



Year 4

	AUTUMN	SPRING	SUMMER
RELIGIOUS EDUCATION	<p>Sikhism</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know how Guru Nanak became Sikhism's first guru <input type="checkbox"/> Describe why the Guru Granth Sahib is important to Sikhs <input type="checkbox"/> Explain how equality is shown in the langar <input type="checkbox"/> Understand how a Sikh wedding ceremony tells us about Sikh beliefs about marriage <input type="checkbox"/> Know what Guru Arjun Dev's greatest achievement was <p>Christianity</p> <ul style="list-style-type: none"> <input type="checkbox"/> What are the Beatitudes and what do they mean to Christians? <p>Christianity (Christmas)</p> <ul style="list-style-type: none"> <input type="checkbox"/> What exactly is peace? <input type="checkbox"/> What do Christians believe about the peace that Jesus brings? <input type="checkbox"/> What does the Bible tell us about Jesus' message of peace? <input type="checkbox"/> How does the church live out its message of peace, especially at Christmas time? 	<p>Judaism</p> <ul style="list-style-type: none"> <input type="checkbox"/> What Is a Promise / Covenant? <input type="checkbox"/> What Is the significance of The Shema? <input type="checkbox"/> Understand the significance of Passover to Jewish people <input type="checkbox"/> Understand the importance of the Sedar meal <input type="checkbox"/> Know the roots and significance of The 10 Commandments to Jewish people <input type="checkbox"/> Understand why events in the life of Moses are important to Jews <p>Christianity</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is a pilgrimage? Should every Christian go on a pilgrimage? <p>Christianity (Easter)</p> <ul style="list-style-type: none"> <input type="checkbox"/> What did Jesus do and say at the Last Supper and how do Christians remember this today? <input type="checkbox"/> Why do Christians share in body and blood of Jesus at church? <input type="checkbox"/> How does the act of sharing Holy Communion influence a Christian's day to day life? <input type="checkbox"/> What is Jesus' legacy? 	<p>Christianity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Who does Jesus say he is? <ul style="list-style-type: none"> o 'I am the bread of life' o 'I am the light of the world' o 'I am the good shepherd' o 'I am the true vine' o 'I am the resurrection and the life' <p>Christianity (Pentecost)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Revise Christian Liturgy. <input type="checkbox"/> Learn about elements in the Bible and learn about life in the church. <input type="checkbox"/> Understand what the Bible is and why it is important to Christians <input type="checkbox"/> Understand that the Bible has an OT, some of which is shared with the Jewish Torah <input type="checkbox"/> Understand that the Bible has a NT with stories Jesus told <input type="checkbox"/> Understand why the Bible is important to Christians <input type="checkbox"/> Understand the lengths some people have gone to obtain a copy of the Bible <input type="checkbox"/> Understand how to look up a Bible reference

<p>ENGLISH</p>	<p>Texts studied</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cloud Soup <input type="checkbox"/> The Iron Man <input type="checkbox"/> Leon and the Place Between <input type="checkbox"/> Play scripts <input type="checkbox"/> The Empty Stocking <p>Writing outcomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Narrative - setting, character, dialogue <input type="checkbox"/> Poetry - personification/rhyme/ alliteration/ similes and metaphors/onomatopoeia <input type="checkbox"/> Play script format <input type="checkbox"/> Journalistic - 4Ws (Who, Where, When, What) <input type="checkbox"/> Letter Writing <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Revise grammar and punctuation from Year 3 sentence construction and punctuation <input type="checkbox"/> Imperative verbs, time conjunctions <input type="checkbox"/> Use inverted commas and other punctuation to indicate direct speech (<i>The conductor shouted, "Sit down!"</i>) <input type="checkbox"/> Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and actions <input type="checkbox"/> Evaluate and edit writing by assessing the effectiveness of own and others' writing and propose changes to vocabulary, grammar and punctuation, including the accurate use of pronouns in sentences <input type="checkbox"/> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <input type="checkbox"/> Evaluate and edit writing by assessing the effectiveness of own and others' writing and propose changes to vocabulary, grammar and punctuation, including the accurate use of pronouns in sentences <input type="checkbox"/> Deduce the meaning of unknown words from their context by reading around them <p>Reading & Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read for enjoyment <input type="checkbox"/> Participate in discussion <input type="checkbox"/> Discuss and clarify the meaning of words <input type="checkbox"/> Reading fluency 	<p>Texts studied</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lion and The Unicorn <input type="checkbox"/> Poems <input type="checkbox"/> Indigenous Australian Stories <p>Writing outcomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Narrative - suspense, speech, character descriptions <input type="checkbox"/> Recount – chronology, description, feelings <input type="checkbox"/> Consistent and well-formed handwriting <input type="checkbox"/> Poetry - personification/rhyme/ alliteration/ similes and metaphors/onomatopoeia <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Grammatical awareness, sentence construction and punctuation <input type="checkbox"/> Evaluate and edit writing by assessing the effectiveness of own and others' writing and proposing changes to vocabulary, grammar and punctuation, including the accurate use of pronouns in sentences <input type="checkbox"/> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <input type="checkbox"/> Use fronted adverbials followed by commas (<i>Later that day, / Infuriated by the noise, / High above them</i>, (or any –ed-ing-ly phrase or preposition phrase used as an opener) <input type="checkbox"/> Deduce the meaning of unknown words from their context by reading around them <input type="checkbox"/> Use the possessive apostrophe to indicate possession for plural nouns, both when the plural is a standard 's' (<i>The girls' names</i>) and non-standard (<i>the children's boots</i>) <input type="checkbox"/> Use inverted commas and other punctuation to indicate direct speech (<i>The conductor shouted, "Sit down!"