



## Year 4 Curriculum Map



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>English</b>	<p><b>Persuasive writing</b> Persuasive techniques Adverts Letters Posters Slogans</p> <p><b>Explanation Texts</b> How/Why things happen Summarising Conjunctions Writing in paragraphs</p> <p><b>Spelling - Ongoing throughout the year</b> Use further prefixes and suffixes and understand how to add them</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular</p>	<p><b>Play Scripts</b> Writing in role Setting descriptions Character descriptions</p> <p>Preparing play scripts to read aloud and to perform</p>	<p><b>Narrative</b> Story mapping Characterisation</p> <p>i. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>ii. Asking questions to improve their understanding of a text</p> <p>iii. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>iv. Predicting what might happen</p>	<p><b>Chronological report (Newspaper)</b> <b>Recounts</b> Headlines Who? What? When? Where? Why? Adverbs of time Speech marks</p> <p>i. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>ii. Using the present perfect form of verbs in contrast to the past tense</p> <p>iii. Choosing nouns or pronouns</p>	<p><b>Non-chronological reports</b> Paragraphs Headings Sub-headings</p> <p><b>Poetry</b> Free verse Repetition Onomatopoeia Alliteration</p> <p>i. Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>ii. Discussing words and phrases that capture the reader's interest and imagination</p> <p>iii. Recognising</p>	<p><b>Discussion</b> Linked to R.E. Putting forward a point Seeing others point of view</p> <p><b>Final Writing</b> Child's choice</p> <p>Plan their writing by:</p> <p>i. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>ii. discussing and</p>

	<p>plurals and in words with irregular plurals</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p><b>Composition</b> Plan their writing by:</p> <ul style="list-style-type: none"> <li>i. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>ii. discussing and recording ideas</li> <li>iii. Draft and write by:</li> <li>i. composing and</li> </ul>		<p>from details stated and implied</p> <ul style="list-style-type: none"> <li>v. Identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>vi. Identifying how language, structure, and presentation contribute to meaning</li> </ul> <p>Using and punctuating direct speech</p> <p><b>Poetry</b> Haikus Kennings</p> <ul style="list-style-type: none"> <li>i. Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>ii. Discussing words and</li> </ul>	<p>appropriately for clarity and cohesion and to avoid repetition</p> <ul style="list-style-type: none"> <li>iv. Using conjunctions, adverbs and prepositions to express time and cause</li> <li>v. Using fronted adverbials</li> </ul> <p><b>Instructions</b> Being precise Imperative verbs Diagrams</p>	<p>some different forms of poetry</p>	<p>recording ideas</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>i. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>ii. organising paragraphs around a theme</li> </ul>
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	<p>rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>ii. organising paragraphs around a theme</p> <p>iii. in narratives, creating settings, characters and plot</p> <p>iv. in non-narrative material, using simple organisational devices</p> <p>Evaluate and edit by:</p> <p>i. assessing the effectiveness of their own and others' writing and</p>		<p>phrases that capture the reader's interest and imagination</p> <p>iii. Recognising some different forms of poetry</p>			
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- suggesting improvements
- ii. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Proofread for spelling and punctuation errors

Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

**Handwriting**

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are

	<p>best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting</p>					
<p>Mathematics</p>	<p>Count in multiples of 6, 7, 9, 25 and 1,000</p> <p>Find 1,000 more or less than a given number</p> <p>Count backwards through 0 to include negative numbers</p> <p>Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s)</p> <p>Order and compare numbers beyond 1,000</p> <p>Identify, represent and estimate numbers using different representations</p> <p>Round any number to</p>	<p>Recognise and show, using diagrams, families of common equivalent fractions</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10.</p> <p>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</p> <p>Add and subtract fractions with the same denominator</p>	<p>Recognise and write decimal equivalents to <math>\frac{1}{4}</math>; <math>\frac{1}{2}</math>; <math>\frac{3}{4}</math></p> <p>Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>Round decimals with 1 decimal place to the nearest whole number</p> <p>Compare numbers with the same number of decimal places up to 2 decimal places</p> <p>Solve simple measure and money problems involving fractions and decimals to 2 decimal places.</p>	<p>Convert between different units of measure</p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>Find the area of rectilinear shapes by counting squares</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence</p> <p>Read, write and convert time between analogue and digital 12 and 24-hour clocks</p>	<p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>Identify acute and obtuse angles and compare and order angles up to 2 right angles by size</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p>	<p>Describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>Describe movements between positions as translations of a given unit to the left/right and up/down</p> <p>Plot specified points and draw sides to complete a given polygon.</p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p>Solve comparison,</p>

	<p>the nearest 10, 100 or 1,000</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> <p>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.</p> <p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>Estimate and use inverse operations to check answers to a calculation</p> <p>Solve addition and subtraction two-step problems in contexts, deciding which</p>	<p>Recognise and write decimal equivalents of any number of tenths or hundredths</p>		<p>Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days</p>		<p>sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>
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operations and methods to use and why.

