

## Year 4

Topic Title	Dragonology	Voyage of Discovery		Planet Protectors	
Term/Year	Autumn	Spring		Summer	
Events/Visits	Portals to the Past	Portals to the Past/Egypt Theme Activity Day		Stibbington	
Literacy Genres	Description, Poetry, Non-Chronological Report, Narrative-Recount	Non-Chronological Report, Instructions, Narrative-Traditional Tales from around the world, Author Study		Poetry, Narrative, Persuasive, Explanation, Letter-Non-Fiction	
Texts	<b>Fiction-</b> Anglo-Saxon Boy, The Boy Who Grew Dragons, Hack and Whack, I was there- Viking Invasion, <b>The Huge Bag of Worries</b> , Performance Poetry <b>Non-Fiction-</b> Nat Geog-Everything Vikings, Who were the Vikings? (Usborne), Vikings (Explore!), Ladybird Histories: Anglo-Saxons, Electricity information books	<b>Fiction-</b> The Egyptian Cinderella, Flat Stanley- The Great Egyptian Grave Robbery, There's a Pharaoh in our Bath! Fairy Tale Pets, <b>The Squirrels Who Squabbled</b> <b>Non-Fiction-</b> National Geographic- Everything Ancient Egypt, Ancient Egypt (Usborne), Ancient Egypt (DK) Information books on transportation		<b>Fiction-</b> Here We Are, The Lorax, The Great Kapok Tree, Somebody Swallowed Stanley, <b>The Lion and the Unicorn</b> Types of Poems- Haiku, Shape poems <b>Non-Fiction-</b> What a Waste, Explorers: Planet Earth, The Adventures of a Plastic Bottle, I Can Save the Earth!	
WCR Texts	<b>Fiction-</b> The 100 Mile-An-Hour Dog, There's a Viking in my Bed! The Dragon's Hoard, The Black Hat, Poems-inc. The Dragon who ate our School <b>Non-Fiction-</b> Explorers (DK), Anglo-Saxons and Vikings (Usborne), Vikings (Explore!), How things work- Electricity	<b>Fiction-</b> Flat Stanley, Let's Do the Pharaoh! Traditional Tales- The True Story of the 3 Little Pigs, The 3 Little Wolves and the Big Bad Pig, The Wolf's Story, What Really Happened to Humpty? <b>Non-Fiction-</b> Nat Geog- 1000 Facts about Ancient Egypt, Ancient Egypt (Usborne), Ladybird Histories: Ancient Egyptians		<b>Fiction-</b> The Explorer, The Iron Man, The Iron Woman, Charlie and the Chocolate Factory (Playscript), Poetry <b>Non-Fiction-</b> We Planted a Tree, Penguins Don't Wear Sweaters! A Planet Full of Plastic- and how you can help	
Whole Class Reading  Reading objectives, Vipers skills	<p><b>All Terms- Word Reading-</b>Apply growing knowledge of root words, prefixes and suffixes as listed in <i>English Appendix 1</i>, both to read aloud and to understand the meaning of new words that they meet. Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.</p> <ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference/textbooks</li> <li>Read books that are structured in different ways and read for a range of purposes</li> <li>Increasing their familiarity with a wide range of books</li> <li>Discuss words and phrases that capture the reader's interest and imagination</li> <li>Ask questions to improve their understanding of a text</li> <li>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>				
	<p><b>Objectives-</b> <b>Comprehension-</b> Using dictionaries to check the meaning of words they have read. Drawing <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <b>Retrieve</b> and record information from non-fiction.</p>	<p>Drawing <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  <u>Predicting</u> what might happen from details stated and implied  Checking that the book makes sense to them, discussing their</p>	<p>Identifying main ideas drawn from more than 1 paragraph and <u>summarising</u> these  Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Identifying how language, structure and presentation contribute to meaning  <b>Retrieve</b> and record</p>	<p><b>Objectives-</b> Increasing their familiarity with a wide range of books, including fairy stories, myths and legends.  Drawing <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying</p>	<p>Drawing <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  Identifying main ideas drawn from more than 1 paragraph and <u>summarising</u> these  Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>

		<p>understanding and exploring the meaning of words in context</p> <p>Identifying how language, structure and presentation contribute to meaning</p>	<p>information from non-fiction.</p>	<p>inferences with evidence.</p> <p><u>Predicting</u> what might happen from details stated and implied</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Identifying how language, structure and presentation contribute to meaning</p>	<p>Identifying themes and conventions in a wide range of books</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Recognise different forms of poetry</p>
	<p><u>VIPERS</u>-Vocabulary, Retrieval, Inference Explaining, Prediction, Summarising</p>		<p>Vocabulary, Retrieval, Summarising, Explaining Inference, Prediction</p>		<p>Vocabulary, Explaining, Summarising, Inference, Prediction, Retrieval</p>	
