**Year: 4 Cambridge Road C P & N School Curriculum**

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|  | Autumn 1 | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1**  | **Summer 2** |
| **Literacy****Linked Texts****English Reading****English Spoken Language****English Writing****Pathways to Poetry Text****Linked Texts****Poetry Reading****Poetry Spoken Language** **Poetry Writing** | **Gorilla by Anthony****Browne** | **Leon and the place between by Graham Baker-Smith** | **Escape From Pompeii by** **Christina Balit** | **When the Giant stirred by** **Celia Godkin** | **Where the Forest Meets** **the Sea by Jeannie Baker** **& Jungle Explorer by The** **Literacy Company** | **Blue John by Berlie** **Doherty** |
| **A world full of animals Stories****By Angela McAllister****Read for a range of purposes****Identify themes and conventions****Discuss words and phrases that capture the reader’s interest and imagination** **Check text makes sense****Explain meaning of words in context.****Ask questions to improve understanding of a text.** **Draw inferences (characters’ feelings, thoughts and motives); justify with evidence.****Predict what might happen from what is stated and implied.** **Retrieve and record information from non-fiction.****Participate in discussion about books****Listen and respond****Maintain attention and participate actively in collaborative conversations.****Ask relevant questions.****Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and** **Debates.****Consider and evaluate different viewpoints****Plan writing by discussing the structure, vocab and grammar of similar writing****Discuss and record ideas.****Compose and rehearse sentences orally.****Proof-read for spelling and punctuation errors.****Build an increasing range of sentence structures.****In narratives, create settings, characters and plot.** **Assess the effectiveness of own and others’ writing.****Family Album**Me and My Brother & other poems online by Michael RosenTricks in Quick, Let’s get Out of Here by Michael RosenTricks in Quick, Let’s get Out of Here by Michael RosenPrepare poems and play scripts to read aloud and to performShow understanding through intonation, tone, volume and actionAsk questions to improve understanding of a textIdentify how language, structure, and presentation contribute to meaningListen and respondGive well-structured descriptions, explanations and narrativesParticipate in discussionsGain, maintain and monitor the interest of the listener(s)Select and use appropriate registers for effective communication.Plan writing by discussing the structure, vocabulary and grammar of similar writingDiscuss and record ideas.Propose changes to grammar and vocabulary to improve consistencyRead aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear | **The Train to Impossible Place****By PG Bell**Read for a range of purposes.Discuss words and phrases that capture the reader’s interest and imagination. Draw inferences (characters’ feelings, thoughts and motives); justify with evidence. Predict from details stated and implied. Identify main ideas drawn from more than one paragraph and summarise. Identify how language, structure, and presentation contribute to meaning.Build vocabulary.Articulate and justify answers Maintain attention and participate actively in collaborative conversations.Use spoken language: speculating, hypothesising, imagining and exploring ideas. Use Standard EnglishParticipate in discussions, presentations, performances, role play, improvisations and Debates.Consider and evaluate different viewpointsPlan writing by discussing the structure, vocab and grammar of similar writing. Discuss and record ideas In narratives, create settings, characters and plotAssess the effectiveness of own and others’ writing Proof-read for spelling and punctuation errors**The Lost lost- Property Office** by Roger McgoughWords Are Ours by Michael RosenUse dictionaries to check the meaning of words Prepare poems and play scripts to read aloud and to performShow understanding through intonation, tone, volume and actionRecognise different forms of poetry Discuss words and phrases that capture the reader’s interest and imaginationExplain meaning of words in contextAsk questions to improve understanding of a textBuild vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideasSpeak audibly and fluently Participate in discussionsPlan writing by discussing the structure, vocab and grammar of similar writingDiscuss and record ideasCompose and rehearse sentences orally Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear | Pompeii: A Roman Girl’s Diary by Sue ReidRead for a range of purposes Discuss words and phrases that capture the reader’s interest Check text makes sense Ask questions to improve understanding of a text Draw inferences (characters’ feelings, thoughts and motives); justify with evidence Predict from details stated and implied Participate in discussion about booksListen and respond Ask relevant questions Build vocabulary Articulate and justify answers Give well-structured descriptions, explanations and narratives  Speak audibly and fluentlyUse Standard English Participate in discussions, presentations, performances, role play, improvisations and DebatesPlan writing by discussing the structure, vocabulary and grammar of similar writing Discuss and record ideas Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errorsRead aloud own writing using appropriate intonation and controlling the tone and volume so the meaning is clearThe Roaman Centurion’s Song by Rudyard KiplingThe Fossil by Ogden NashPrepare poems and play scripts to read aloud and to performDiscuss words and phrases that capture the reader’s interest and imaginationExplain meaning of words in contextIdentify how language, structure, and presentation contribute to meaningBuild vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideasSpeak audibly and fluently Participate in discussionsPlan writing by discussing the structure, vocab and grammar of similar writingDiscuss and record ideasPropose changes to grammar and vocabulary to improve consistencyProof-read