Ingrave Johnstone C of E Primary School Year Group Curriculum Overview – Year 4

Year Group:			
Subject	**Autumn term** ***Invaders – Anglo Saxons & Vikings***	**Spring Term** ***Stars & Stripes – North America***	**Summer Term** ***Tomb Raiders/ Egyptians***
English	**Overview of knowledge** Fantasy Poems with a structure: haiku Fairy Tales Poems with a structure: limericks	**Overview of knowledge** Explanation Issues and dilemmas Classic poetry	**Overview of knowledge** Newspaper reports Film & play scripts Novels on a theme Poems on a theme
	Overview of skills *See Lancashire Grid Units*	**Overview of skills** *See Lancashire Grid Units*	**Overview of skills** *See Lancashire Grid Units*
Maths	**Autumn 1** **Overview of knowledge** **Invaders – Anglo Saxons & Vikings** **Number: Place Value (Roman Numerals, 1000s, 100s, 10s, 1s)** **Number: Addition and Subtraction (range of strategies)** **Overview of skills** *See White Rose Unit Summary*	**Spring 1** **Overview of knowledge** **Stars & Stripes – North America** **Number: Multiplication and Division (11 and 12 x table, written x and ÷)** **Measurement: Area (counting squares and comparing)** **Fractions (equivalence, +/- fractions, greater than 1)** **Overview of skills** *See White Rose Unit Summary*	**Summer 1** **Overview of knowledge** **Overview of skills Tomb Raiders/ Egyptians** **Decimals (write, compare, order and round decimals)** **Measurement: Money (£ and p, ordering, estimating)** **Measurement: Time (analogue to digital – 12 and 24 hour)** **Statistics (interpret charts, intro to line graphs)** ***Overview of skills*** *See White Rose Unit Summary*

+ We can do everything together, loving and learning through God +

	Autumn 2 ***Invaders – Anglo Saxons& Vikings*** ***Number****: Addition and Subtraction ctd* *Measurement: Length and Perimeter (km, perimeter on a grid/of a rectangle)* *Number: Multiplication and Division (x/÷by 10/100, x/÷by 6, 9, 7)* *Consolidation*	Spring 2 **Stars & Stripes – North America** **Fractions ctd** **Decimals (tenths and hundredths as decimals, on no line)** **Consolidation**	Summer 2 **Tomb Raiders/Egyptians** **Geometry: Properties of Shape (identify angles, triangles, quadrilaterals, lines of symmetry)** **Geometry: Position and Direction (describe position, draw/move on grid)** **Consolidation**
Science **Ongoing:** asking relevant questions and using different types of scientific enquiries to answer them • 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 data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	**Overview of knowledge** **Sound** **(**What's That Sound**:** Rising stars) Know how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Recognise that sounds get fainter as the distance from the sound source increases **Living Things and Their Habitats** (Living Things: Rising stars) Recognise that living things can be grouped in a variety of ways Recognise how a simple key helps identify living things Recognise that environments can change and that this can sometimes pose dangers to living things Understand some of the human impacts on specific habitats Classify the 5 vertebrate groups based on physical features Classify plants as flowering or non-flowering.	**Overview of knowledge** **States of Matter** (Looking At States: Rising stars) Recognise the differences between solids, liquids and gases Recognise when freezing, boiling and melting take place. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature **Electricity** (Power It Up: Rising stars) Identify common appliances that run on electricity Understand the difference between mains or battery operated Understand that electricity can be dangerous Know that basic parts include cells, wires, bulbs, switches and buzzers 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	**Overview of knowledge** **Animals Including Humans** (Teeth and Eating: Rising stars) Recognise why we must take good care of teeth Describe the simple functions of the basic parts of the digestive system in humans Recognise what a food chain represents Identify producers, predators and prey **Optional Module** (Brilliant Bubbles: Rising stars) Recognise that bubbles can vary in shape and size. Know that bubbles can be affected by different variables.