</i>) <input type="checkbox"/> Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases <p>Reading & Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss sequence of events <input type="checkbox"/> Make predictions <input type="checkbox"/> Ask and answer questions <input type="checkbox"/> Retrieve and infer 	<p>Texts studied</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Hunter <input type="checkbox"/> Cloud Busting <p>Writing outcomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Persuasive - emotive language, conditionals, rhetorical questions <input type="checkbox"/> Narrative - setting, character, dialogue <input type="checkbox"/> Poetry - figurative language, verse, format and features <input type="checkbox"/> Technical vocabulary and connectives <input type="checkbox"/> Non-Fiction layout – title, subtitle, diagrams <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Grammatical awareness, sentence construction and punctuation <input type="checkbox"/> Evaluate and edit writing by assessing the effectiveness of own and others' writing and proposing changes to vocabulary, grammar and punctuation, including the accurate use of pronouns in sentences <input type="checkbox"/> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <input type="checkbox"/> Use fronted adverbials followed by commas (<i>Later that day, / Infuriated by the noise, / High above them</i>, (or any –ed-ing-ly phrase or preposition phrase used as an opener) <input type="checkbox"/> Deduce the meaning of unknown words from their context by reading around them <input type="checkbox"/> Use the possessive apostrophe to indicate possession for plural nouns, both when the plural is a standard 's' (<i>The girls' names</i>) and non-standard (<i>the children's boots</i>) <input type="checkbox"/> Use inverted commas and other punctuation to indicate direct speech (<i>The conductor shouted, "Sit down!"</i>) <input type="checkbox"/> Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases <input type="checkbox"/> Understand the terms determiner, pronoun, possessive pronoun, adverbial <p>Reading & Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognise simple recurring literary language in stories and poetry <input type="checkbox"/> reading comprehension
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MATHS	<p>Number (Place Value)</p> <ul style="list-style-type: none"> Order and compare numbers beyond 1000 Round any number to the nearest 10, 100 or 1000 Find 1000 more or less than a given number Recognise the place value of each digit in a four digit number Solve numbers and practical problems that involve all of the above with increasingly large positive numbers <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate Estimate and use inverse operations to check answers to a calculation Solve addition and subtraction 2-step problems in context Add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate <p>Multiplication and Division</p> <ul style="list-style-type: none"> Recall multiplication and division facts up to 12x12 Use place value, known and derived facts to multiply and divide mentally, including multiplying by 1 and 0, dividing by 1, multiplying 3 numbers Recognise and use factor pairs in mental calculations Multiply 2 digit and 3 digit numbers by 1 digit numbers using formal written layout Count in multiples of 6, 7, 9, 25, 1000 Solve problems involving by multiplying and adding including using the distributive law to multiply 2 digit numbers by 1 digit, integers scaling problems and harder correspondence problems such as n objects are connected to m objects <p>Measurement (Length and Time)</p> <ul style="list-style-type: none"> Telling the time, calculating time intervals and using m, cm and mm in the measurement of lengths. <p>Fractions</p> <ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations Recognise and show using diagrams families of common equivalent fractions Count up and down in hundredths, recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 <p>Data Handling</p> <ul style="list-style-type: none"> Collect, interpret and present discreet data using bar charts. Solve comparison, sum and difference problems using information presented in bar charts, pictograms and tally charts. 	<p>Securing Multiplication Facts</p> <ul style="list-style-type: none"> Recall multiplication and division facts for multiplication tables up to 12 x 12 Use place value, known and derived facts to multiply and divide mentally. Recognise and use facts pairs and commutativity in mental calculations <p>Fractions</p> <ul style="list-style-type: none"> 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 Add and subtract fractions with the same denominator <p>Decimals</p> <ul style="list-style-type: none"> Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ Find the effect of dividing a 1 or 2 digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths Round decimals with one decimal place to the nearest whole number Compare numbers with the same number of decimal places up to two decimal places <p>Measurement (Time)</p> <ul style="list-style-type: none"> Read, write and convert time between analogue and digital, 12 and 24 hour clocks Solve problems