

## Medium Term Planning Year 4 Curriculum

YEAR 4	<b>Were the Romans really Ruthless?</b>	<b>Why do we have Natural Disasters?</b>	<b>What was vile about the Victorians?</b>
<b>LITERACY COVERAGE</b>	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
	<u>Narrative</u> <u>Roman Stories</u> Minotaur and the Silly Slave <u>Play scripts</u> - Charlie and the Chocolate Factory	<u>Narrative</u> <u>Stories from other cultures</u> -(Awongaleema)	<u>Narrative</u> <u>Dilemmas</u> -Extract from Oliver Twist Stories from Imaginative Worlds
	<u>Non-Fiction</u> <u>Information Texts</u> -Mythical Beasts	<u>Non-Fiction</u> <u>Recount</u> - Adventure in the Snow <u>Explanation</u> - The water cycle.	<u>Non-Fiction</u> <u>Persuasive texts</u> -Employment Letter Street Child <u>Newspaper Reports</u> - Street Child
	<u>Poetry</u> Haiku, Acrostic, Limerick, Shape	<u>Poetry</u> Imagery	<u>Poetry</u> Simile
	<u>Big Writes</u> Historical story. Information writing about a mythical beast Play script.	<u>Big Writes</u> Recount Quest story (based on stories from another culture)	<u>Big Writes</u> Dilemma story ( Based on Oliver Twist) Persuasive write based on street child Newspaper report based on Street child Story set in an imaginary setting.

<b>Transcription</b>	<b>Grammar</b>	<p><b>Objective: To punctuate accurately</b> Develop understanding of writing concepts by:</p> <ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>• Using the present perfect form of verbs in contrast to the past tense. (Use the correct verb inflection instead of local dialect.)</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Noun phrases expanded by addition of modifying adjectives)</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>• Using fronted adverbials (Later that day)</li> <li>• Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>➤ Using commas after fronted adverbials.</li> <li>➤ Indicating possession by using the possessive apostrophe with plural nouns. (The grammatical difference between plural and possessive -s)</li> <li>➤ Using and punctuating direct speech</li> </ul> </li> </ul>	<p><b>Objective: To punctuate accurately</b> Develop understanding of writing concepts by:</p> <ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>• Using the present perfect form of verbs in contrast to the past tense.</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>• Using fronted adverbials</li> <li>• Indicate grammatical and other features by:</li> <li>• Using commas after fronted adverbials.</li> <li>• Indicating possession by using the possessive apostrophe with plural nouns.</li> <li>• Using and punctuating direct speech</li> </ul>	<p><b>Objective: To punctuate accurately</b> Develop understanding of writing concepts by:</p> <ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>• Using the present perfect form of verbs in contrast to the past tense.</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>• Using fronted adverbials</li> <li>• Indicate grammatical and other features by:</li> <li>• Using commas after fronted adverbials.</li> <li>• Indicating possession by using the possessive apostrophe with plural nouns.</li> <li>• Using and punctuating direct speech</li> </ul>
	<b>Spelling (See NC Spelling List)</b>		<p>Terminology for pupils: determiner, pronoun, possessive pronoun, adverbial.</p> <p><b>Objective: To spell correctly</b></p> <ul style="list-style-type: none"> <li>• Use prefixes and suffixes and understand how to add them.</li> <li>• Spell further homophones.</li> <li>• Spell correctly often misspelt words.</li> <li>• Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<p><b>Objective: To spell correctly</b></p> <ul style="list-style-type: none"> <li>• Use prefixes and suffixes and understand how to add them.</li> <li>• Spell further homophones.</li> <li>• Spell correctly often misspelt words.</li> <li>• Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>