+ We can do everything together, loving and learning through God +

• 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, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.		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	
	Overview of skills **Sound** **(**What's That Sound**:** Rising stars) 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 Observe and name a variety of sounds Explore similarities and differences between sounds made in different ways Identify patterns in data Use results and form conclusions Explore various ways of making sound with different pitches Use evidence to answer questions **Living Things and Their Habitats** (Living Things: Rising stars) Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Observe key features of living things Examine invertebrates in their environment Make careful observations Ask relevant questions in order to sort and classify To devise and use and key to identify common trees by their leaves	**Overview of skills** **States of Matter** (Looking At States: Rising stars) 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 Measure or research the temperature at which this happens in degrees Celsius (°C) Make careful observations about how matter changes from solid to liquid Record what has been learnt in a variety of ways Read scales accurately Use research skills to find out about temperature **Electricity** (Power It Up: Rising stars) Classify and record appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts Explore patterns produced by altering circuits Make comparative tests Use results to draw simple conclusions Use a simple circuit to create a device	**Overview of skills** **Animals Including Humans** (Teeth and Eating: Rising stars) Classify different types of teeth and their functions Make observations and form conclusions Record findings using scientific language and labelled diagrams Construct and interpret a variety of food chains **Optional Module** (Brilliant Bubbles: Rising stars) Identify, observe and record variables that affect bubbles Set up practical enquiries and fair tests. Test how much air sweets contain Evaluate an experiment, commenting on the design and data. Carry out a survey to find the best tasting sherbet. Present survey results and consider further questions. Identify similarities, differences and changes in results from experiments.

		Apply prior learning to a problem or question 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 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	
RE	**Overview of knowledge** **A1** **Creation / Fall ·Christians believe that God owns everything but trusts humans to be 'caretakers' of his world.** **· God gives many rules in the Bible.** **· Temptation is all around us (recall Adam and Eve, the Fall)** **· Christians view the Bible as a 'maker's manual', creation happens in order.** **· Eve was tempted, but she did not accept responsibility for her actions, which carries consequences.**	**Overview of knowledge** **SP1** **Incarnation** **Hinduism** **(Complete Incarnation unit as above)** **Hinduism** **· AUM symbol is very important (used in meditation too).** **· Some images of gods embody natural elements (Agni – fire, Surya – sun).** **· Garlands are placed around the images of Gods, Goddesses and worshippers (Murtis).** **· Nature – light, water, flood and flowers are used in the puja (daily prayer).** **· Arti are five lights that stand for five elements: earth, air, fire, water and ether.**	**Overview of knowledge** **S1** **Salvation** **Gospel** **(Complete Salvation unit as above)** **Gospel** **· Some stories Jesus told were called parables and had a deeper meaning – made people think.** **· The meaning of the story of the Good Samaritan (Luke 10: 25-29. Think about who are children's neighbours (concentric rings activity).** **· The message of the story the Pharisee and Tax Collector (Luke 18: 9-14) shows people acting in ways different to what we might expect. The attitude inside is what counts.**

		• The lotus is an important symbol	
	Overview of skills • Identify temptations in own lives and compare to Bible stories. • Give opinions about what God is like and why – evidence from the Bible. • Explain consequences for Adam and Eve's actions and link to how they didn't accept responsibility for their mistake. • Recall the Ten Commandments and suggest own. • Describe ways in which Christians might say sorry for the bad things they may do. • Give examples where God shows forgiveness.	**Overview of skills** • Create paper garlands. • Talk about the Arti festival and know that some Hindus practise it daily. • Draw AUM and lotus symbols. Explain how both are used. • Write about how nature is used in the puja.	**Overview of skills** • Make clear links between the story of the Good Samaritan and the ideas of the gospel as 'good news'. • Make links between the story of the GS and charity in Christian life, especially the use of the word 'Samaritan'. Christian Aid video • Look at people behaving as a GS in a modern day context. • Make links between some of Jesus's teaching about how to live and life in the world today. Understand Christian Aid tagline • Hot seat/drama for the story of The Good Samaritan • Write own story where appearances are deceptive. • Consider what kind of world Jesus wanted. Discuss 'Jesus wanted the world to be… so that…'
	Overview of knowledge **A2** **Judaism** **Incarnation / Nativity (Judaism)** • Jewish people celebrate the festivals of Sukkot, Hannukah and Yom Ha'Atzmaut. • The home is important to Jewish life (daily prayers, Shabbat, festivals). • Rosh Hashanah celebrates the Creation of the world.	**Overview of knowledge** **SP2** **Hinduism** **Salvation** **(Complete Hinduism Unit as above)** **Salvation** • Understand the story of the Last Supper and how things had been going quite well until this point (Palm Sunday, sharing parables).	**Overview of knowledge** **S2** **Pentecost** **Islam** • Recall how Jesus sent the gift of the Holy Spirit to help his friends after he's left them. • Recap knowledge about the Holy Spirit helping Christians. • Understand that the story of Pentecost describes the arrival of the Holy Spirit.