Maths	<p>Number: Place Value</p> <p>Number: Addition and Subtraction</p> <p>Measurement: Length and Perimeter</p> <p>Number: Multiplication and Division</p>		<p>Number: Multiplication and Division</p> <p>Measurement: Area</p> <p>Number: Fractions</p> <p>Number: Decimals</p>		<p>Number: Decimals</p> <p>Measurement: Money</p> <p>Measurement: Time</p> <p>Statistics</p> <p>Geometry: Properties of shape</p> <p>Geometry: Position and Direction</p>	
Science	<p><u>Working Scientifically</u></p> <p>W1: Ask relevant questions.</p> <p>W2: Set up simple, practical enquiries and comparative and fair tests.</p> <p>W3: Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</p> <p>W4: Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>W5: Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</p> <p>W6: Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>W7: Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</p>		<p><u>Working Scientifically</u></p> <p>W1: Ask relevant questions.</p> <p>W2: Set up simple, practical enquiries and comparative and fair tests.</p> <p>W3: Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</p> <p>W4: Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>W5: Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</p> <p>W6: Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>W7: Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</p>		<p><u>Working Scientifically</u></p> <p>W1: Ask relevant questions.</p> <p>W2: Set up simple, practical enquiries and comparative and fair tests.</p> <p>W3: Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</p> <p>W4: Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>W5: Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</p> <p>W6: Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>W7: Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</p> <p>W8: Identify differences, similarities or changes related to</p>	

	<p>W8: Identify differences, similarities or changes related to simple, scientific ideas and processes.</p> <p>W9: Use straightforward, scientific evidence to answer questions or to support their findings.</p> <p><b><u>Investigate Materials: States of Matter</u></b>  C5: Compare and group materials together, according to whether they are solids, liquids or gases.  C6: Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.  C7: Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><b><u>Understand Electrical Circuits</u></b>  P14: Identify common appliances that run on electricity.  P15: Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.  P16: 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.  P17: Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.  P18: Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>W8: Identify differences, similarities or changes related to simple, scientific ideas and processes.</p> <p>W9: Use straightforward, scientific evidence to answer questions or to support their findings.</p> <p><b><u>Understand Animals and Humans</u></b>  B6: Construct and interpret a variety of food chains, identifying producers, predators and prey.  B8: Describe the simple functions of the basic parts of the digestive system in humans.  B9: Identify the different types of teeth in humans and their simple functions.</p>	<p>simple, scientific ideas and processes.</p> <p>W9: Use straightforward, scientific evidence to answer questions or to support their findings.</p> <p><b><u>Investigate Living Things</u></b>  B10: Recognise that living things can be grouped in a variety of ways.  B11: Explore and use classification keys.  B12: Recognise that environments can change and that this can sometimes pose dangers to specific habitats.</p> <p><b><u>Investigate Sound and Hearing</u></b>  P12: Identify how sounds are made, associating some of them with something vibrating.  P13: Recognise that vibrations from sounds travel through a medium to the ear.</p>
Computing	<p><b><u>E-Safety; Programming with Scratch</u></b>  C1: Use specified screen coordinates to control movement.  C2: Set the appearance of objects and create sequences of changes.  C3: Create and edit sounds.  C4: Control when they are heard, their volume, duration and rests.  C5: Control the shade of pens.  C6: Specify conditions to trigger events.  C7: Use IF THEN conditions to control events or objects.  C8: Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).  C9: Use variables to store a value.  C10: Use the functions define, set, change, show and hide to control the variables.</p>	<p><b><u>E-Safety; Communicate/Data</u></b>  C12: Contribute to blogs that are moderated by teachers.  C13: Give examples of the risks posed by online communications.  C14: Understand the term 'copyright'.  C15: Understand that comments made online that are hurtful or offensive are the same as bullying.  C16: Understand how online services work.  C17: Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.  C18: Devise and construct databases using application designed for this purpose in areas across the curriculum.  <u>Year 1 &amp; 2</u>  C27: Understand online risks and the age rules for sites.  C28: Use a range of applications and devices in order to</p>	<p><b><u>E-Safety; Digital Creativity</u></b>  C13: Give examples of the risks posed by online communications.  C15: Understand that comments made online that are hurtful or offensive are the same as bullying.  C16: Understand how online services work.  C17: Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.  <u>Year 1 &amp; 2</u>  C27: Understand online risks and the age rules for sites.  C28: Use a range of applications and devices in order to communicate ideas, work and messages.</p>