involving converting hours to minutes, minutes to seconds, years to months, weeks to days <p>Data Handling</p> <ul style="list-style-type: none"> Interpret and present discreet and continuous data using appropriate graphical methods including bar charts and time graphs Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs 	<p>Area and Perimeter</p> <ul style="list-style-type: none"> Measure and calculate the area and perimeter of rectilinear shapes Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Use and apply different metric units of measure to perimeter and area, such as cm, mm and m. <p>Measurement</p> <ul style="list-style-type: none"> Solve simple measure and money problems involving fractions and decimals to two decimal places Convert between millimetres and centimetres, and centimetres and metres, so that answers to problems involving mixed units of measure can be given as one unit Convert between different units of measure, e.g. kilometres to metres, and hours to minutes Estimate, compare and calculate different measures including pounds and pence <p>Geometry, position and direction</p> <ul style="list-style-type: none"> Identify acute and obtuse angles and compare and order angles up to 2 right angles by size Complete a simple symmetric figure with respect to a specific line of symmetry Identify lines of symmetry in 2D shapes presented in different orientations Compare and classify geometric shapes including quadrilateral and triangles based on their properties and sizes <p>2 and 3D shapes and symmetry</p> <ul style="list-style-type: none"> Identify right angles, acute angles and obtuse angles, including applying this to properties of 2-D shape Apply their understanding of parallel lines, angles, and shape terminology including vertices and sides to explore different triangles and quadrilaterals, as well as other 2-D shapes. Identify lines of symmetry and complete a symmetrical figure with respect to a specific line of symmetry <p>Reasoning with patterns and sequences</p> <ul style="list-style-type: none"> Identify and explore patterns in different number systems, including Roman numerals. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value <p>Revise Terms 1 and 2</p>
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SCIENCE	<p>Animals including Humans</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn about the teeth of herbivore, carnivores and omnivores, the human digestive system and food chains <input type="checkbox"/> Identify the different types of teeth in humans and their simple functions <input type="checkbox"/> Describe the simple functions of the basic parts of the digestive system in humans <input type="checkbox"/> Construct and interpret a variety of food chains, identifying producers, predators and prey. <p>Sound</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn how sound is made and how it travels, including volume and pitch <input type="checkbox"/> Associate sounds with vibrations <input type="checkbox"/> Recognise that vibration travel through a medium to an ear <input type="checkbox"/> Find patterns between pitch of a sound and features of the object that produced it <input type="checkbox"/> Find patterns between the volume of a sound and the strength of vibrations that produce it <input type="checkbox"/> Recognise that sounds get fainter as the distance from the sound source increase 	<p>Electricity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Investigate conductors and insulators, and how to make simple electrical circuits <input type="checkbox"/> Identify common appliances that run on electricity <input type="checkbox"/> Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers <input type="checkbox"/> 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 <input type="checkbox"/> Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit <input type="checkbox"/> Recognise some common conductors and insulators, and associate metals with being good conductors. <p>States of Matter</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand materials and the different molecular structures of solids, liquids and gases and how these relate to their properties, e.g. liquids can be poured and take the shape of their container <input type="checkbox"/> Compare and group materials together, according to whether they are solids, liquids or gases using water as an example. <input type="checkbox"/> Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classify living things including invertebrates and to understand how living things are suited to their habitat <input type="checkbox"/> Devise questions that can be used to construct keys <input type="checkbox"/> Use simple keys to identify organisms <input type="checkbox"/> State the living requirements of some invertebrates <input type="checkbox"/> Begin to make simple keys to identify a range of living things <input type="checkbox"/> Explain simply why living things need to be classified <input type="checkbox"/> Describe some things that can be done to care for the environment