	• Hanukkah is the festival of light and is celebrated by Jewish people. • Orthodox males wear a skull cap (kippah/cappel) • Know that the synagogue is a place of worship and customs are followed • The word 'Shalom' means peace (Incarnation/God) • John 1 is a Gospel but is different to other Gospels in the Bible (no birth story in John 1). • Lyrics in carols give suggestions about what God was like.	• The Last Supper is so important that its events are remembered when Christians take communion. • Look at the events of a communion service to understand the elements (discuss with vicar). • Understand that it was not and is not always easy for people to be a Christian. This was the case for Peter, the disciple leader, who denied knowing Jesus three times. Retelling based on Matthew 26:31-75	• Know that the Holy Spirit is all around us. Islam • Understand that Islam has five fundamental beliefs called 'pillars': Shahada (declaration of faith), Salah (praying five times a day), Zakah (giving to charity), Sawm (fasting in Ramadan) and Hajj (pilgrimage to Mecca) • The Qua'ran was revealed to the prophet Muhammed
	Overview of skills (Judaism) • Design celebratory items for Hanukkah • Discuss how Hanukkah compares to light festivals in other religions • Retell stories that relate to some of the religious festivals (Hanukkah – recapture and rededication of the Temple in Jerusalem, Sukkot – why observant Jews sleep/eat in temporary structures, Yom Ha'Atzmaut – independence day, creation of the modern state of Israel in 1948. • Visit a synagogue to observe worship and customs in action. (Incarnation)	Overview of skills • Tell the story of the Last Supper. Pair together key items to the story. • Use 'conscience alley' to show the different opinions Judas could have before he betrayed Jesus. • Explain the significance of Jesus washing the feet of the disciples at the Last Supper and what this teaches Christians. • Talk about why Christians call the day Jesus died 'Good Friday'. • Write/create a guide to communion and how it links to the Last Supper.	Overview of skills • Describe and explain reasons why Jesus told his disciples he would send the Holy Spirit as a gift. • Describe and explain ways in which the Holy Spirit helps Christians. • Recall and retell the story of Pentecost Acts 2:1-12 • Paint of draw ways in which we can feel the Holy Spirit (Wind in the trees, Sunlight all around us etc.) Islam • Research facts and explain about each of the five pillars and why they create the foundation of Islam

	• **Share ideas about why Luke and Matthew discuss Jesus birth as an important even and John doesn't (John talks about Word becoming Flesh)** • **Offer ideas about what these words in popular carols may mean – 'O little town': In your dark streets shineth the everlasting light. 'Silent Night': Son of God loves pure light. Etc.**	• **Look at picture, 'Peter's Denial' by Frank Wesley. Consider the feelings of all involved. Freeze frame points in the story of Peter's denial.** • **Consider what beliefs children would stand up for?** • **Work in groups to find a creative way to answer the question 'why do Christians call the day Jesus died Good Friday'?**	• **Describe the revelation of the Quar'ran to the prophet Muhammed** • **Visit a mosque to meet with members of the community**
Computing	**Overview of knowledge** A1: We are software developers-developing a simple educational game A2: We are toy designers-prototyping an interactive toy • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	**Overview of knowledge** S1: We are musicians-producing digital music S2: We are HTML editors-editing and writing HTML • Use sequence, selection and repetition in programs, work with variables and various forms of input and output. • Understand computer networks, including the internet and the opportunities they offer for communication and collaboration. • Be discerning in evaluating digital content. • 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,	**Overview of knowledge** S1: We are co-authors-producing a wiki S2: We are meteorologists-presenting the weather • Solve problems by decomposing them into smaller parts. • Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. • Use search technologies effectively. • Be discerning in evaluating digital content. • Use a variety of software (including internet services) to create content including presenting information. • Use technology safely, respectfully and responsibly;

		analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour. • Know a range of ways to report concerns and unacceptable behaviour. • Use and combine a variety of software (including internet services) to accomplish given goals, including presenting information. • Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.	• Recognise acceptable /unacceptable behaviour; • Identify a range of ways to report concerns about content and contact. • Work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work. • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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.
	Overview of skills • Develop an educational computer game using selection and repetition. • Understand and use variables, start to debug computer programs. • Recognise the importance of user interface design, including consideration of input and output. • Design and make an on-screen prototype of a computer-controlled toy. • Understand different forms of input and output (such as sensors, switches, motors, lights and speakers).	**Overview of skills** • Use one or more programs to edit music. • Create and develop a musical composition, refining their ideas through reflection and discussion. • Develop collaboration skills and develop an awareness of how their composition can enhance work in other media. • Understand some technical aspects of how the internet makes the web possible. • Use HTML tags for elementary mark up and use hyperlinks to connect ideas and sources.	**Overview of skills** • Understand the conventions for collaborative online work, particularly in wikis. • Be aware of their responsibilities when editing other people's work. • Become familiar with Wikipedia, including potential problems associated with its use practise research skills. • Write for a target audience using a wiki tool. • Develop collaboration skills and develop proofreading skills. • Understand different measurement techniques for

	• Design, write and debug the control and monitoring program for their toy.	• Code up a simple web page with useful content. Understand some of the risks in using the web.	weather, both analogue and digital. • Use computer-based data logging to automate the recording of some weather data, use spreadsheets to create charts, analyse data, explore inconsistencies in data and make predictions. • Practise using presentation software and optionally video.
History	**Overview of knowledge** **Invaders-Anglo-Saxons and Vikings** **Anglo-Saxons** Lived in Britain 410CE-1066 Many of the Anglo-Saxon settlers came to Britain seeking land to farm, having previously lived in frequently-flooded areas of northern Europe. They mainly arrived after the Romans left, living in their own more rural settlements. Families usually lived all under one roof in small communities living in wooden houses with thatched roofs. They were largely pagans at the start of the period, although Christianity was brought to the islands particularly in the 7th Century. Common clothing included tunics for men, and longer robes for women. Popular drinks included beer and mead, which were brewed and therefore much safer to drink that water. A common diet was made up of bread and items such as eggs and cheese. They were skilled craftsmen who made beautiful jewellery, armour and weapons.	**Overview of knowledge** **Not taught**	**Overview of knowledge** **Ancient Egyptians** The majority of the people who lived in Ancient Egypt were farmers. The land around the River Nile provided excellent soil for agriculture as a result of the annual flooding of the rivers between June and September. Many cereal crops were grown, much of which was in turn developed into bread and beer. Slavery existed in Ancient Egypt, although it was possible for a slave to buy his freedom. Women in Ancient Egypt had more rights than in many civilizations of similar times. It was also possible for a number of women – including the infamous Cleopatra – to become pharaohs of the kingdom. The Ancient Egyptians had many different Gods that covered all aspects of their lives. The ruler of Egypt was called a pharaoh and when they died they were buried in elaborate and expensive pyramids or tombs in the Valley of the Kings. Rich people like pharaohs were mummified after death.

	Vikings First invaded in 793CE. Vikings came from Scandinavia and attacked settlements and monasteries around the coast of Britain before invading and settling. The Vikings occupied much of north-eastern England, including their stronghold of York. Gradually as they spread, the Viking farming, language and laws spread across the north and east. Traditional Viking families had men working the land, with a wife taking care of the home and of the family valuables. When they first arrived, most Vikings followed pagan religions, but soon converted to Christianity as they became settled in England. With some invasions in the 10th Century, invaders were bought off with silver, known as Danegeld, which was raised by taxing locals. Like the Anglo-Saxons, the Vikings were skilled craftsmen and they traded with other kingdoms across Europe and beyond.		We know lots about the Ancient Egyptians due to their tombs and pyramids being opened and explored by archaeologists such as Howard Carter. They wrote using a language called hieroglyphs. The Rosetta Stone was used to translate these.
	Overview of skills I can identify the Saxon and Viking and Homelands and Saxon and Viking settlements in Britain. I can identify Saxon and Viking invasion routes. I know longboats of Viking warriors were powered by a single, central sail and by rowers along each side. I can research how the Saxons and Vikings lived in terms of housing, clothing, food and Gods	**Overview of skills** **Not taught**	**Overview of skills** I use sources of information to form testable hypotheses about the past. I understand more complex terms AD/BC I refine lines of enquiry as appropriate. I investigate historical problems and issues I can recognise and use a range of primary and secondary sources to find out an aspect of time passed. I can use a variety of ways to communicate knowledge and understanding through extended writing and wall displays.