	<p>C11: Use the Reporter operators <math>() + () () - () () * () () / ()</math> to perform calculations.</p> <p>C13: Give examples of the risks posed by online communications.</p> <p>C15: Understand that comments made online that are hurtful or offensive are the same as bullying.</p> <p>C16: Understand how online services work.</p> <p>C17: Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p> <p><u>Year 1 &amp; 2</u></p> <p>C19: Control motion by specifying the number of steps to travel, direction and turn.</p> <p>C20: Add text strings, show and hide objects and change the features of an object.</p> <p>C21: Select sounds and control when they are heard, their duration and volume.</p> <p>C23: Specify user inputs (such as clicks) to control events.</p> <p>C24: Specify the nature of events (such as a single event or a loop).</p> <p>C25: Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).</p> <p>C26: Participate in class social media accounts.</p> <p>C27: Understand online risks and the age rules for sites.</p>	<p>communicate ideas, work and messages.</p> <p>C29: Use simple databases to record information in areas across the curriculum.</p>	
<p>Geography</p>	<p><u>Describing maps of the world</u> <b>Investigate Places</b> G3: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p><b>Investigate Patterns</b> G8: Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p><b>To Communicate Geographically</b> G13: Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p> <p><u>Erosion and Deposition</u> <b>Investigate Places</b> G1: Ask and answer geographical questions about the physical and human characteristics of a location. G2: Explain own views about locations, giving reasons. G3: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>	<p><u>Describing maps of the world</u> <b>Investigate Places</b> G3: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p><b>Investigate Patterns</b> G8: Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p><b>To Communicate Geographically</b> G13: Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p> <p><u>Transportation</u> <b>Investigate Places</b> G1: Ask and answer geographical questions about the physical and human characteristics of a location. G2: Explain own views about locations, giving reasons.</p>	<p><u>Describing maps of the world</u> <b>Investigate Places</b> G3: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p><b>Investigate Patterns</b> G8: Name and locate the Equator...Describe some of the characteristics of these geographical areas.</p> <p><b>To Communicate Geographically</b> G13: Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p> <p><u>International Trade</u> <b>Investigate Places</b> G1: Ask and answer geographical questions about the physical and human characteristics of a location. G2: Explain own views about locations, giving reasons. G3: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. G5: Use a range of resources to identify the key physical and human features of a location.</p>

	<p>G5: Use a range of resources to identify the key physical and human features of a location.</p> <p>G6: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><b>Investigate Patterns</b></p> <p>G9: Describe geographical similarities and differences between countries.</p> <p><b>To Communicate Geographically</b></p> <p>G11: Describe key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>G12: Describe aspects of human geography, including: settlements and land use.</p>	<p>G3: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>G5: Use a range of resources to identify the key physical and human features of a location.</p> <p>G6: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><b>Investigate Patterns</b></p> <p>G9: Describe geographical similarities and differences between countries.</p> <p><b>To Communicate Geographically</b></p> <p>G12: Describe aspects of human geography, including: settlements and land use.</p>	<p>G7: Name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p><b>Investigate Patterns</b></p> <p>G9: Describe geographical similarities and differences between countries.</p> <p><b>To Communicate Geographically</b></p> <p>G12: Describe aspects of human geography, including: settlements and land use.</p> <p><b>Climate Change</b></p> <p><b>Investigate Places</b></p> <p>G1: Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>G2: Explain own views about locations, giving reasons.</p> <p>G4: Use fieldwork to observe and record 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>G5: Use a range of resources to identify the key physical and human features of a location.</p> <p><b>Investigate Patterns</b></p> <p>G9: Describe geographical similarities and differences between countries.</p> <p>G10: Describe how the locality of the school has changed over time.</p> <p><b>To Communicate Geographically</b></p> <p>G11: Describe key aspects of physical geography, including: rivers, mountains, volcanoes, earthquakes, the water cycle.</p> <p>G12: Describe aspects of human geography, including: settlements and land use.</p>