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<p>COMPUTING</p>	<p>Producing Digital Music</p> <ul style="list-style-type: none"> • Use one or more programs to edit music • Create and develop a musical composition, refining their ideas through reflection and discussion • Develop collaboration skills • Develop an awareness of how their composition can enhance work in other media. • 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, analysing, evaluating and presenting data and information • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour. <p>Developing a simple educational game</p> <ul style="list-style-type: none"> • 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, write and debug programs that accomplish specific goals. • 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. <p>Online Safety</p> <p>Unit 4.1 We are Year 4 rule writers</p> <ul style="list-style-type: none"> • Consider online safety scenarios encountered in Year 3 (both at school and at home) and appreciate how these new experiences can be used to update their online safety rules. • Consider what new strategies they can apply to online safety scenarios, beyond talking to a trusted adult. • Review and edit their online safety guidelines. • Develop their online safety rules so they are easily understood and appropriate for Year 4 pupils. <p>Unit 4.2 We are standing up to peer pressure</p> <ul style="list-style-type: none"> • Understand that peer pressure can be a positive and negative influence. • Understand that access to the internet is not the same for everyone. • Recall ways to report concerns and inappropriate behaviour. 	<p>Presenting The Weather</p> <ul style="list-style-type: none"> • Understand different measurement techniques for 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. • 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. <p>Editing & Writing HTML</p> <ul style="list-style-type: none"> • Understand some technical aspects of how the • Internet makes the web possible • Use HTML tags for elementary mark up • Use hyperlinks to connect ideas and sources • Code up a simple web page with useful content • understand some of the risks in using the web. • 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 technology safely, respectfully and responsibly; • 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. <p>Online safety</p> <p>Unit 4.3 We are aware that our online content lasts forever</p> <ul style="list-style-type: none"> • Understand that because of the internet, information can be spread more quickly and reach more people now than at any time in the past. • Understand that although information posted on the internet might not always be true or accurate, it lasts forever. <p>Unit 4.4 We are online risk managers</p> <ul style="list-style-type: none"> • Understand the risks involved in clicking on and opening links on suspicious websites and in emails. • Understand that hacking can be illegal and has consequences for the hacker. • Develop awareness of viruses and what to do if they think their account has been compromised. 	<p>Prototyping an interactive toy</p> <ul style="list-style-type: none"> • 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) • Design, write and debug the control and monitoring program for their 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 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. <p>Producing a wiki</p> <ul style="list-style-type: none"> • Pupils collaborate to create a ‘mini Wikipedia’ • 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; recognise acceptable/unacceptable behaviour; identify a range of ways • 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 • Develop proofreading skills. <p>Online safety</p> <p>Unit 4.5 We are respectful of digital rights and responsibilities</p> <ul style="list-style-type: none"> • Understand that both digital rights and responsibilities are important to ensure the internet is a great place for everyone. • Understand that there are consequences for knowingly ignoring rights. • Further develop a positive and responsible attitude towards technology and internet use. <p>Unit 4.6 We are careful when talking to virtual friends</p> <ul style="list-style-type: none"> • Understand that virtual friends are still strangers that they do not know.
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HISTORY	Ancient Greeks <ul style="list-style-type: none"> <input type="checkbox"/> To develop a chronically secure knowledge of Ancient Greece using timelines <input type="checkbox"/> To establish a clear narrative about how the Ancient Greeks lived <input type="checkbox"/> To be able to make comparisons between life in Athens and life in Sparta <input type="checkbox"/> To discuss who the Greek gods were and identify key facts about them <input type="checkbox"/> To understand the role of the theatre in Greek life <input type="checkbox"/> To create a performance based on a Greek myth <input type="checkbox"/> To know the main events and significance of the Battle of Thermopylae 		The Ancient Maya <ul style="list-style-type: none"> <input type="checkbox"/> To understand how our knowledge of the past is constructed from a range of sources by analysing and investigating Maya artefacts <input type="checkbox"/> To understand where the Maya lived <input type="checkbox"/> To establish a clear narrative about the Maya by understanding what daily life was like <input type="checkbox"/> To understand the Ancient Maya religion and beliefs <input type="checkbox"/> To explore what they Ancient Maya ate <input type="checkbox"/> To learn an Ancient Maya myth <input type="checkbox"/> To investigate the Ancient Maya number system
	Skills Taught Throughout the Year <ul style="list-style-type: none"> <input type="checkbox"/> Understand that the past can be divided into periods of time <input type="checkbox"/> Recognise some of the similarities and differences between these periods <input type="checkbox"/> Use dates and terms <input type="checkbox"/> Show factual knowledge and understanding of some of the main events, people and changes of the different periods studied <input type="checkbox"/> Give reasons for and the results of significant events and reasons for any changes <input type="checkbox"/> Understand why people behaved as they did <input type="checkbox"/> Identify with confidence, some of the different ways in which the past is represented <input type="checkbox"/> Use sources of information in ways that go beyond simple observations to answer questions about the past. <input type="checkbox"/> Compose questions (in groups or individually) about the past, using sources of evidence <input type="checkbox"/> Decide how to present recalled information and create structured accounts of the periods studied. 		