	I use evidence to ask questions and find answers to questions about the past. I can find out about everyday lives of people in time studied. I can compare with our lives today. I can identify reasons for and results of peoples actions. I can use a range of sources to finds out about a period I can select and record information relevant to the study. I show an understanding of the concept of nation and a nation's history through discussions, pictures, drama and annotations. I use appropriate historical vocabulary to communicate, including: a) dates b) time period		I can plan and carry out individual investigations.
Geography	**Overview of knowledge** **Settlements** A settlement is a place where people gather together to share skills and resources etc Ancient settlements needed water, defences, food sources, timber/stone sources etc Modern settlements are more sophisticated and need different things like; sewerage, leisure activities, places of work, factories etc	**Overview of knowledge** **The Earth** The Earth is split into continents (know their names) The continents have shifted over time The Earth was once called Pangea Natural Earth disasters include Tidal wave / earthquake / meteor strike / ice age Disasters cause landslides, flooding, fires etc **Volcanoes** The Earth has the following layers; inner core, outer core, mantle, crust. There are active, dormant and extinct volcanoes all over the world. Volcanoes come in different shapes and sizes; composite, shield, cinder cone, and lava dome.	**Overview of knowledge** **Mapwork and Scales** Use sketch maps, plans and graphs and digital maps to identify and record geographical features. Terminology: Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle Letter and number co-ordinates Knowledge of four points of compass and relative directions. Know and understand terms scale and recognise examples of these. Know and understand keys and how to represent these

		Typically, most seismic activity occurs on fault lines	
	Overview of skills I can describe key aspects of physical and human geography, including: settlements and land use for both ancient and modern settlements **Early Settlers** I give explanations for the location of some of the physical and human features e.g How is land used? How are settlements linked? Ideal place for settling **Modern Settlements** I can think of what modern humans need and use this to design a modern settlement	**Overview of skills** **The Earth** I can describe key aspects of: physical geography, including: earthquakes I can label a map of the Earth as it is now, including continents and some countries in each continent. I can recognize how the land mass of the Earth has changed over time. Where will this part end up? Eg India / Australasia / Antarctica. I can identify which areas of the world are most at risk of Earthquakes and why. I understand the environmental disaster impact on life on Earth of tidal wave / earthquake / meteor strike / ice age etc I can use thematic maps (1:1250 to 1:10000), atlases, globes and digital/computer mapping to locate countries and describe features. I can ask and answer geographical questions about the physical and human characteristics of a location. I can use a range of resources to identify the key physical and human features of a location. I give explanations for the location of some of the physical and human features. **Volcanoes** I can identify that the Earth has the following layers: inner core, outer core, mantle, crust I know that there are active, dormant and extinct volcanoes all over the world	**Overview of skills** **Mapwork and Scales** I can use thematic maps (1:1250 to 1:10000), atlases, globes and digital/computer mapping to locate countries and describe features. I can 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. To investigate patterns: I can name, locate and describe the characteristics of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle I can use direction to describe location (North –South – West – East) I can use Letter and Number Coordinates. I can use a variety of appropriate scales – reducing real plans and images to a smaller scale I can use my own maps and plans – symbols and keys.

