated sketches, prototypes, final product sketches and pattern pieces.</p> <p>Making Plan the main stages of making. Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.</p> <p>Evaluating</p>	
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	<p>developed ground-breaking electrical systems and components. Investigate and analyse a range of existing battery-powered products. Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work</p>		<p>appropriate food products, thinking about sensory characteristics. Evaluating Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. Understand how key chefs have influenced eating habits to promote varied and healthy diets.</p>		<p>Investigate a range of 3-D textile products relevant to the project. Test their product against the original design criteria and with the intended user. Take into account others' views. Understand how a key event/individual has influenced the development of the chosen product and/or fabric.</p>	
<p>MFL French</p>	<p>To ask and answer several questions about themselves To say and read some numbers between 0 and 20 To remember the months of the year and days of the week To know some names of rooms in school To say and write the nouns for some classroom objects</p>	<p>To write their own fireworks poem To be able to read, say, understand and write useful commands and classrooms instructions To say and recognise places in a town To remember places in a town</p>	<p>To be able to recall some months of the year To be able to say and write 4 family nouns To be able to read and say 4 face nouns To understand the nouns for some parts of the face</p>	<p>To understand and say aloud animal nouns To say different parts of the body To understand and respond to body part nouns and commands To understand and say nouns for different body and face parts To describe an alien using nouns, numbers and colours they have learnt</p>	<p>To be able to say different parts of the body To explain why they don't feel well or what hurts To understand and remember some jungle animal nouns To understand simple sentences with colour and size descriptions To write a simple sentence to describe a jungle animal To understand and write simple phrases</p>	<p>To be able to say the different types of weather To be able to remember some weather phrases To be able to play games with the weather phrases To be able to say flavours of ice cream To be able to create my perfect ice cream</p>

					and sentences to describe a dragon or a unicorn	
Geography	<p>Locational Knowledge</p> <p>Name and locate counties and cities of the United Kingdom - geographical regions of the UK</p> <p>Use fieldwork in the local area</p> <p>Use symbols and keys</p>		<p>Food Glorious Food Locational Knowledge</p> <p>Locate the world's countries, using Digi maps to focus on South America</p> <p>Explore similarities and differences, comparing the human geography of a region of the UK and a region of South America</p> <p>Equator, tropics of Cancer and Capricorn (Amazon Tropical Rainforest – Tropic of Capricorn)</p> <p>Arctic and Antarctic circle</p> <p>Human and Physical</p> <p>Identify extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.</p> <p>Use key vocabulary to demonstrate knowledge</p>	<p>Physical geography</p> <p>Biomes – South America</p> <p>Geographical Skills and Fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries</p> <p>Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies</p>	<p>Western Europe Locational Knowledge</p> <p>Locate the world's countries, using Digi maps</p> <p>Place Knowledge</p> <p>Understand geographical similarities and differences through the study of human geography</p> <p>Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world</p>	

			and understanding in this strand: Amazon rainforest			
History		<p>The Plague 1665</p> <p>Interpretation and enquiry - Use sources to address historically valid questions and hypotheses 'How did...?' 'Why were...?' 'What was important...?'</p> <p>Using sources – Know that our knowledge of the past is constructed from primary and secondary sources of evidence e.g. (add primary sources examples) through artists' pictures, museum displays, films and written sources.</p>		<p>Romans</p> <p>Historical Investigations Use a range of sources to find out about the past</p> <p>Regularly address and sometimes devise own questions to find answers about the past begin to undertake their own research</p> <p>Chronological Understanding Sequence several events, on a timeline using dates Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Knowledge and Understanding Find out about the everyday lives of people in time studied compared with our life today</p>		<p>Local History</p> <p>Historical Interpretations Look at more than two versions of the same event or story in history and identify differences</p> <p>Historical Investigations Use a range of sources to find out about the past Construct informed responses about one aspect of life or a key event in the past Gather more detail from sources such as maps to build up a clearer picture of the past Begin to undertake their own research.</p> <p>Knowledge and Understanding of Events, People and Changes in the Past Find out about the everyday lives of people in time studied compared with our life today Note key changes over a period of time and be able</p>

				<p>Explain how people and events in the past have influenced life today Identify key features, aspects and events of the time studied</p> <p>Presenting, Organising and Communicating</p> <p>Present, communicate and organise ideas about the past Start to present ideas based on their own research about a studied period.</p>		<p>to give reasons for those changes Explain how people and events in the past have influenced life today</p> <p>Presenting, Organising and Communicating Present, communicate and organise ideas Present ideas based on their own research about a studied period</p>
<p>Music</p>	<p>Charanga Mamma Mia –</p> <p>Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great</p>			<p>Lancaster and Morecambe Schools' Singing Festival</p> <p>Play and perform in solo and ensemble contexts. Play musical instruments with increasing accuracy, fluency, control and expression. Appreciate and understand a wide</p>		<p>Charanga – Stop!</p> <p>Listen & Appraise Play and perform in solo and ensemble contexts, using their voices. Play musical instruments with increasing accuracy, fluency, control and expression. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p>