<b>Composition</b>	<b>Presentation</b>	<p><b><u>Objective: To present neatly.</u></b></p> <ul style="list-style-type: none"> <li>Join letters, deciding which letters are best left un-joined.</li> <li>Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately</li> </ul>	<p><b><u>Objective: To present neatly.</u></b></p> <ul style="list-style-type: none"> <li>Join letters, deciding which letters are best left un-joined.</li> <li>Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately</li> </ul>	<p><b><u>Objective: To present neatly.</u></b></p> <ul style="list-style-type: none"> <li>Join letters, deciding which letters are best left un-joined.</li> <li>Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately</li> </ul>
	<b>Purpose</b>	<p><b><u>Objective: To write with purpose</u></b></p> <ul style="list-style-type: none"> <li>Write for a wide range of purposes using the main features identified in reading.</li> <li>Use techniques used by authors to create characters and settings.</li> <li>Compose and rehearse sentences orally.</li> <li>Plan, write, edit and improve.</li> </ul>	<p><b><u>Objective: To write with purpose</u></b></p> <ul style="list-style-type: none"> <li>Write for a wide range of purposes using the main features identified in reading.</li> <li>Use techniques used by authors to create characters and settings.</li> <li>Compose and rehearse sentences orally.</li> <li>Plan, write, edit and improve.</li> </ul>	<p><b><u>Objective: To write with purpose</u></b></p> <ul style="list-style-type: none"> <li>Write for a wide range of purposes using the main features identified in reading.</li> <li>Use techniques used by authors to create characters and settings.</li> <li>Compose and rehearse sentences orally.</li> <li>Plan, write, edit and improve.</li> </ul>
	<b>Imaginative Description</b>	<p><b><u>Objective: To use imaginative description</u></b></p> <ul style="list-style-type: none"> <li>Create characters, settings and plots.</li> <li>Use similes effectively.</li> <li>Use a range of descriptive phrases including some collective nouns.</li> </ul>	<p><b><u>Objective: To use imaginative description</u></b></p> <ul style="list-style-type: none"> <li>Create characters, settings and plots.</li> <li>Use alliteration effectively.</li> <li>Use similes effectively.</li> <li>Use a range of descriptive phrases including some collective nouns.</li> </ul>	<p><b><u>Objective: To use imaginative description</u></b></p> <ul style="list-style-type: none"> <li>Create characters, settings and plots.</li> <li>Use similes effectively.</li> <li>Use a range of descriptive phrases including some collective nouns.</li> </ul>
	<b>Organisation</b>	<p><b><u>Objective: To organise writing appropriately and use paragraphs</u></b></p> <ul style="list-style-type: none"> <li>Use organisational devices such as headings and sub headings.</li> <li>Use the perfect form of verbs to mark relationships of time and cause.</li> <li>Use connectives that signal time, shift attention, inject suspense and shift the setting.</li> <li>Organise paragraphs around a theme.</li> <li>Sequence paragraphs.</li> </ul>	<p><b><u>Objective: To organise writing appropriately and use paragraphs</u></b></p> <ul style="list-style-type: none"> <li>Use organisational devices such as headings and sub headings.</li> <li>Use the perfect form of verbs to mark relationships of time and cause.</li> <li>Use connectives that signal time, shift attention, inject suspense and shift the setting</li> <li>Organise paragraphs around a theme.</li> <li>Sequence paragraphs.</li> </ul>	<p><b><u>Objective: To organise writing appropriately and use paragraphs</u></b></p> <ul style="list-style-type: none"> <li>Use organisational devices such as headings and sub headings.</li> <li>Use the perfect form of verbs to mark relationships of time and cause.</li> <li>Use connectives that signal time, shift attention, inject suspense and shift the setting</li> <li>Organise paragraphs around a theme.</li> <li>Sequence paragraphs.</li> </ul>