		I can study and know the main features of volcanoes I can explain that volcanoes come in different shapes and sizes; composite, shield, cinder cone, and lava dome. I know that typically, most seismic activity occurs on fault lines and what fault lines are I know how volcanoes form I can study about and explain the impact volcanoes have on the people living near them	
Art	**Overview of knowledge**	**Overview of knowledge**	**Overview of knowledge**
	Overview of skills	**Overview of skills**	**Overview of skills**
Design	**Overview of knowledge** **Year 4 Electrical Systems - Simple circuits and switches** **Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.** **Apply their understanding of computing to program and control their products.** **Know and use technical vocabulary relevant to the project.**	**Overview of knowledge** **Year 4 Mechanical Systems – Pneumatics** **Understand and use pneumatic mechanisms.** **Know and use technical vocabulary relevant to the project.**	**Overview of knowledge** **Year 4 Structures - Shell structures** **Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.** **Develop and use knowledge of how to construct strong, stiff shell structures.** **Know and use technical vocabulary relevant to the project.**
	Overview of skills **Designing** **Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.** **Generate, develop, model and communicate realistic ideas through**	**Overview of skills** **Designing** **Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user.** **Use annotated sketches and prototypes to develop, model and communicate ideas.**	**Overview of skills** **Designing** **Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the functional and aesthetic purposes of the product.** **Develop ideas through the analysis of existing shell structures and use**

	discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. 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, including construction materials and electrical components according to their functional properties and aesthetic qualities. Evaluating 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.	Making Order the main stages of making. Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons. Select from and use finishing techniques suitable for the product they are creating. Evaluating Investigate and analyse books, videos and products with pneumatic mechanisms. Evaluate their own products and ideas against criteria and user needs, as they design and make.	computer-aided design to model and communicate ideas. Making Plan the order of the main stages of making. Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy. Explain their choice of materials according to functional properties and aesthetic qualities. Use computer-generated finishing techniques suitable for the product they are creating. Evaluating Investigate and evaluate a range of shell structures including the materials, components and techniques that have been used. Test and evaluate their own products against design criteria and the intended user and purpose.
PE	Overview of knowledge <u>Autumn 1</u> Multi-skills 'Primary Games, Key Stage 2', Val Sabin. Unit 2 I know how to measure heart rate and see how it reacts to different types of exercise. I know what agility is and how it can be applied in different sporting activities. I know how to generate more power when throwing.	Overview of knowledge <u>Spring 1</u> Gymnastics Primary School Gymnastics, Key Stage 2', Val Sabin. Units: P, Q, R, S I know that the three key shapes are: tuck, pike and straddle. I know the difference between front support and back support. I know what a balance is and how to perform balances on one to two four points of contact.	Overview of knowledge <u>Summer 1</u> Athletic fundamentals I know what the correct technique is for sprinting and can identify sprint events. For example: 100m/200m. I know what athletic events need pacing and why. I know what is and can identify between a standing jump and a standing triple jump. I know the importance of body positioning in throwing events

	I know how to move in a safe and controlled manner over apparatus.	I know how to get out/put away the equipment safely and the rules of using the apparatus safely.	
	Overview of skills Autumn 1 Multi-skills 'Primary Games, Key Stage 2', Val Sabin. Unit 2 I can find my pulse and use my fingers to count my pulse rate. I can move through an SAQ (Speed Agility Quickness) ladder in a variety of ways in a controlled manner. I can stand sideways on an use my body to transfer power into my throw. I can explore different ways of moving over apparatus.	Overview of skills Spring 1 Gymnastics Primary School Gymnastics, Key Stage 2', Val Sabin. Units: P, Q, R, S I can perform the 3 gymnastic shapes: pike, tuck and straddle and use them in a sequence of movement. I can perform balances on one to four points of contact and hold the balances for 5 seconds with tension and extension. I can/I am beginning to perform an egg, pencil, dish and straddle with a developing technique. I can apply travel and balances in a sequence and perform to my peers.	Overview of skills Summer 1 Athletic fundamentals I can apply m y sprinting technique in a race abiding the rules. I can run continuously for five minutes without stopping. I can perform a standing triple jump and understand the rules involved. I can throw for distance using an effective technique whilst following the safety rules.
	Overview of knowledge Autumn 2 Invasion games 'Primary Games, Key Stage 2', Val Sabin. Unit 3 I am able to identify sports that are invasion games. I know it is important to work as a team to achieve the desired outcome. I understand the concept of 'attack' and 'defence'. I know how to evaluate our team performance and suggest ways to improve.	Overview of knowledge Spring 2 Net/wall games 'Primary Games, Key Stage 2', Val Sabin. Unit 1 I know the correct grip for 'forehand' and 'backhand'. I know how to move my body and racquet to control the direction of the ball. I know how to increase/decrease the power of my shots. I know how to play a game of netball in accordance to the rules.	Overview of knowledge Summer 2 Striking and fielding 'Primary Games, Key Stage 2', Val Sabin. Unit 4 I know how to play 'Danish rounders' and 'kick cricket'. I know how to stop a ball coming towards me and return it back to the bowler. I know how to hit the ball accurately into space. I know how to apply strategies to become a more effective fielder.