for spelling and punctuation errorsRead aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear | Ariki and The Island of Wonders by Nicola DaviesUse dictionaries to check the meaning of words Identify themes and conventions Check text makes senseDraw inferences (characters’ feelings, thoughts and motives); justify with evidence Predict from details stated and implied Identify main ideas drawn from more than one paragraph and summarise Participate in discussion about booksBuild vocabulary  Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and DebatesPlan writing by discussing the structure, vocab and grammar of similar writingBuild an increasing range of sentence structures In narratives, create settings, characters and plot Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentencesWindrush Child by John AgardWindrush Child by John Agard December by Valerie BloomUse dictionaries to check the meaning of words Prepare poems and play scripts to read aloud and to performShow understanding through intonation, tone, volume and actionRecognise different forms of poetry Discuss words and phrases that capture the reader’s interest and imaginationExplain meaning of words in contextAsk questions to improve understanding of a textBuild vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideasGain, maintain and monitor the interest of the listener(s)Select and use appropriate registers for effective communicationPlan writing by discussing the structure, vocab and grammar of similar writingDiscuss and record ideasCompose and rehearse sentences orally Assess the effectiveness of own and others’ writing Propose changes to grammar and vocabulary to improve consistencyRead aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear | **The Boy Who Biked the** **World: Part 1 by Alastair** **Humphreys****Read for a range of purposes****Use dictionaries to check the meaning of words**  **Explain meaning of words in context** **Predict from details stated and implied****Identify main ideas drawn from more than one** **paragraph and summarise** **Identify how language, structure and presentation contribute to meaning****Retrieve and record information from non-fiction****Build vocabulary** **Listen and respond****Ask relevant questions**  **Give well-structured descriptions, explanations and narratives****Maintain attention and participate actively in collaborative conversations****Gain, maintain and monitor the interest of the listener(s)** **Consider and evaluate different viewpoints****Select and use appropriate registers for effective communication****Plan writing by discussing the structure, vocab and grammar of similar writing****Discuss and record ideas** **Compose and rehearse sentences orally**  **In non-narrative material, use simple organisational devices** **Proofread for spelling and punctuation errors** **Read aloud own writing using appropriate intonation and controlling the tone and** **volume so that the meaning is clear****Look!** By Grace NicholsThe Tree in the Wood (Trad.)Recognise different forms of poetry Discuss words and phrases that capture the reader’s interest and imaginationExplain meaning of words in contextIdentify how language, structure, and presentation contribute to meaningListen and respond Build vocabulary Maintain attention and participate actively in collaborative conversations Use spoken language: speculating, hypothesising, imagining and exploring ideasPlan writing by discussing the structure, vocab and grammar of similar writingDiscuss and record ideasAssess the effectiveness of own and others’ writing Proof-read for spelling and punctuation errors | **Clockwork by Phillip Pullman** **or alternative Berlie Doherty** **novel****Identify themes and conventions** **Discuss words and phrases that capture the reader’s interest and imagination****Explain meaning of words in context** **Draw inferences (characters’ feelings, thoughts and motives); justify with evidence****Predict from details stated and implied****Identify main ideas drawn from more than one paragraph and summarise** **Identify how language, structure, and presentation contribute to meaning** **Retrieve and record information from non-fiction.****Ask relevant questions** **Build vocabulary****Articulate and justify answers****Give well-structured descriptions, explanations and narratives****Use spoken language: speculating, hypothesising, imagining and exploring ideas****Speak audibly and fluently** **Participate in discussions, presentations, performances, role play, improvisations and** **Debates****Plan writing by discussing the structure, vocab and grammar of similar writing** **Discuss and record ideas** **Compose and rehearse sentences orally**  **In non-narrative material, use simple organisational devices** **Assess the effectiveness of own and others’ writing****Proof-read for spelling and punctuation errors****Look closely** Various haiku by Arakida Moritake Icy Morning Haiku by James Carter Acorn Haiku by Kit Wright Seeds by Walter de La MareUse dictionaries to check the meaning of words Recognise different forms of poetry Discuss words and phrases that capture the reader’s interest and imaginationIdentify how language, structure, and presentation contribute to meaningListen and respond Ask relevant questions Build vocabulary Articulate and justify answersUse spoken language: speculating, hypothesising, imagining and exploring ideasPlan writing by discussing the structure, vocab and grammar of similar writingDiscuss and record ideasCompose and rehearse sentences orally Assess the effectiveness of own and others’ writing Proof-read for spelling and punctuation errorsRead aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear |
| **Mathematics** | **Unit 1: Place Value**Identify, represent andestimate numbers usingdifferent representationsCount in multiples of 6, 7, 9, 25 and 1,000Recognise the place valueof each digit in a four-digit number (thousands,hundreds, tens, and ones)Order and comparenumbers beyond 1,000Round any number to thenearest 10, 100 or 1,000Read roman numerals to100 (i to c) and know thatover time, the numeralsystem changed to include the concept of zero and place value**Unit 2: Place Value**Identify, represent andestimate numbers usingdifferent representationsCount in multiples of 6, 7, 9, 25 and 1,000Find 1,000 more or lessthan a given numberCount backwards throughzero to include negativenumbersOrder and comparenumbers beyond 1,000Round any number to the nearest 10, 100 or 1000Solve number andpractical problems thatinvolve all of the aboveand with increasingly large positive numbersInterpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero | **Unit 3: Addition and Subtraction**Round any number to the nearest 10, 100 or 1000Solve number and practical problems that involve all of the above and with increasingly large positive numbersAdd and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriateEstimate and use inverse operations to check answers to a calculationSolve addition andsubtraction two-stepproblems in contexts,deciding which operations and methods to use andwhy**Unit 4: Measure - perimeter**Convert between different units of measure [for example, kilometre to metre; hour to minute]Measure and calculate the perimeter of a rectilinear figure (including squares)in centimetres and metres | **Unit 5: Multiplication and Division**Recall multiplicationand division facts formultiplication tables up to 12 × 12Use place value, knownand derived facts tomultiply and dividementally, including:multiplying by 0 and 1;dividing by 1; multiplying together three numbersSolve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days**Unit 6: Multiplication and Division**Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbersRecognise and use factor pairs and commutativity in mental calculationsMultiply two-digit and three-digit numbersby a one-digit number using formal writtenlayoutSolve problems involving multiplying and adding, including using the distributivelaw to multiply two digit numbers by onedigit, integer scaling problems and hardercorrespondence problems such as n objects are connected to m objectsSolve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign | **Unit 7: Measurement- Area**Find the area of rectilinear shapes bycounting squaresEstimate, compare and calculate differentmeasures, including money in pounds andpence**Unit 8: Fractions (1)**Recognise and show, using diagrams, families of common equivalent fractionsCount up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by tenSolve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number**Unit 9: Fractions (2)**Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole numberAdd and subtract fractions with the same denominator**Unit 10: Decimals (1)**Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by tenRecognise and write decimal equivalents of any number of tenths or hundredthsFind the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredthsSolve simple measure and money problems involving fractions and decimals to two decimal places | **Unit 11: Decimals (2)**Add and subtract fractions with the same denominatorRecognise and write decimal equivalents of any number of tenths or hundredthsRecognise and write decimal equivalents to 1/4; 1/2; 3/4Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredthsRound decimals with one decimal place to the nearest whole numberCompare numbers withthe same number ofdecimal places up to two decimal placesCompare numbers with the same number of decimal places up to two decimal placesSolve simple measure and money problems involving fractions and decimals to two decimal places**Unit 12: Money**Solve simple measure and money problems involving fractions and decimals to two decimal placesEstimate, compare and calculate different measures, including money in pounds and pence**Unit 13: Time**Convert betweendifferent units ofmeasure [for example,kilometre to metre; hourto minute] | **Unit 14: Statistics**Interpret and presentdiscrete and continuousdata using appropriategraphical methods,including bar charts andtime graphsSolve comparison, sumand difference problems using information presented in bar charts, pictograms, tables andother graphs**Unit 15: Geometry** **angles and 2D shapes -**Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizesIdentify acute and obtuse angles and compare and order angles up to two right angles by sizeidentify lines of symmetry in 2-D shapes presented in different orientationsComplete a simple symmetric figure with respect to a specific line of symmetry**Unit 16: Geometry- Position and direction**Describe positions on a 2-D grid as coordinates in the first quadrantDescribe movements between positions as translations of a given unit to the left/right and up/downPlot specified points and draw sides to complete a given polygon |
| **Science** | **Animals Inc. Humans**To describe how the human digestive system worksTo identify different human teeth and describe their functionTo identify differences, similarities or changes to simple scientific ideas and processes | **Living Things and Habitats**To use classification keys to help group, identify and name a variety of living thingsTo recognize that environments can change over time and that this can pose dangers to living thingsTo ask relevant questions and use different types of scientific enquiries to answer themTo gather, record, classify and present data in a variety of ways  | **States of Matter**To observe how some materials change state when they are cooled or heated and measure the temperature at which this happensTo identify the role of evaporation and condensation in the water cycle and associate the rate of evaporation with temperatureTo set up simple scientific enquiries and fair testsTo take accurate observation and measurements with a variety of equipment  | **Electricity**To build electrical circuits which include wires, bulbs, cells, switches and buzzersTo recognize common conductors and insulators and associate metals with being good conductorsTo report findings using oral and written explanationsTo use results to draw conclusions, suggest improvements and raise further questions  | **Sound**To identify how sounds are made and how they travel to the earTo explain the difference between pitch and volume and what can affect them bothTo use straight forward scientific evidence to support their findingsTo use clear diagrams to show their results  |