**Multiplication & Division**

Recall multiplication and division facts for multiplication tables up to  $12 \times 12$

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

Recognise and use factor pairs and commutativity in mental calculations

Multiply two-digit and three-digit numbers by a one-digit number using formal written layout

Solve problems involving multiplying and adding, including using the distributive

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	<p>law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>					
<p><b>Science</b></p>	<p><b>Electricity</b></p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with</p>	<p><b>States of Matter</b></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p><b>Sound</b></p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the</p>	<p><b>Animals including humans</b></p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><b>Living things</b></p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><b>Study of a Scientist</b></p> <p>John Logie Baird</p> <p>Investigating the impact of historic science</p>

whether or not a lamp  
lights in a simple  
series circuit

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

asking relevant  
questions and using  
different types of  
scientific enquiries to  
answer them

**Working Scientifically  
– Ongoing through  
the year**

Setting up simple  
practical enquiries,  
comparative and fair  
tests

Making systematic  
and careful  
observations and,  
where appropriate,  
taking accurate  
measurements using  
standard units, using a  
range of equipment,  
including  
thermometers and

sound source increases

data loggers

Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Identifying differences,

	<p>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>					
RE	<p>Children will have the opportunity to discuss their beliefs, the beliefs of others and give reasons for their beliefs and those of others. This will be done using the context of:</p> <p><u>Christianity</u> Creation/Fall</p>	<p>Children will have the opportunity to discuss their beliefs, the beliefs of others and give reasons for their beliefs and those of others. This will be done using the context of:</p> <p><u>Christianity</u> Incarnation</p>	<p>Children will have the opportunity to discuss their beliefs, the beliefs of others and give reasons for their beliefs and those of others. This will be done using the context of:</p> <p><u>Christianity</u> Gospel</p>	<p>Children will have the opportunity to discuss their beliefs, the beliefs of others and give reasons for their beliefs and those of others. This will be done using the context of:</p> <p><u>Christianity</u> Salvation</p>	<p>Children will have the opportunity to discuss their beliefs, the beliefs of others and give reasons for their beliefs and those of others. This will be done using the context of:</p> <p><u>Hinduism</u> Exploring the origins of Hinduism and some core beliefs Comparing to Christianity</p>	<p>Children will have the opportunity to discuss their beliefs, the beliefs of others and give reasons for their beliefs and those of others. This will be done using the context of:</p> <p><u>Sikhism</u> Exploring the origins of Sikhism and some core beliefs Comparing to Christianity</p>
Computing	<p>Internet Research</p> <p>Use search technologies effectively, appreciate how results are</p>	<p>Programming</p> <p>Design, write and debug programs that accomplish specific goals,</p>	<p>Sound/music Garage Band</p> <p>Use technology safely, respectfully and responsibly; recognise</p>	<p>Programming</p> <p>Creating a game</p> <p>Design, write and debug programs that</p>	<p>PowerPoint</p> <p>Select, use and combine a variety of software (including internet services) on</p>	<p>Programming</p> <p>Design, write and debug programs that accomplish specific goals,</p>

	<p>selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>	<p>acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>	<p>a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>
<p><b>History</b></p>	<p><b>Britain's early Settlement</b> Anglo-Saxons</p> <p><u>Chronology</u> Place events from period studied on a time line</p> <p>Use terms related to the period and begin to date events</p>	<p><b>Britain's early Settlement</b> Anglo-Saxons</p> <p><u>Chronology</u> Place events from period studied on a time line</p> <p>Use terms related to the period and begin to date events</p>	<p><b>Achievements of early civilisations</b> Ancient Egypt</p> <p><u>Chronology</u> Place events from period studied on a time line</p> <p>Use terms related to the period and begin to date events</p>	<p><b>Achievements of early civilisations-</b> Ancient Egypt</p> <p><u>Chronology</u> Place events from period studied on a time line</p> <p>Use terms related to the period and begin to date events</p>	<p><b>Local History Study</b> History of Buntingford</p> <p><u>Chronology</u> Place events from period studied on a time line</p> <p>Use terms related to the period and begin to date events</p>	<p><b>Local History Study</b> History of Buntingford</p> <p><u>Chronology</u> Place events from period studied on a time line</p> <p>Use terms related to the period and begin to date events</p>