History	<p><b>The Anglo-Saxons and the Vikings</b></p> <p><b>Investigate and interpret the past</b></p> <p>H1: Use evidence to ask questions and find answers to questions about the past.</p> <p>H2: Suggest suitable sources of evidence for historical enquiries.</p> <p>H3: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>H4: Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>H5: Suggest causes and consequences of some of the main events and changes in history.</p> <p><b>Build an overview of world history</b></p> <p>H6: Describe changes that have happened in the locality of the school throughout history.</p> <p>H7: Give a broad overview of life in Britain from ancient until medieval times.</p> <p>H8: Compare some of the times studied with those of other areas of interest around the world.</p> <p>H9: Describe the social, ethnic, cultural or religious</p>	<p><b>Ancient Egypt</b></p> <p><b>Investigate and interpret the past</b></p> <p>H1: Use evidence to ask questions and find answers to questions about the past.</p> <p>H2: Suggest suitable sources of evidence for historical enquiries.</p> <p>H3: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>H4: Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>H5: Suggest causes and consequences of some of the main events and changes in history.</p> <p><b>Build an overview of world history</b></p> <p>H7: Give a broad overview of life in Britain from ancient until medieval times.</p> <p>H8: Compare some of the times studied with those of other areas of interest around the world.</p> <p>H10: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of</p>	<p><b>Grantham-The Local Area</b></p> <p><b>Investigate and interpret the past</b></p> <p>H1: Use evidence to ask questions and find answers to questions about the past.</p> <p>H2: Suggest suitable sources of evidence for historical enquiries.</p> <p>H3: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p><b>Build an overview of world history</b></p> <p>H6: Describe changes that have happened in the locality of the school throughout history.</p> <p>H9: Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>H10: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><b>Understand Chronology</b></p> <p>H11: Place events, artefacts and historical figures on a time line using dates.</p> <p>H13: Use dates and terms to describe events.</p>

	<p>diversity of past society.  H10: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  <b>Understand Chronology</b>  H11: Place events, artefacts and historical figures on a time line using dates.  H12: Understand the concept of change over time, representing this, along with evidence, on a time line.  H13: Use dates and terms to describe events.  H14: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.  <b>Communicate Historically</b>  H15: Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>men, women and children.  <b>Understand Chronology</b>  H11: Place events, artefacts and historical figures on a time line using dates.  H12: Understand the concept of change over time, representing this, along with evidence, on a time line.  H13: Use dates and terms to describe events.  H14: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.  <b>Communicate Historically</b>  H15: Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>H14: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.  <b>Communicate Historically</b>  H15: Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>
<p>Art</p>	<p><b><u>Abstract-Pattern (Final Product- Painting, Textile, Collage)</u></b>  <b>Artists- Sonia Delaunay, Mark Rothko, Kaffe Fassett</b>  <b><u>Develop ideas</u></b>  A1:Develop ideas from starting points throughout the curriculum  A2:Collect information, sketches and resources  A3:Adapt and refine ideas as they progress  A4:Explore ideas in a variety of ways  A5:Comment on artworks using visual language  <b><u>Painting</u></b>  A6: Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.  A7: Mix colours effectively.  A8: Use watercolour paint to produce washes for backgrounds then add detail.  A9: Experiment with creating mood with colour.  <b><u>Collage</u></b>  A10: Select and arrange materials for a striking effect.  A11: Ensure work is precise.  A12: Use coiling, overlapping, tessellation, mosaic and montage.  <b><u>Sculpture</u></b>  A13: Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)  A14: Include texture that conveys feelings, expression or movement.  Use clay and other mouldable materials.  