| **Computing** | **The Internet**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 collaborationUse search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital contentSelect, use and combine a variety of software (including internet services) on a range of digitaldevices to design and create a range of programs, systems and content that accomplish givengoals, including collecting, analysing, evaluating and presenting data and informationUse technology safely, respectfully and responsibly; recognise acceptable/unacceptablebehaviour; identify a range of ways to report concerns about content and contact | **Audio Production**Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital contentSelect, 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 informationUse technology safely, respectfully and responsibly; recognise acceptable/unacceptablebehaviour; identify a range of ways to report concerns about content and contact | **Repetition In Shapes**Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller partsUse sequence, selection, and repetition in programs;work with variables and various forms of input and outputUse logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programsSelect, 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 | **Data Logging**Use sequence, selection, and repetition in programs;work with variables and various forms of input and outputSelect, use and combine a variety of software (including internet services) on a range of digitaldevices to design and create a range of programs, systems and content that accomplish givengoals, including collecting, analysing, evaluating and presenting data and information | **Photo Editing**Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital contentSelect, 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 informationUse technology safely, respectfully and responsibly; recognise acceptable/unacceptablebehaviour; identify a range of ways to report concerns about content and contact | **Repetition In Shapes**Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller partsUse sequence, selection, and repetition in programs;work with variables and various forms of input and outputUse logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programsSelect, 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 givengoals, including collecting, analysing, evaluating and presenting data and information |
| **RE** | **Judaism**I can explore belief in action and make connections with my own life and communities I can discuss why worshippers choose to attend a particular place of worship and what it means to belong | **Incarnation**I can describe religions and world views, connecting my ideas and prior learningI can consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means | **Parables**I can describe and understand links between stories and other aspects of the communities I have been investigating I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. | **Easter**I can describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas. | **Humanism**To compare and contrast humanist and religious beliefsTo give a personal opinion on humanism | **Hinduism**I can consider how beliefs and concepts in religion may be expressed through the creative and expressive arts. |
| **History** | **Ancient Greece**To understand the concept of ‘Ancient’ by placing the Ancient Greece era on a timeline.To study Ancient Greek pottery to make deductions about life in Ancient Greece.Use dates and terms accurately in describing events.Understand that no single source of information can provide a full picture of the past. |  |  | **Roman Rule**To use primary and secondary sources to find out about Caesar’s attempted invasion and the later successful invasion by Claudius.To use evidence to ask questions and find answers about the decline and fall of the Western Roman Empire.Evaluate sources of evidence.Place events and historical figures on a timeline. |
| **Geography** |  |  | **Britain from the Air**To understand what a ‘Birds-eye’ view means.To recognize features on an OS map using correct symbols.To name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time.Use 4-fig grid references to identify places on an OS mapUse a compass to build knowledge of the UK. | **World’s Kitchen**To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.To understand and describe key aspects of human geography, including: settlements, land use, trade links, natural resources, food, minerals and water supplies.Use maps, atlases, globes and digital mapping to locate countries and describe features. |  |  |
| **Art & Design** | **Greek Pottery**To draw/ sketch Ancient Greek pots using observational drawing skills Using sculpture, modelling to construct and decorate a clay pot. |  | **Landmark sculpture**To use sculpture (construction with card, paper, wire etc) to create a 3D statue/ model of a new landmark to celebrate Britain today. |  |  | **Graphic design museum poster**To design and create a poster to advertise a new museum attraction (photo/ graphic design). |
| **DT** |  | **Textiles-Greek Belt**To make a belt (possibly by weaving) to secure a Greek tunicTo evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  |  | **Cooking and nutrition**To prepare and cook food from around the worldTo understand and apply the principles of a healthy and varied diet To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | **Electrical circuits**To design a circuit to light up a museum displayTo understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] |  |