GEOGRAPHY Specialist Country: Australia		Weather Around the World <ul style="list-style-type: none"> <input type="checkbox"/> Understand how to locate and describe places they have visited <input type="checkbox"/> Understand how to identify hot and cold places in an atlas or on a globe <input type="checkbox"/> Identify human and physical features <input type="checkbox"/> Understand weather conditions around the world and use this knowledge to know what would be needed to survive <input type="checkbox"/> Understand how a place is similar to, and different from, our locality. Where would be best to visit for a holiday? <input type="checkbox"/> Understand about the different cloud formations and how a cloud is formed <input type="checkbox"/> Understand the Beaufort scale <input type="checkbox"/> Understand the cause and movement of wind <input type="checkbox"/> Appreciate and understand the positive and negative aspects of wind. <input type="checkbox"/> Understand how physical features have an effect on human features of a landscape 	Local Area and Map work <ul style="list-style-type: none"> <input type="checkbox"/> Describe geographical similarities and differences (between Sydney and Teddington) <input type="checkbox"/> Describe how the locality of the school has changed over time <input type="checkbox"/> Identifying local traffic and how it changes throughout the day <input type="checkbox"/> Use Digimaps to explore local area and plan routes
	Skills Taught Throughout the Year <ul style="list-style-type: none"> <input type="checkbox"/> Recognise the different shapes of the continents <input type="checkbox"/> Understand where countries are within Europe <input type="checkbox"/> Name and locate Australia and it's nearby countries <input type="checkbox"/> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere <input type="checkbox"/> Carry out a simple questionnaire <input type="checkbox"/> Continue to develop geographical vocabulary <input type="checkbox"/> Know the locations and contexts of places studied and find them on a map/globe <input type="checkbox"/> Use globes and maps at a range of scales and find more detailed information on them <input type="checkbox"/> Recognise how people try to improve and sustain environment <input type="checkbox"/> Explain own responsibilities in looking after the environment 		
DESIGN TECHNOLOGY	Structures: Pavilions <ul style="list-style-type: none"> <input type="checkbox"/> Create a range of different shaped frame structures <input type="checkbox"/> Design a structure <input type="checkbox"/> Build a frame structure <input type="checkbox"/> Add cladding to a frame structure 	Electronic Systems: Making a Torch <ul style="list-style-type: none"> <input type="checkbox"/> Learn about electrical items and how they work <input type="checkbox"/> Analyse and evaluate electrical products <input type="checkbox"/> Design a product to fit a set of specific user needs <input type="checkbox"/> Make and evaluate a torch 	Food Tech: Adapting a Recipe <ul style="list-style-type: none"> <input type="checkbox"/> Follow a baking recipe <input type="checkbox"/> Make and test a prototype <input type="checkbox"/> Design a biscuit to a given budget <input type="checkbox"/> Make a biscuit that meets a given design brief
ART	Drawing: Power Prints <ul style="list-style-type: none"> <input type="checkbox"/> Explore proportion and tone when drawing <input type="checkbox"/> Plan a composition for a mixed-media drawing <input type="checkbox"/> Use shading techniques to create pattern and contrast <input type="checkbox"/> Work collaboratively to develop drawings into prints Sculpture and 3D: Mega Materials <ul style="list-style-type: none"> <input type="checkbox"/> Develop ideas for 3D work through drawing and visualisation in 2D <input type="checkbox"/> Consider the effect of how sculpture is displayed <input type="checkbox"/> Choose and join a variety of materials to make sculpture 	Painting and Mixed Media: Light and Dark <ul style="list-style-type: none"> <input type="checkbox"/> Investigate different ways of applying paint <input type="checkbox"/> Mix tints and shades of a colour <input type="checkbox"/> Use tints and shades to give a three-dimensional effect when painting <input type="checkbox"/> Explore how paint can create very different effects <input type="checkbox"/> Consider proportion and composition when planning a still-life painting <input type="checkbox"/> Apply knowledge of colour mixing and painting techniques to create a finished piece 	Craft and Design: Fabric of Nature <ul style="list-style-type: none"> <input type="checkbox"/> Create drawings that replicate a selected image. <input type="checkbox"/> Select imagery and colours to create a mood board with a defined theme and colour palette. <input type="checkbox"/> Complete four drawings, created with confident use of materials and tools to add colour. <input type="checkbox"/> Understand the work of William Morris, using subject vocabulary to describe his work and style. <input type="checkbox"/> Follow instructions to create a repeating pattern, adding extra detail. <input type="checkbox"/> Understand different methods of creating printed fabric in creative industries.