A15: Add materials to provide interesting detail.</p>	<p><b><u>Animals- Pop Art (Final Product-Sculpture)</u></b>  <b>Artists-Henry Moore, Franz Marc, Bob Weer</b>  <b><u>Develop ideas</u></b>  A1:Develop ideas from starting points throughout the curriculum  A2:Collect information, sketches and resources  A3:Adapt and refine ideas as they progress  A4:Explore ideas in a variety of ways  A5:Comment on artworks using visual language  <b><u>Painting</u></b>  A6: Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.  A7: Mix colours effectively.  A8: Use watercolour paint to produce washes for backgrounds then add detail.  <b><u>Collage</u></b>  A10: Select and arrange materials for a striking effect.  A11: Ensure work is precise.  A12: Use coiling, overlapping, tessellation, mosaic and montage.  <b><u>Sculpture</u></b>  A13: Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)  A14: Include texture that conveys feelings, expression or movement.  Use clay and other mouldable materials.  A15: Add materials to provide interesting detail.  <b><u>Drawing</u></b></p>	<p><b><u>Cityscapes- Cities (Final Product- Collage, Painting)</u></b>  <b>Artists- Richard Estes, Yvonne Jacquette, Damien Hewetson</b>  <b><u>Develop ideas</u></b>  A1:Develop ideas from starting points throughout the curriculum  A2:Collect information, sketches and resources  A3:Adapt and refine ideas as they progress  A4:Explore ideas in a variety of ways  A5:Comment on artworks using visual language  <b><u>Painting</u></b>  A6: Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.  A7: Mix colours effectively.  A8: Use watercolour paint to produce washes for backgrounds then add detail.  A9: Experiment with creating mood with colour.  <b><u>Collage</u></b>  A10: Select and arrange materials for a striking effect.  A11: Ensure work is precise.  A12: Use coiling, overlapping, tessellation, mosaic and montage.  <b><u>Sculpture</u></b>  A14: Include texture that conveys feelings, expression or movement.  Use clay and other mouldable materials.  A15: Add materials to provide interesting detail.  <b><u>Drawing</u></b>  A16: Use different hardnesses of pencils to show line, tone</p>

	<p><b>Drawing</b>  A16: Use different hardnesses of pencils to show line, tone and texture.  A17: Annotate sketches to explain and elaborate ideas.  A18: Sketch lightly (no need to use a rubber to correct mistakes).  A19: Use shading to show light and shadow.  A20: Use hatching and cross hatching to show tone and texture.</p> <p><b>Textiles</b>  A26: Shape and stitch materials.  A27: Use basic cross stitch and back stitch.  A28: Colour fabric.  A29: Create weavings.  A30: Quilt, pad and gather fabric.</p> <p><b>Inspiration</b>  A31: Replicate some of the techniques used by notable artists, artisans and designers.  A32: Create original pieces that are influenced by studies of others.</p>	<p>A16: Use different hardnesses of pencils to show line, tone and texture.  A17: Annotate sketches to explain and elaborate ideas.  A18: Sketch lightly (no need to use a rubber to correct mistakes).  A19: Use shading to show light and shadow.</p> <p><b>Inspiration</b>  A31: Replicate some of the techniques used by notable artists, artisans and designers.  A32: Create original pieces that are influenced by studies of others.</p>	<p>and texture.  A17: Annotate sketches to explain and elaborate ideas.  A18: Sketch lightly (no need to use a rubber to correct mistakes).  A19: Use shading to show light and shadow.</p> <p><b>Printing</b>  A21: Use layers of two or more colours.  A23: Make printing blocks (e.g. from coiled string glued to a block).  A24: Make precise repeating patterns.</p> <p><b>Digital Media</b>  A25: Create images, video and sound recordings and explain why they were created.</p> <p><b>Inspiration</b>  A31: Replicate some of the techniques used by notable artists, artisans and designers.  A32: Create original pieces that are influenced by studies of others.</p>
DT	<p><b>Electrical Systems- Simple circuits and Switches</b>  <b>To master practical skills</b>  DT12: Create series and parallel circuits  DT13: Control and monitor models using software designed for this purpose.  DT14: Choose suitable techniques to construct products or to repair items.  DT15: Strengthen materials using suitable techniques.  DT16: Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)</p> <p><b>To design, make, evaluate and improve</b>  DT17: Design with purpose by identifying opportunities to design.  DT18: Make products by working efficiently (such as by carefully selecting materials).  DT19: Refine work and techniques as work progresses, continually evaluating the product design.  DT20: Use software to design and represent product designs.</p> <p><b>To take inspiration from design throughout history</b>  DT22: Improve upon existing designs, giving reasons for choices.  DT23: Disassemble products to understand how they work.</p>	<p><b>Mechanical Systems-Levers and Linkages</b>  <b>To master practical skills</b>  DT5: Cut materials accurately and safely by selecting appropriate tools.  