	<b>Sentence Construction</b>	<p><b>Objective: To use sentences appropriately</b></p> <ul style="list-style-type: none"> <li>• Use a mixture of simple, compound and complex sentences.</li> <li>• Write sentences that include: <ul style="list-style-type: none"> <li>➤ conjunctions</li> <li>➤ adverbs</li> <li>➤ direct speech, punctuated correctly</li> <li>➤ clauses</li> <li>➤ adverbial phrases.</li> </ul> </li> </ul>		<p><b>Objective: To use sentences appropriately</b></p> <ul style="list-style-type: none"> <li>• Use a mixture of simple, compound and complex sentences.</li> <li>• Write sentences that include: <ul style="list-style-type: none"> <li>➤ conjunctions</li> <li>➤ adverbs</li> <li>➤ direct speech, punctuated correctly</li> <li>➤ clauses</li> <li>➤ adverbial phrases.</li> </ul> </li> </ul>		<p><b>Objective: To use sentences appropriately</b></p> <ul style="list-style-type: none"> <li>• Use a mixture of simple, compound and complex sentences.</li> <li>• Write sentences that include: <ul style="list-style-type: none"> <li>➤ conjunctions</li> <li>➤ adverbs</li> <li>➤ direct speech, punctuated correctly</li> <li>➤ clauses</li> <li>➤ adverbial phrases.</li> </ul> </li> </ul>
<b>Analyse and Presentation</b>	<b>Analysis</b>	<p><b>Objective: To analyse writing</b> Use and understand grammatical terminology when discussing writing and reading: <b>Year 4</b></p> <ul style="list-style-type: none"> <li>• pronoun, possessive pronoun, adverbial.</li> </ul>		<p><b>Objective: To analyse writing</b> Use and understand grammatical terminology when discussing writing and reading: <b>Year 4</b></p> <ul style="list-style-type: none"> <li>• pronoun, possessive pronoun, adverbial.</li> </ul>		<p><b>Objective: To analyse writing</b> Use and understand grammatical terminology when discussing writing and reading: <b>Year 4</b></p> <ul style="list-style-type: none"> <li>• pronoun, possessive pronoun, adverbial.</li> </ul>
	<b>Presentation</b>	<p><b>Objective: To present writing</b></p> <ul style="list-style-type: none"> <li>• Read aloud writing to a group or whole class, using appropriate intonation.</li> </ul>		<p><b>Objective: To present writing</b></p> <ul style="list-style-type: none"> <li>• Read aloud writing to a group or whole class, using appropriate intonation.</li> </ul>		<p><b>Objective: To present writing</b></p> <ul style="list-style-type: none"> <li>• Read aloud writing to a group or whole class, using appropriate intonation.</li> </ul>
<b>Reading</b>	<p><b>Essential Opportunities</b></p> <ul style="list-style-type: none"> <li>• Read and listen to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Listen to and discuss a wide range of texts.</li> <li>• Learn poetry by heart.</li> <li>• Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.</li> <li>• Take part in conversations about books.</li> <li>• Learn a wide range of poetry by heart.</li> <li>• Use the school and community libraries.</li> <li>• Look at classification systems.</li> <li>• Read and listen to whole books.</li> <li>• Read books that are structured in different ways and reading for a range of purposes.</li> <li>• Used dictionaries to check the meaning of words they have read.</li> </ul>					
	<b>Accuracy</b>	<p><b>Objective: To read words accurately</b></p> <ul style="list-style-type: none"> <li>• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</li> <li>• Read further exception words, noting the spellings</li> </ul>		<p><b>Objective: To read words accurately</b></p> <ul style="list-style-type: none"> <li>• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</li> <li>• Read further exception words, noting the spellings</li> </ul>		<p><b>Objective: To read words accurately</b></p> <ul style="list-style-type: none"> <li>• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</li> <li>• Read further exception words, noting the spellings</li> </ul>

	<b>Understanding Texts</b>	<p><b><u>Objective: To understand texts</u></b></p> <ul style="list-style-type: none"> <li>• Draw inferences from reading</li> <li>• Predict from details stated and implied.</li> <li>• Recall and summarise main ideas.</li> <li>• Discuss words and phrases that capture the imagination.</li> <li>• Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.</li> <li>• Prepare poems and plays to read aloud with expression, volume, tone and intonation.</li> <li>• Identify recurring themes and elements of different stories (e.g. good triumphing over evil).</li> <li>• Recognise some different forms of poetry.</li> <li>• Explain and discuss understanding of reading, maintaining focus on the topic.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Ask questions to improve understanding of a text</li> </ul>	<p><b><u>Objective: To understand texts</u></b></p> <ul style="list-style-type: none"> <li>• Draw inferences from reading</li> <li>• Predict from details stated and implied.</li> <li>• Recall and summarise main ideas.</li> <li>• Discuss words and phrases that capture the imagination.</li> <li>• Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.</li> <li>• Prepare poems and plays to read aloud with expression, volume, tone and intonation.</li> <li>• Identify recurring themes and elements of different stories (e.g. good triumphing over evil).</li> <li>• Recognise some different forms of poetry.</li> <li>• Explain and discuss understanding of reading, maintaining focus on the topic.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Ask questions to improve understanding of a text</li> </ul>	<p><b><u>Objective: To understand texts</u></b></p> <ul style="list-style-type: none"> <li>• Draw inferences from reading</li> <li>• Predict from details stated and implied.</li> <li>• Recall and summarise main ideas.</li> <li>• Discuss words and phrases that capture the imagination.</li> <li>• Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.</li> <li>• Prepare poems and plays to read aloud with expression, volume, tone and intonation.</li> <li>• Identify recurring themes and elements of different stories (e.g. good triumphing over evil).</li> <li>• Recognise some different forms of poetry.</li> <li>• Explain and discuss understanding of reading, maintaining focus on the topic.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Ask questions to improve understanding of a text</li> </ul>
		<b>Listening</b>	<p><b><u>Objective: To listen carefully and understand</u></b></p> <ul style="list-style-type: none"> <li>• Engage in discussions, making relevant points.</li> <li>• Ask for specific additional information to clarify.</li> <li>• Understand the meaning of some phrases beyond the literal interpretation</li> </ul>	<p><b><u>Objective: To listen carefully and understand</u></b></p> <ul style="list-style-type: none"> <li>• Engage in discussions, making relevant points.</li> <li>• Ask for specific additional information to clarify.</li> <li>• Understand the meaning of some phrases beyond the literal interpretation</li> </ul>