	Overview of skills **<u>Autumn 2</u>** **Invasion games** **'Primary Games, Key Stage 2', Val Sabin.** **Unit 3** **I can explain and demonstrate the importance of space and position.** **I can explain that I need to have my eyes and hands ready to be successful at catching.** **I can throw and catch whilst applying the 'footwork rule'.** **I can play a variety of invasion games and work as a team.**	**Overview of skills** **<u>Spring 2</u>** **Net/wall games** **'Primary Games, Key Stage 2', Val Sabin.** **Unit 1** **I can control the direction of where I throw or hit the ball.** **I can apply my skills into a game/** **I can officiate a game of tennis with basic rules.** **I can play a game in line with the rules with developing strategies.**	**Overview of skills** **<u>Summer 2</u>** **Striking and fielding** **'Primary Games, Key Stage 2', Val Sabin.** **Unit 4** **I can accurately throw a ball at a target and receive the ball with two hands.** **I can hit the ball accurately in a range of directions.** **I can intercept and stop a ball as a fielder.** **I can work as a team and develop strategies to prevent the other team from scoring.**
French	**Overview of knowledge** **Autumn 1:** • Revise ways of describing people • Describe someone's nationality • Describe people using various adjectives • Further practice for Unit 7 • Project work: Describing someone **Autumn 2:** • Talk about activities • Tell the time • Talk about what time you do activities • Further practice for Unit 8 • Project work: Finding out about famous French people	**Overview of knowledge** **Spring 1:** • Talk about festivals and dates • Talk about presents at festivals • Count from 31–60 • Give and understand instructions • Further practice for Unit 9 • Project work: Festivals **Spring 2:** • Talk about going to French cities • Give and understand basic directions • Talk about the weather • Talk about the weather and places in France • Further practice for Unit 10 • Project work: *Une ville française*	**Overview of knowledge** **Summer 1:** • Go shopping for food • Ask how much something costs • Talk about activities at a party • Give opinions about food and various activities • Further practice for Unit 11 • Project work: *La nourriture en France* **Summer 2:** • Discuss francophone countries • Discuss the languages we speak • Identify different items of clothing • Describe items of clothing • Further practice for Unit 12 • Project work: *Un pays francophone*

	• Sound/spelling activity for Units 7–8 • Assessment for Units 7–8	• Sound/spelling activity for Units 9–10	• Sound/spelling activity for Units 11–12 • Assessment for Units 11–12
	Overview of skills **Autumn 1:** Revision of variety of avoir phrases • Recognise and use third person singular (il/elle) with avoir • Revision of variety of avoir phrases • Recognise and use third person singular (il/elle) with avoir • Use être phrases with adjectives • Recognise and use third person singular (il/elle) with être • Recognise different adjective endings • Use être phrases with adjectives • Recognise and use third person singular (il/elle) with être • Recognise different adjective endings **Autumn 2:** • Use several present tense verbs to describe activities • Produce short phrases orally • Produce short phrases orally and in writing • Express the time • Use several present tense verbs to describe activities • Produce short phrases orally and in writing • Express the time separately and in phrases with other verbs.	**Overview of skills** **Spring 1:** • Give dates for festivals through the year • Give more dates for festivals through the year • Ask for various presents • Count up to 60 • Understand and give imperative instructions • Recognise plural forms **Spring 2:** • Recognise various French cities • Ask and answer where you are going, using *je vais à…* • Understand and give imperative instructions for directions • Form weather expressions • using impersonal *il…* expressions • Recognise various French cities • Form weather expressions using impersonal *il…* expressions • Describe the weather in a • certain location in a short sentence.	**Overview of skills** **Summer 1:** • Ask what someone wants - Say what do you want? • Talk about food using partitive article • Ask how much does something costs? • Talk about food using partitive article • Use *on* to talk about first-person • plural activities • Give basic opinions about activities and food. **Summer 2:** • Give the names of various French-speaking countries • Use positive and negative phrases to talk about speaking languages • Describe various items of clothing • Describe various items of clothing, using colour adjectives