DT6: Measure and mark out to the nearest millimetre.  DT7: Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).  DT8: Select appropriate joining techniques.  DT14: Choose suitable techniques to construct products or to repair items.  DT15: Strengthen materials using suitable techniques.  DT16: Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)</p> <p><b>To design, make, evaluate and improve</b>  DT17: Design with purpose by identifying opportunities to design.  DT18: Make products by working efficiently (such as by carefully selecting materials).  DT19: Refine work and techniques as work progresses, continually evaluating the product design.</p> <p><b>To take inspiration from design throughout history</b>  DT21: Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.  DT22: Improve upon existing designs, giving reasons for</p>	<p><b>Structures- Shell Structures using CAD</b>  <b>To master practical skills</b>  DT13: Control and monitor models using software designed for this purpose.</p> <p><b>To design, make, evaluate and improve</b>  DT17: Design with purpose by identifying opportunities to design.  DT18: Make products by working efficiently (such as by carefully selecting materials).  DT19: Refine work and techniques as work progresses, continually evaluating the product design.  DT20: Use software to design and represent product designs.</p> <p><b>To take inspiration from design throughout history</b>  DT22: Improve upon existing designs, giving reasons for choices.</p>

		<p>choices. DT23: Disassemble products to understand how they work.</p> <p><b><u>Food- Healthy and varied Diet</u></b>  <b>To master practical skills</b>  DT1: Prepare ingredients hygienically using appropriate utensils.  DT2: Measure ingredients to the nearest gram accurately.  DT3: Follow a recipe.  DT4: Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).  DT5: Cut materials accurately and safely by selecting appropriate tools.  <b>To design, make, evaluate and improve</b>  DT17: Design with purpose by identifying opportunities to design.  DT18: Make products by working efficiently (such as by carefully selecting materials).  <b>To take inspiration from design throughout history</b>  DT22: Improve upon existing designs, giving reasons for choices.</p>	
Music	<p style="text-align: center;"><b><u>Charanga</u></b> <b><u>Mamma Mia; Glockenspiel Skills</u></b></p> <p><b>To Perform</b>  M1: Sing from memory with accurate pitch.  M2: Sing in tune.  M3: Maintain a simple part within a group.  M4: Pronounce words within a song clearly.  M5: Show control of voice.  M6: Play notes on an instrument with care so that they are clear.  M7: Perform with control and awareness of others.  <b>To Compose</b>  M9: Use sound to create abstract effects.  M10: Create repeated patterns with a range of instruments.  M11: Create accompaniments for tunes.  <b>To Transcribe</b>  M15: Devise non-standard symbols to indicate when to play and rest.  <b>To Describe</b>  M18: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.  M19: Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p>	<p style="text-align: center;"><b><u>Charanga</u></b> <b><u>Stop!; Lean On Me</u></b></p> <p><b>To Perform</b>  M1: Sing from memory with accurate pitch.  M2: Sing in tune.  M3: Maintain a simple part within a group.  M4: Pronounce words within a song clearly.  M5: Show control of voice.  M6: Play notes on an instrument with care so that they are clear.  M7: Perform with control and awareness of others.  <b>To Compose</b>  M8: Compose and perform melodic songs.  M9: Use sound to create abstract effects.  M10: Create repeated patterns with a range of instruments.  M11: Create accompaniments for tunes.  M12: Use drones as accompaniments.  M13: Choose, order, combine and control sounds to create an effect.  <b>To Transcribe</b>  M15: Devise non-standard symbols to indicate when</p>	<p style="text-align: center;"><b><u>Charanga</u></b> <b><u>Blackbird; Reflect, Rewind and Reply</u></b></p> <p><b>To Perform</b>  M1: Sing from memory with accurate pitch.  M2: Sing in tune.  M3: Maintain a simple part within a group.  M4: Pronounce words within a song clearly.  M5: Show control of voice.  M6: Play notes on an instrument with care so that they are clear.  M7: Perform with control and awareness of others.  <b>To Compose</b>  M8: Compose and perform melodic songs.  M9: Use sound to create abstract effects.  M10: Create repeated patterns with a range of instruments.  M11: Create accompaniments for tunes.  M12: Use drones as accompaniments.  M13: Choose, order, combine and control sounds to create an effect.  <b>To Transcribe</b>  M14: Use digital technologies to compose pieces of music.  M15: Devise non-standard symbols to indicate when to play</p>