<b>Communication</b>	<b>Developing vocabulary</b>	<p><b><u>Objective: To develop a wide and interesting vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Use time, size and other measurements to quantify.</li> <li>• Use interesting adjectives, adverbial phrases and extended noun phrases in discussion.</li> <li>• Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.</li> </ul>	<p><b><u>Objective: To develop a wide and interesting vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Use time, size and other measurements to quantify.</li> <li>• Use interesting adjectives, adverbial phrases and extended noun phrases in discussion.</li> <li>• Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.</li> </ul>	<p><b><u>Objective: To develop a wide and interesting vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Use time, size and other measurements to quantify.</li> <li>• Use interesting adjectives, adverbial phrases and extended noun phrases in discussion.</li> <li>• Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.</li> </ul>
	<b>Speaking</b>	<p><b><u>Objective: To speak with clarity</u></b></p> <ul style="list-style-type: none"> <li>• Use verbs with irregular endings.</li> <li>• Use a mixture of sentence lengths to add interest to discussions and explanations.</li> <li>• Use intonation to emphasise grammar and punctuation when reading aloud.</li> </ul>	<p><b><u>Objective: To speak with clarity</u></b></p> <ul style="list-style-type: none"> <li>• Use verbs with irregular endings.</li> <li>• Use a mixture of sentence lengths to add interest to discussions and explanations.</li> <li>• Use intonation to emphasise grammar and punctuation when reading aloud.</li> </ul>	<p><b><u>Objective: To speak with clarity</u></b></p> <ul style="list-style-type: none"> <li>• Use verbs with irregular endings.</li> <li>• Use a mixture of sentence lengths to add interest to discussions and explanations.</li> <li>• Use intonation to emphasise grammar and punctuation when reading aloud.</li> </ul>
	<b>Story Telling</b>	<p><b><u>Objective: To tell stories with structure</u></b></p> <ul style="list-style-type: none"> <li>• Bring stories to life with expression and intonation.</li> <li>• Read the audience to know when to add detail and when to leave it out.</li> </ul>	<p><b><u>Objective: To tell stories with structure</u></b></p> <ul style="list-style-type: none"> <li>• Bring stories to life with expression and intonation.</li> <li>• Read the audience to know when to add detail and when to leave it out.</li> </ul>	<p><b><u>Objective: To tell stories with structure</u></b></p> <ul style="list-style-type: none"> <li>• Bring stories to life with expression and intonation.</li> <li>• Read the audience to know when to add detail and when to leave it out.</li> </ul>
	<b>Conversation</b>	<p><b><u>Objective: To hold conversations and debates</u></b></p> <ul style="list-style-type: none"> <li>• Make relevant comments or ask questions in a discussion or a debate.</li> <li>• Seek clarification by actively seeking to understand others' points of view.</li> <li>• Respectfully challenge opinions or points, offering an alternative.</li> </ul>	<p><b><u>Objective: To hold conversations and debates</u></b></p> <ul style="list-style-type: none"> <li>• Make relevant comments or ask questions in a discussion or a debate.</li> <li>• Seek clarification by actively seeking to understand others' points of view.</li> <li>• Respectfully challenge opinions or points, offering an alternative.</li> </ul>	<p><b><u>Objective: To hold conversations and debates</u></b></p> <ul style="list-style-type: none"> <li>• Make relevant comments or ask questions in a discussion or a debate.</li> <li>• Seek clarification by actively seeking to understand others' points of view.</li> <li>• Respectfully challenge opinions or points, offering an alternative.</li> </ul>