	<p>understand more complex terms e.g. BCE/AD</p> <p><u>Range and Depth of Historical Knowledge</u></p> <p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p> <p>Develop a broad understanding of ancient civilisations</p> <p><u>Interpretations of History</u></p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use of text books and historical knowledge</p>	<p>understand more complex terms e.g. BCE/AD</p> <p><u>Range and Depth of Historical Knowledge</u></p> <p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p> <p>Develop a broad understanding of ancient civilisations</p> <p><u>Interpretations of History</u></p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use of text books and</p>	<p>understand more complex terms e.g. BCE/AD</p> <p><u>Range and Depth of Historical Knowledge</u></p> <p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p> <p>Develop a broad understanding of ancient civilisations</p> <p><u>Interpretations of History</u></p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use of text books and historical knowledge</p>	<p>understand more complex terms e.g. BCE/AD</p> <p><u>Range and Depth of Historical Knowledge</u></p> <p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p> <p>Develop a broad understanding of ancient civilisations</p> <p><u>Interpretations of History</u></p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use of text books and historical knowledge</p>	<p>understand more complex terms e.g. BCE/AD</p> <p><u>Range and Depth of Historical Knowledge</u></p> <p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p> <p>Develop a broad understanding of ancient civilisations</p> <p><u>Interpretations of History</u></p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use of text books and historical knowledge</p>	<p>understand more complex terms e.g. BCE/AD</p> <p><u>Range and Depth of Historical Knowledge</u></p> <p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p> <p>Develop a broad understanding of ancient civilisations</p> <p><u>Interpretations of History</u></p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use of text books and historical knowledge</p>
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	<p><u>Historical Enquiry</u> Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions use the library</p> <p><u>Organisation and Communication</u> Select data and organise it into a data file to answer historical questions</p> <p>Know the period in which the study is set</p> <p>Display findings in a variety of ways</p> <p>Work independently and in groups</p>	<p>historical knowledge</p> <p><u>Historical Enquiry</u> Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions use the library</p> <p><u>Organisation and Communication</u> Select data and organise it into a data file to answer historical questions</p> <p>Know the period in which the study is set</p> <p>Display findings in a variety of ways</p> <p>Work independently and in groups</p>	<p><u>Historical Enquiry</u> Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions use the library</p> <p><u>Organisation and Communication</u> Select data and organise it into a data file to answer historical questions</p> <p>Know the period in which the study is set</p> <p>Display findings in a variety of ways</p> <p>Work independently and in groups</p>	<p><u>Historical Enquiry</u> Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions use the library</p> <p><u>Organisation and Communication</u> Select data and organise it into a data file to answer historical questions</p> <p>Know the period in which the study is set</p> <p>Display findings in a variety of ways</p> <p>Work independently and in groups</p>	<p><u>Historical Enquiry</u> Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions use the library</p> <p><u>Organisation and Communication</u> Select data and organise it into a data file to answer historical questions</p> <p>Know the period in which the study is set</p> <p>Display findings in a variety of ways</p> <p>Work independently and in groups</p>	<p>Use of text books and historical knowledge</p> <p><u>Historical Enquiry</u> Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions use the library</p> <p><u>Organisation and Communication</u> Select data and organise it into a data file to answer historical questions</p> <p>Know the period in which the study is set</p> <p>Display findings in a variety of ways</p>
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<p style="text-align: center; color: yellow;"><b>Geography</b></p>	<p><b>Geographical skills + field work</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Human + Physical Knowledge</b>  Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p><b>Location knowledge</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Identify the position and significance of latitude, longitude,</p>	<p><b>Human + Physical Knowledge</b> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p><b>Geographical Skills and field work</b> Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Work independently and in groups</p> <p><b>Place Knowledge Residential Trip</b> - Hudnall Park Forest School</p> <p>Children will consolidate skills taught throughout the year</p>

			Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)			
<b>Art</b>	<p><b>Texture</b> <b>Anglo-Saxons – Brooches and clothing</b></p> <p>Observation and design of textural art</p> <p>Experimenting with creating mood, feeling, movement</p> <p>Compare different fabrics</p>	<p><b>Drawing</b></p> <p><b>Charles Rennie Mackintosh</b></p> <p>Identify and draw the effect of light Scale and proportion</p> <p>Accurate drawings of whole people including proportion and placement</p> <p>Work on a variety of scales</p> <p>Computer generated drawings</p>	<p><b>Form</b></p> <p><b>Ruth Asawa</b></p> <p>Plan and develop</p> <p>Experience surface patterns / textures</p> <p>Discuss own work and work of other sculptors</p> <p>Analyse and interpret natural and manmade forms of construction</p>	<p><b>Colour</b></p> <p><b>Africa</b></p> <p>Colour mixing and matching; tint, tone, shade</p> <p>Observe colours</p> <p>Use suitable equipment for the task</p> <p>Colour to reflect mood</p>	<p><b>Pattern</b></p> <p><b>Mondrian</b></p> <p>Explore environmental and manmade patterns</p> <p>Tessellation</p>	<p><b>Printing</b></p> <p><b>Orla Kiely</b></p> <p>Use sketchbook for recording textures/patterns</p> <p>Interpret environmental and manmade patterns – modify and adapt print</p>
<b>DT</b>	<p><b>Cooking + Nutrition</b> <b>Design, make and evaluate</b> Anglo-Saxon brooches</p>	<p><b>Cooking + Nutrition</b> <b>Design, make and evaluate</b> Anglo-Saxon clothes</p>	<p><b>Cooking + Nutrition</b> <b>Design, make and evaluate</b> African jewellery</p>	<p><b>Cooking + Nutrition</b></p>	<p><b>Cooking + Nutrition</b></p>	<p><b>Cooking + Nutrition</b> <b>Juice Challenge</b></p>

<p style="text-align: center;"><b>PHSE</b></p>	<p style="text-align: center;"><b>New Beginnings</b></p> <p>Setting personal goals</p> <p>Facing new challenges</p> <p>Appreciate why and how rules and laws are made and enforced</p>	<p style="text-align: center;"><b>Self-Esteem Friendship/anti-bullying</b></p> <p>Talk and write about opinions</p> <p>Explain views on issues that affect themselves and society</p> <p>Realise the consequences of anti-social and aggressive behaviours, such as bullying, for individuals and communities</p>	<p style="text-align: center;"><b>Going for Goals</b></p> <p>Setting personal goals</p> <p>Making decisions and explaining choices</p>	<p style="text-align: center;"><b>Going for Goals</b></p> <p>Setting personal goals</p> <p>Making decisions and explaining choices</p>	<p style="text-align: center;"><b>Friendship</b></p> <p>To care about other people's feelings and to try to see things from their points of view;</p>	<p style="text-align: center;"><b>Drugs Awareness</b></p> <p>Identifying harmful substances</p> <p>Responding to peer pressure</p>
<p style="text-align: center;"><b>PE</b></p>	<p>Swimming Tag rugby</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance</p>	<p>Swimming Hockey Basketball Dance</p> <p>Perform dances using a range of movement patterns</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance</p>	<p>Swimming Multi-skills Gymnastics</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance</p>	<p>Swimming Tennis Gymnastics</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique,</p>	<p>Swimming Tennis Cricket</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique,</p>	<p>Swimming Athletics Rounders</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility,</p>

	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>control and balance</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>control and balance</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>strength, technique, control and balance</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively</p> <p>Perform safe self-rescue in different water-based situations.</p>
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<p style="text-align: center; color: yellow;">French</p>	<p style="text-align: center;">Around Town Addresses and buildings <i>All topics to cover a range of the following skills</i> <b>FL2/1.1 Listening &amp; Comprehension</b> Listen attentively to spoken language and show understanding by joining in and responding</p> <p style="text-align: center;">Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p style="text-align: center;"><b>FL2/1.2 Speaking</b> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p style="text-align: center;">Speak in sentences, using familiar vocabulary, phrases and basic language</p>	<p style="text-align: center;">On the Move Vehicles Directions</p>	<p style="text-align: center;">Shopping</p>	<p style="text-align: center;">French Around the World</p>	<p style="text-align: center;">Time</p>	<p style="text-align: center;">Holidays and Hobbies</p>
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	<p>structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences*</p> <p><b>FL2/1.3 Reading &amp; Comprehension</b></p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including</p>					
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	<p>through using a dictionary</p> <p><b>FL2/1.4 Writing</b></p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally* and in writing</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>					
<p><b>Music</b></p>	<p><b>Musical Appreciation</b> Recorders</p>	<p><b>Technology</b> Recorders</p>	<p><b>Improvisation</b> Recorders</p>	<p><b>Aural skills</b> Recorders</p>	<p><b>Developing musicality</b> Recorders</p>	<p><b>Performance</b> Recorders</p>

	Notation and ostinato	Ten Pieces initiative and digital media	African drumming	Dragon stories - Pentatonic scale	River rounds <b>Performance</b> Recorders The class orchestra	The class orchestra
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