	<p>M20: Understand layers of sounds and discuss their effect on mood and feelings.</p>	<p>to play and rest.  <b>To Describe</b>  M18: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.  M19: Evaluate music using musical vocabulary to identify areas of likes and dislikes.  M20: Understand layers of sounds and discuss their effect on mood and feelings.</p>	<p>and rest.  M16: Recognise the notes EGBDF and FACE on the musical staff.  M17: Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.  <b>To Describe</b>  M18: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.  M19: Evaluate music using musical vocabulary to identify areas of likes and dislikes.  M20: Understand layers of sounds and discuss their effect on mood and feelings.</p>
<p>RE</p>	<p><b>Community: Islam, Hinduism</b>  <b>Believing</b>  <b>B2- Making connections between key beliefs/concepts within and between belief traditions-</b>Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts, e.g. salvation and incarnation, tawhid and creation, dharma and moksha.  <b>Living</b>  <b>L1- Showing understanding of core concepts relating to the human/social scientific study of religion and belief-</b> Be able to describe the difference between 'beliefs' and 'religion'.  <b>L2- Showing understanding of connection between religious practice and content-</b> Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context.  <b>L3- Showing understanding of the way in which beliefs impact on the individual-</b> Be able to make connections between beliefs and the decisions an individual makes about how to live their life.  <b>L4- Showing understanding of the way in which community can impact on religious practice-4a-</b> Be able to explain at the importance of community within the religious/non-religious tradition studied.  <b>Thinking</b>  <b>T2- Showing awareness of different approaches to understanding the world-</b> Be able to understand and begin to explain that there is a difference between believing and knowing.</p>	<p><b>Community: Christianity</b>  <b>Believing</b>  <b>B2- Making connections between key beliefs/concepts within and between belief traditions-</b>Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts, e.g. salvation and incarnation, tawhid and creation, dharma and moksha.  <b>Living</b>  <b>L1- Showing understanding of core concepts relating to the human/social scientific study of religion and belief-</b> Be able to describe the difference between 'beliefs' and 'religion'.  <b>L2- Showing understanding of connection between religious practice and content-</b> Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context.  <b>L3- Showing understanding of the way in which beliefs impact on the individual-</b> Be able to make connections between beliefs and the decisions an individual makes about how to live their life.  <b>L4- Showing understanding of the way in which community can impact on religious practice-4a-</b> Be able to explain at the importance of community within the religious/non-religious tradition studied.  <b>Thinking</b>  <b>T2- Showing awareness of different approaches to understanding the world-</b> Be able to understand and begin to explain that there is a difference between believing and knowing.</p>	<p><b>Pilgrimage</b>  <b>Believing</b>  <b>B1- Engaging with key beliefs/concepts through analysis of texts-</b> Be able to explain what it means for a text/story to 'have authority' for a group of believers  <b>B2- Making connections between key beliefs/concepts within and between belief traditions-</b>Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts, e.g. salvation and incarnation, tawhid and creation, dharma and moksha.  <b>Living</b>  <b>L1- Showing understanding of core concepts relating to the human/social scientific study of religion and belief-</b> Be able to describe the difference between 'beliefs' and 'religion'.  <b>L2- Showing understanding of connection between religious practice and content-</b> Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context.  <b>L3- Showing understanding of the way in which beliefs impact on the individual-</b> Be able to make connections between beliefs and the decisions an individual makes about how to live their life.  <b>L4- Showing understanding of the way in which community can impact on religious practice-4a-</b> Be able to explain at the importance of community within the religious/non-religious tradition studied.  4b- Be able to explain connections between religious beliefs and worship as a community in at least two belief traditions.  <b>Thinking</b>  <b>T1- Articulating how and whether things make sense-</b> Be able to identify ways in which different people think about the world differently.</p>

			<p><b>T2- Showing awareness of different approaches to understanding the world-</b> Be able to understand and begin to explain that there is a difference between believing and knowing.</p> <p><b>T3- Showing evidence of a process of reasoning-</b>Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists).</p>
PSHE	<p><b>Jigsaw:</b> Being Me in My World Celebrating Difference</p>	<p><b>Jigsaw:</b> Dreams and Goals Healthy Me</p>	<p><b>Jigsaw:</b> Relationships Changing Me</p>