PHYSICAL EDUCATION	<p>Ball Skills</p> <ul style="list-style-type: none"> □ Accurately use a range of throwing techniques to throw to a target. □ Catch different sized objects with increasing consistency with one and two hands. □ Consistently track the path of a ball that is not sent directly to me. □ Dribble a ball with increasing control and co-ordination. □ Persevere when learning a new skill. □ Provide feedback using key terminology and understand what I need to do to improve. <p>Basketball</p> <ul style="list-style-type: none"> □ Delay an opponent and help to prevent the other team from scoring. □ Dribble, pass, receive and shoot the ball with increasing control. □ Move to space to help my team to keep possession and score goals. □ Provide feedback using key terminology and understand what is needed to do to improve. □ Use simple tactics to help a team score or gain possession. □ Share ideas and work with others to manage our game. □ Understand the rules of the game and use them often and honestly. <p>Football</p> <ul style="list-style-type: none"> □ Delay an opponent and help to prevent the other team from scoring. □ Dribble, pass, receive and shoot the ball with increasing control. □ Move to space to help my team to keep possession and score goals. □ Provide feedback using key terminology and understand what I need to do to improve. □ Use simple tactics to help my team score or gain possession. □ Share ideas and work with others to manage our game. □ Understand the rules of the game and I can use them often and honestly. <p>Gymnastics</p> <ul style="list-style-type: none"> □ Explain what happens when someone is exercising and how this helps to make them healthy. □ Identify some muscle groups used in gymnastic activities. □ Plan and perform sequences with a partner that include a change of level and shape. □ Provide feedback using appropriate language relating to the lesson. □ Safely perform balances individually and with a partner. □ Watch, describe and suggest possible improvements to others' performances and my own. □ Understand how body tension can improve the control and quality of my movements. 	<p>Tennis</p> <ul style="list-style-type: none"> □ Communicate with teammates to apply simple tactics. □ Explain what happens to the body when exercising and how this helps to make you healthy. □ Provide feedback using key terminology and understand what is needed to improve. □ Return to the ready position to defend the court. □ Sometimes play a continuous game. □ Use a range of basic racket skills. □ Share ideas and work with others to manage our game. □ Understand the rules of the game and use them often and honestly. <p>Fitness</p> <ul style="list-style-type: none"> □ Collect and record my scores and identify areas I need to improve. □ Use key points to help me to improve my sprinting technique. □ Share ideas and work with others to manage activities. □ Show balance when changing direction at speed. □ Show control when completing activities to improve balance. □ Show determination to continue working over a period of time. □ Understand there are different areas of fitness and that each area challenges my body differently. <p>Cricket</p> <ul style="list-style-type: none"> □ Bowl a ball with some accuracy and consistency. □ Begin to learn the rules of the game and use them to play honestly and fairly. □ Communicate with teammates to apply simple tactics. □ Persevere when learning a new skill. □ Provide feedback using key terminology and understand what is needed to improve. □ Strike a bowled ball after a bounce. □ Use overarm and underarm throwing, and catching skills with increasing accuracy. □ Share ideas and work with others to manage our game. <p>Netball</p> <ul style="list-style-type: none"> □ Defend one on one and know when to win the ball. □ Explain what happens to my body when I exercise and how this helps to make me healthy. □ Move to space to help my team to keep possession and score goals. □ Pass, receive and shoot the ball with increasing control. □ Provide feedback using key terminology and understand what I need to do to improve. □ Use simple tactics to help my team score or gain possession. □ Share ideas and work with others to manage our game. □ Understand the rules of the game and I can use them often and honestly. 	