| **PE** | **Gym / Hockey**Utilize changes of direction, speed & level during performances/competition to succeedDisplay an understanding of fair play, working well with others and leading a small group | **Gym / Hockey**Select and utilize appropriate tactics and techniques to cause problems for opponentsPlan, perform & repeat sequences of movements, experimenting with ways of travelling and complex movements | **Dance / Swimming**Create movements that convey a clear stimulus, refining these movements into sequences | **Dance / Swimming**Swim 25m unaided, proficient in a stroke | **Gym / Rounders**Demonstrate a developed understanding of how the body changes/functions during exerciseAdapt throwing technique to ensure success in a variety of activities (distance, accuracy, control) | **Gym / Athletics**Change running styles according to distance, with the intention of beating personal best's |
| **Music** | **Mamma Mia***Listen & Appraise* – begin to recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss other dimensions of music *Musical Activities* – ● Games – continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Eventually explore the link between sound and symbol. ● Singing – continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.  ● Playing – continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol.  *Perform & Share* – continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.  | **Glockenspiel***Listen & Appraise* – begin to recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss other dimensions of music *Musical Activities* – ● Games – continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Eventually explore the link between sound and symbol. ● Singing – continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.  ● Playing – continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol.  *Perform & Share* – continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.  | **Stop***Listen & Appraise* – begin to recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss other dimensions of music *Musical Activities* – ● Games – continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Eventually explore the link between sound and symbol. ● Singing – continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.  ● Playing – continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol.  *Perform & Share* – continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.  | **Lean on Me***Listen & Appraise* – begin to recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss other dimensions of music *Musical Activities* – ● Games – continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Eventually explore the link between sound and symbol. ● Singing – continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.  ● Playing – continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol.  *Perform & Share* – continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.  | **Blackbird***Listen & Appraise* – begin to recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss other dimensions of music *Musical Activities* – ● Games – continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Eventually explore the link between sound and symbol. ● Singing – continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.  ● Playing – continue to play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.  *Perform & Share* – continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.  | **Reflect, Rewind and Replay****Listen & Appraise – recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss other dimensions of music***Listen & Appraise* – begin to recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss other dimensions of music *Musical Activities* – ● Games – continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol. ● Singing – continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.  ● Playing – continue to play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.  ● Improvisation – continue to explore and create your own responses, melodies and rhythms.  ● Composition – continue to create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.  *Perform & Share* – continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.  |
| **RSE** | **Difference**Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. | **Healthy Living**Know the principles of planning and preparing a range of healthy meals. Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). | **Appropriate touch**Know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. | **Coming home on time**Recognise the importance of behaving in a responsible manner in a variety of situations | **Jealousy**Recognise that we can choose how we act on our emotions and that our actions can affect ourselves and other peopleDemonstrate a range of strategies to help control and manage unpleasant emotions | **Online Bullying,****Breaking down barriers**Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental healthKnow where and how to report concerns and get support with issues online |

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| **Languages** | **Questions, answers and sentence building**e.g. Qui est-ce? C’est + name, Ce n’est pas + name, Dans le sac, il y a… et...**Further adjectives** e.g. blanc, brun, noir, orange, rose**Vocabulary for a game**Coin! Coin!Encore!**Masculine nouns** e.g. un âne, un avion, un caméléon, un cochon,un éléphant, un furet, un lion, un mouton, unours, un papillon, un perroquet**Feminine nouns** e.g. une abeille, une araignée, une baleine, unechenille, une grenouille,une libellule, unepanthère, une perruche, une poule, une souri | **Adjectives that precede the noun** e.g. Petit, grand **Sentence starters** e.g. Chez moi Dans ma chambre Dans mon placard **Verbs** e.g. danser, sauter, voler, nager **Punctuation** e.g. Point d’exclamation Point d’interrogation **Months** janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre ce mois-ci, c’est… le mois dernier, c’était… le mois prochain, ce sera… | **Vocabulary from a song**une culotte, une chemise, une veste, des lunettes Que fais-tu? **Questions and answers** e.g. Combien de cochons y a-t-il ?Il y a cinq cochons Quelle est la date aujourd’hui? C’est le + date. **Phrases of celebration / greeting** e.g. Bonnes vacances ! Joyeux anniversaire ! Bon anniversaire ! **Towns in France** e.g. Amiens, Angers, Avignon, Bordeaux, Calais, Cherbourg, Dieppe, Dijon, Lyon, Marseille, Nantes, Nice, Paris, Reims, Tours. |