	<p>composers and musicians. Develop an understanding of the history of music.</p>			<p>range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>		<p>and from great composers and musicians. Develop an understanding of the history of music. Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>
<p>PE</p>	<p>Outdoor adventure Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Athletics Use running, throwing and catching through athletics activities.</p>	<p>Outdoor adventure Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Gymnastics Develop flexibility, strength, technique, control and balance through gymnastics.</p>	<p>Attacking and defending Use running, throwing and catching. Develop simple tactics for attacking and defending. Play competitive games, modified where appropriate.</p> <p>Dance Perform dances using a range of movement patterns.</p>	<p>Attacking and defending Use running, throwing and catching. Develop simple tactics for attacking and defending. Play competitive games, modified where appropriate.</p> <p>Gymnastics Develop flexibility, strength, technique, control and balance through gymnastics.</p>	<p>Physical competitions and challenges Play competitive games, modified where appropriate. Develop simple tactics for attacking and defending.</p> <p>Athletics Use running, throwing and catching through athletics activities.</p>	<p>Outdoor adventure and active learning Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones. Demonstrate improvement to achieve their personal best.</p> <p>Dance Perform dances using a range of movement patterns.</p>

RE	Key Question: : How should we live our lives?					
	Hindu dharma What might a Hindu learn through celebrating Diwali?	Christianity (God) How and why might Christians use the Bible?	Sikhism How do Sikhs express their beliefs and values?	Christianity (Jesus) Is sacrifice an important part of religious life?	Islam Why do Muslims fast during Ramadan?	Christianity (Church) What does 'love your neighbour' really mean?
	<p><u>RE skills - to be used all year</u></p> <p>Beliefs and Values</p> <ul style="list-style-type: none"> describe what a believer might learn from a religious teaching/story make links between ideas about morality and sources of authority <p>Living Religious Traditions</p> <ul style="list-style-type: none"> describe the impact religion has on believers' lives explain the deeper meaning and symbolism for specific religious practices <p>Shared Human Experience</p> <ul style="list-style-type: none"> consider the range of beliefs, values and lifestyles that exist in society discuss how people make decisions about how to live their lives <p>Search for Personal Meaning</p> <ul style="list-style-type: none"> reflect on their own personal sources of wisdom and authority 					
Collective Worship	<p>Celebrating the school community.</p> <p>Identity – who we are Values – what ideas do we share? The challenges of living together Links to PSE, Literacy.</p>	<p>Friends</p> <p>The qualities that make a good friend Am I a good friend? How do friendships grow? Developing the metaphor. Jewish and Christians story and wisdom on the significance of friendship. Creative</p>	<p>Being more aware: 5 senses.</p> <p>See, smell, touch, hear and taste Building awareness of the 'wonders of the world' through the senses. Opportunities for younger pupils to present and be involved.</p>	<p>New life, Easter and Wesak.</p> <p>Chickens hatch, flowers grow – classroom demonstrations. Wesak: the celebration at a local Buddhist centre Encountering the other in our midst:</p>	<p>Looking for meaning/asking questions about God.</p> <p>Asking questions of God: what would you ask? Answering these 'ultimate' questions from religious and spiritual sources. Modelling excellence in</p>	<p>The wide world.</p> <p>Global awareness Religions in the world today (a guessing game) What religious leaders say about the wellbeing of all. (Islamic and Christian scripture) Charity action against poverty 10 ways to make our world better: a values challenge for</p>

		responses to conflict and assertive responses to difficulties.	Links to science, expressive arts.	being British and Buddhist Links to science and RE.	handling 'personal search' questions.	each class, and the whole school.
PSHE	Relationships R1 To recognise a wider range of feelings in others About responding to how others are feeling R2/4 About what makes a positive relationship friendship and other relationships R8 About the difference between acceptable and unacceptable physical contact How to respond to unacceptable physical contact.	Health and Wellbeing H15 About the importance of school rules for health and safety. About how to get help in an emergency. H17 About drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco). H18 About the changes that happen at puberty. H21 Keeping safe in the local environment. H22/25 About keeping safe online. H23 About people who help them stay healthy and safe.	Living in the wider world L1 To discuss and debate issues concerning health and wellbeing. L4 That everyone has human rights (and that children have their own set of human rights). L6 To learn what anti-social behaviour is and how it can affect people. How to get help and support. L8 To learn about resolving differences- agreeing and disagreeing.	Relationships R10 How to listen and respond respectfully to wide range of people About sharing their point of view R12 About solving disputes and conflict amongst themselves and their peers R14/18 To recognise bullying How to respond and ask for help R16 About what is meant by stereotypes	Living in the wider world L12 To learn about the values and customs of people around the world. L14 To learn about what is meant by 'interest' and 'loan'. L16 To learn what it means to be 'enterprising'. L18 To learn that information presented in the media can be misleading.	Health and Wellbeing H3 To learn about what makes a balanced diet. About opportunities they have to make their own choices about food. About what influences their choice about food. H4 That images in the media do not necessarily reflect reality. H6/H7 About a wider range of feelings both good and not so good. People can experience conflicting feelings at the same time. About describing their feelings to others. H8 About the kind of change that happens in life and the feelings associated with this. H13/14 About feeling negative pressure and how to manage this. H15

						About the importance of school rules for health and safety. About how to get help in an emergency.
Values	Patience	Happiness	Responsibility	Honesty	Tolerance	Friendship
SMSC	Tolerance of those of different faiths and beliefs. – year four display to be done	Tolerance of those of different faiths and beliefs. – year four display to be done	Mutual respect	Individual liberty	The rule of law	Democracy
Display	Matilda - corridor Classroom – Electricity Dreams – classroom Year 4- Tolerance Display		Charlie and the Chocolate Factory – corridor (all learning combined)- DT/ English Still- Life Art Display – class Teeth - class		Gulliver’s Travels - class Roman - corridor Splash Collage - class Artists: Honusai (Japanese)/ David Hockney (swimming pools).	