<p>Athletics</p> <ul style="list-style-type: none"> □ Demonstrate sprinting and jogging techniques. □ Explain what happens in my body when I warm up. □ Identify when I was successful and what I need to do to improve. □ Jump for distance with balance and control. □ Throw with some accuracy and power to a target area. □ Show determination to improve my personal best. □ Support and encourage others to work to their best. <p>Dance</p> <ul style="list-style-type: none"> □ Choose actions and dynamics to convey a character or idea. □ Copy and remember set choreography. □ Provide feedback using appropriate language relating to the lesson. □ Respond imaginatively to a range of stimuli relating to character and narrative. □ Use changes in timing and spacing to develop a dance. □ Use counts to keep in time with others and the music. □ Use simple movement patterns to structure dance phrases on my own, with a partner and in a group. □ Show respect for others when working as a group and watching others perform. <p>Rounders</p> <ul style="list-style-type: none"> □ Bowl a ball with some accuracy, and consistency. □ Begin to learn the rules of the game and use them to play honestly and fairly. □ Communicate with my teammates to apply simple tactics. □ Explain what happens to the body when exercising and how this helps make people healthy. □ Provide feedback using key terminology and understand what is needed to improve. □ Strike a bowled ball with adapted equipment (e.g. a tennis racket). □ Use overarm and underarm throwing and catching skills with increasing accuracy. □ Share ideas and work with others to manage our game. <p>Invasion Games (Tag rugby)</p> <ul style="list-style-type: none"> □ Delay an opponent and help prevent the other team from scoring. □ Explain what happens to the body when exercising and how this helps to make people healthy. □ Help a team keep possession and score tries when playing in attack. □ Pass and receive the ball with increasing control. □ Provide feedback using key terminology and understand what is needed to improve. □ Use simple tactics to help a team score or gain possession. □ Share ideas and work with others to manage our game. □ Understand the rules of the game and use them often and honestly.
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MUSIC	The Great Composers <ul style="list-style-type: none"> Develop a chronological understanding of how western music developed through the ages Learn about the lives of the Great Composers and their contribution to the world of music Gain an understanding of arts and culture in an historical context Make links between composers, music, historical eras and their own life experiences 	Wider Opportunities Vocal Module <ul style="list-style-type: none"> Identify genres of music Compose a Pop song Write lyrics and understanding rhythm Perform a Pop song Evaluate songs 	Wider Opportunities Woodwind Module <ul style="list-style-type: none"> How to assemble the clarinet How to hold the clarinet correctly How to create a sound using the mouthpiece Know note names and finger positions Accurately play the key notes Learn to read musical instructions by following notation Play a piece of music together Listen to clarinet performances
PERSONAL, SOCIAL and HEALTH EDUCATION (PSHE)	Being Me in My World <ul style="list-style-type: none"> Know about the different roles in the school Community Know how individual attitudes and actions make a difference to a class and know their place in the school community Know what democracy is (applied to pupil voice in school) Know that their own actions affect themselves and others Know how groups work together to reach a consensus Know that having a voice and democracy benefits the school community Celebrating Differences <ul style="list-style-type: none"> Know that sometimes people make assumptions about a person because of the way they look or act Know there are influences that can affect how we judge a person or situation Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know what to do if they think bullying is, or might be taking place Know the reasons why witnesses sometimes join in with bullying and don't tell anyone Know that impressions of people can change 	Dreams and Goals <ul style="list-style-type: none"> Know what their own hopes and dreams are Know that hopes and dreams don't always come true Know that reflecting on positive and happy experiences can help them to counteract disappointment Know how to make a new plan and set new goals even if they have been disappointed Know how to work out the steps they need to take to achieve a goal Know how to work as part of a successful group Know how to share in the success of a group Healthy Me <ul style="list-style-type: none"> Know how different friendship groups are formed and how they fit into them Know which friends they value most Know that there are leaders and followers in groups Know that they can take on different roles according to the situation Know the facts about smoking and its effects on health Know some of the reasons some people start to smoke Know the facts about alcohol and its effects on health, particularly the liver Know some of the reasons some people drink alcohol Know ways to resist when people are putting pressure on them Know what they think is right and wrong 	Relationships <ul style="list-style-type: none"> Know some reasons why people feel jealousy Know that jealousy can be damaging to relationships Know that loss is a normal part of relationships Know that negative feelings are a normal part of loss Know that memories can support us when we lose a special person or animal Know that change is a natural part of relationships/ friendship Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe Changing Me <ul style="list-style-type: none"> Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm Know that babies are made by a sperm joining with an ovum Know that change is a normal part of life and that some cannot be controlled and have to be accepted Know that change can bring about a range of different emotions