**Numeracy**  
**(Strands from Active Learn – Abacus)**

**Autumn Term 1**

MAS.36 Know number bonds to 100  
 MAS.43 Add to the next multiple of 100 by counting up from any 2-digit or 3-digit number  
 MAS.44 Subtract a 3-digit from a 3-digit number (with a difference < 50) by counting up  
 MAS.48 Add mentally several 1-digit numbers, multiples of 10 or 100  
 NPV.45 Understand place value in 4-digit numbers by creating 4-digit numbers, placing them on a number line and solving place value additions and subtractions  
 NPV.46 Order and compare 4-digit numbers and say a number between  
 MAS.31 Add pairs of 2-digit numbers with a total  $\leq 198$   
 MAS.30 Add pairs of 2-digit numbers using partitioning (totals < 100)  
 MAS.33 Subtract 2-digit from 2-digit numbers by counting up  
 MAS.44 Subtract a 3-digit from a 3-digit number (with a difference < 50) by counting up  
 MMD.46 Count in 6s and recall multiplication and division facts for the  $\times 6$  table  
 MMD.47 Count in 9s and recall multiplication and division facts for the  $\times 9$  table  
 MMD.42 Multiply multiples of 10 by 1-digit numbers  
 MMD.43 Multiply mentally 2-digit by 1-digit numbers using partitioning  
 FRP.37 Find unit fractions of amounts and relate to division  
 MEA.54 Write and tell the time to the nearest minute using analogue and digital clocks  
 MEA.52 Compare durations of events to calculate the time taken by particular events or tasks  
 MEA.58 Begin to convert between different units of measure  
 MEA.42 Measure, compare, add and subtract lengths or heights using m/cm/mm  
 MAS.30 Add pairs of 2-digit numbers using partitioning (totals < 100)  
**DPE.58** Understand 2-place decimals in the context of money and length, recognise and write decimal equivalents to  $1/4$ ;  $1/2$ ;  $3/4$   
**DPE.57** Relate 1-place decimals to 2-place decimals in the context of length (m and cm)

**Spring Term 1**

NPV.45 Understand place value in 4-digit numbers by creating 4-digit numbers, placing them on a number line and solving place value additions and subtractions  
 NPV.49 Round 4-digit numbers up or down to the nearest 10, 100 or 1000  
 NPV.52 Use place value to add and subtract multiples of 10, 100 and 1000 to and from 4-digit numbers  
 NPV.41 Count on and back in 50s  
 NPV.43 Count above 1000 in 1s and 100s  
 NPV.44 Count beyond 1000 in 10s  
 NPV.50 Count in 1s, 10s and 100s, across multiples of 100 and 1000  
 NPV.51 Count in 50s and 25s, using the 100s count  
 WAS.48 Use expanded decomposition to subtract 3-digit from 3-digit numbers  
 WAS.50 Use compact decomposition to subtract 3-digit from 3-digit numbers  
 WAS.51 Subtract 2-digit from 3-digit numbers using expanded or compact decomposition  
 MMD.31 Understand that multiplication is commutative and use it in mental calculations  
 MMD.52 Count in 7s and recall multiplication and division facts for the  $\times 7$  table  
 WMD.49 Multiply 3-digit by 1-digit numbers using the ladder method  
 MEA.61 Estimate, compare and calculate different measures, including money in pounds and pence  
 MMD.41 Use doubling and halving to multiply and divide by 4 and 8 and solve correspondence problems  
 MMD.49 Double and halve 3-digit numbers by partitioning  
 MMD.55 Use mental strategies to solve multiplications including multiplying by 0 and 1, dividing by 1, multiplying together three numbers  
 MMD.57 Use mental strategies to solve divisions including dividing by 1  
 FRP.38 Find fractions of amounts and relate to division and multiplication  
 FRP.41 Understand unit and non-unit fractions with denominators  $\leq 12$   
 FRP.46 Develop an understanding of equivalence in fractions;  $1/2$ s,  $1/3$ s,  $1/4$ s,  $1/5$ s,  $1/6$ s,  $1/8$ s,  $1/10$ s  
 FRP.52 Identify the equivalent fraction for any given fraction