Music	**Overview of knowledge** **STOP!** **Lean on me** • Improvisation is to make up a sequence or tune and play it on the spot. • An interlude is a passage of music played between the main themes. • An introduction is the music heard at the beginning of a song or piece of music bridge; a section of music that takes us from a verse to a chorus, just as a bridge over a river takes us from one place to another. • Rhythm is the combination of long and short sounds to make patterns.	**Overview of knowledge** **Blackbird** • A standard piece of music will include a verse and chorus structure. • Tuned percussion instruments can sound different notes when it is hit. • Untuned percussion instruments have no definite pitch when hit. • A riff is a short repeated phrase, often played on a lead instrument.	**Overview of knowledge** **Glockenspiel Stage 2** **Mamma Mia** • A quaver is worth half a beat. • A crotchet is worth one beat. • A minim is worth two beats. • A semi-breve is worth four beats. • I know what each of the above notes look like on a stave. • I can name all of the notes on a stave.
	Overview of skills • Sing two or three parts with more confidence and increasing pitch accuracy • Recognise music from different times and countries. • Explore music that describes feelings or moods using different dynamics, tempi, timbres etc. • Explore combining and controlling sounds to achieve a desired effect.	**Overview of skills** • Use tuned instruments with increasing confidence to accompany songs such as drones and ostinato. • Sing songs showing musical expression (phrasing, changing of tempo, dynamics); reflecting the mood and character of the song and its context. • Compose music that has a recognisable structure (beginning, middle and end).Practice and rehearse in order to improve performance.	**Overview of skills** • Compose a short simple musical piece. • Understand symbols for a minim, crotchet, quavers and semi-breve and the beats they represent. • Sing songs in a variety of styles with increasing awareness of the tune of their voice and shape of the melody. • Identify structure in a song or piece of music. • Learn standard notation for the musical stave EGBDF and FACE.
PSHE	**Overview of knowledge & Skills** <u>Rights and Responsibilities:</u> discuss and debate health and wellbeing issues;	**Overview of knowledge & Skills** <u>Feelings and Emotions:</u> keeping something confidential or secret; when to break confidence; recognise and manage dares.	**Overview of knowledge & Skills** <u>Healthy Lifestyles:</u> what makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs;

	appreciating difference and diversity in the UK and around the world. Environment: sustainability of the environment across the world. Black History Month: lesson focus. Online safety: lesson focus. Money: role of money; managing money (saving and budgeting); what is meant by interest and loan. Anti-Bullying Week: lesson focus. Firework Safety: lesson focus. Remembrance Day: lesson focus. Children In Need: lesson focus.	Healthy Relationships: acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers; families are important for children growing up because they can give love, security and stability; sharing interests and experiences of friendships and support with problems and difficulties. Valuing Difference: listen and respond effectively to people; share points of view; different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), how to get help with regards to bullying.	bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing; the principles of planning and preparing a range of healthy meals; the characteristics of a poor diet and risks associated with unhealthy eating (including obesity and tooth decay) and other behaviours (eg the impact of alcohol on diet or health); about dental health and the benefits of good oral hygiene and dental flossing including regular check-ups at the dentist; about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing. Growing and Changing: recognising what they are good at; setting goals; changes at puberty; changes that happen in life and feelings associated with change; key facts about puberty and the changing adolescent body. Keeping Safe: how to keep safe in local area and online; people who help them stay healthy and safe; recognise that people sometimes behave differently online including by pretending to be someone they are not; how to recognise and report feelings of being unsafe or feeling bad about any adult; the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

+ We can do everything together, loving and learning through God +