FRENCH	<p>On Y Va!</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name places where French is spoken and find them on a map <input type="checkbox"/> Learn weather and transport words in French <input type="checkbox"/> Recognise and order the days of the week in French <input type="checkbox"/> Join sentences with et and mais <input type="checkbox"/> Talk in French about ways in which people travel <input type="checkbox"/> Understand others saying how they travel <input type="checkbox"/> Recognise that some final letters in French are silent (e.g. t, d) <input type="checkbox"/> Write about travelling to different places and the weather <input type="checkbox"/> Begin to write familiar words in French from memory <input type="checkbox"/> Identify ways of recalling French words <p>L'Argent de Poche</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn numbers 1–30 in French and understand them when spoken <input type="checkbox"/> Say and write numbers 1–30, in sequence and out of sequence <input type="checkbox"/> Ask for and give prices in euros (up to 30) <input type="checkbox"/> Use the correct indefinite determiner un/une according to the gender of the noun <input type="checkbox"/> Form plurals of nouns in French <input type="checkbox"/> Use an adjective in French to describe an object <input type="checkbox"/> Use a bilingual dictionary to find the meaning of unknown words in French <input type="checkbox"/> Use j'ai (I have) and je n'ai pas (I have not) in sentences <input type="checkbox"/> Understand someone giving a range of opinions in French <input type="checkbox"/> Give an opinion in French including a reason <input type="checkbox"/> Use exclamations in French to express likes and dislikes 	<p>Raconte-moi une Histoire</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand a familiar story in French <input type="checkbox"/> Make links between French words and familiar words <input type="checkbox"/> Use a dictionary to add to a 'qu' wordbank <input type="checkbox"/> Distinguish between the French sounds on and en/an <input type="checkbox"/> Understand that some adjectives have an 'e' added to the end when they describe a feminine noun (e.g. grand/grande, méchant/méchante) <input type="checkbox"/> Choose an appropriate adjective to describe a character in a sentence, applying French grammar rules Classify words according to gender (adjectives) or phonics (on/an/en) <input type="checkbox"/> Recognise numbers in 10s to 100 in French <input type="checkbox"/> Count in 10s to 100 in French <p>Quel-temps fait-il?</p> <ul style="list-style-type: none"> • Say what the weather is like in French • Recognise weather expressions in French • Use Je porte (what I am wearing) in sentences and recognise the names of items of clothing • Understand and form the date in French • Ask and answer the questions Quelle est la date aujourd'hui ? and C'est quand ton anniversaire ? • Understand the expression Quand (weather) il te faut (clothing) • Describe clothing in French using appropriate adjectives, obeying rules of agreement • Create a weather forecast in French • Appreciate that zero looks the same but is pronounced differently in English and French • Recognise and say the sound represented by au/eau in French words • To recite a poem using good intonation and pronunciation, distinguishing between eu, au and en/an 	<p>Le Carnaval des Animaux</p> <ul style="list-style-type: none"> • Name and spell animals in French • Ask and answer questions: Où habites-tu? and Quelle heure est-il ? • Describe characteristics in French using Je suis... (I am) • Further the description by using appropriate adjectives according to noun gender • Recognise and say the 'oi' sound in French words • Understand the time in French • Say the time (o'clock) • Write about animals in French, including their habitat and eating habits • Use conjunctions et and mais to join sentences <p>Vive le Sport!</p> <ul style="list-style-type: none"> • Talk about sports, choosing the correct verb je joue à / je fais de To understand others talking about their sporting preferences in French • Understand that à le is contracted to au and de le to du, and apply this to speaking and writing • Learn the names of foods in French and revise those learnt previously • Name food items and attempt to write them in French • Write a sentence about things that are good or bad for health • Say and write more extended sentences about healthy lifestyles To recognise and pronounce words containing the on sound • Develop techniques to memorise language including making associations with previous learning
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