**Summer Term 1**

NPV.46 Order and compare 4-digit numbers and say a number between  
 NPV.45 Understand place value in 4-digit numbers by creating 4-digit numbers, placing them on a number line and solving place value additions and subtractions  
 NPV.52 Use place value to add and subtract multiples of 10, 100 and 1000 to and from 4-digit numbers  
 NPV.58 Understand place value in 5-digit numbers by creating 5-digit numbers, placing them on a number line and solving place value additions and subtractions  
 NPV.59 Order and compare 5-digit numbers and say a number between  
 NPV.60 Use place value to add and subtract multiples of 10, 100, 1000 and 10000 to and from 5-digit numbers  
 NPV.55 Locate negative numbers on a number line and relate to temperature  
 NPV.56 Find numbers more or less than a given negative number and relate to temperature  
 MAS.54 Work out what number to add to a 1-place decimal to make the next whole number  
 DPE.48 Match 1-place decimals to  $1/10$ s  
 DPE.53 Divide integers by 10, 100 and 1000 to get 1-place decimal answers  
 DPE.60 Match 2-place decimals to  $1/100$ s, using a place value grid  
 DPE.65 Multiply and divide numbers by 10 and 100 to give 1- or 2-place decimal answers  
 DPE.40 Understand tenths ( $1/10$ s) as fractions and place them on a line  
 DPE.50 Locate and write 1-place decimals on a number line and match to  $1/10$ s  
 DPE.51 Count in decimal steps of  $0\cdot 1$  (tenths)  
 DPE.59 Locate and write 2- place decimals on a number line using length as a context  
 DPE.62 Use place value to add and subtract  $0\cdot 1$  and  $0\cdot 01$  to and from decimal numbers  
 MMD.43 Multiply mentally 2-digit by 1-digit numbers using partitioning  
 MMD.53 Recall multiplication and division facts for the  $\times 11$  and  $\times 12$  tables  
 MMD.48 Multiply mentally multiples of 100 by 1-digit numbers  
 MMD.49 Double and halve 3-digit numbers by partitioning  
 MMD.56 Multiply multiples and near multiples of 10 and 100 by 1-digit numbers

<p><b>WAS.43</b> Use compact column addition to add pairs of 3-digit numbers with a total &lt; 1000</p> <p><b>WAS.44</b> Use column addition to add three 3-digit numbers with a total &lt; 1000</p> <p><b>WAS.48</b> Use expanded decomposition to subtract 3-digit from 3-digit numbers</p> <p><b>Autumn Term 2</b></p> <p>MMD.49 Double and halve 3-digit numbers by partitioning</p> <p>FRP.37 Find unit fractions of amounts and relate to division</p> <p>FRP.34 Begin to understand equivalence by placing fractions on a number line</p> <p>FRP.58 Use equivalent fractions to reduce any given fraction to its simplest form</p> <p>FRP.28 Count in 1/4s beyond 1 to 10, saying equivalent fractions</p> <p>FRP.48 Count in fractions, including equivalents</p> <p>DPE.48 Match 1-place decimals to 1/10s</p> <p>DPE.50 Locate and write 1-place decimals on a number line and match to 1/10s</p> <p>DPE.53 Divide integers by 10, 100 and 1000 to get 1-place decimal answers</p> <p>NPV.47 Divide 2-digit numbers by 10 to get 1-place decimal answers</p> <p>WAS.52 Use column addition to add two 4-digit numbers with a total ≤ 10000</p> <p>WAS.54 Use column addition to add two 4-digit numbers with answers &gt; 10000</p> <p>MEA.37 Read relevant scales to the nearest numbered unit</p> <p>MEA.58 Begin to convert between different units of measure</p> <p>MEA.59 Solve problems converting from hours to minutes, minutes to seconds, years to months and weeks to days</p> <p>MEA.44 Measure, compare, add and subtract capacities or volumes using l/ml</p> <p>STA.52 Draw and interpret bar charts where 1 division represents 100 units</p> <p>STA.49 Interpret and present data in bar charts where 1 division represents 2 units</p>	<p>FRP.34 Begin to understand equivalence by placing fractions on a number line</p> <p>FRP.54 Use equivalence to reduce fractions to their simplest form</p> <p>GPS.56 Compare and classify acute and obtuse angles; order angles up to 180°</p> <p>GPS.43 Draw horizontal, perpendicular and parallel lines of a given length</p> <p>GPS.44 Identify line symmetry in 2D shapes presented in different orientations</p> <p>GPS.49 Classify 2D shapes according to their properties: right angles, lines of symmetry, parallel and perpendicular lines</p> <p>GPS.51 Draw shapes with specified properties: a right angle, two perpendicular lines, two parallel lines</p> <p>GPS.47 Recognise and begin to complete symmetrical 2D shapes</p> <p>GPS.60 Complete a symmetric figure with a given line of symmetry</p> <p>MMD.37 Understand division as the inverse of multiplication</p> <p>MMD.61 Identify factors and multiples, and begin to find common factors</p> <p>MMD.64 Use knowledge of multiples and factors in relation to large numbers</p> <p>WMD.51 Divide 2- and 3-digit by 1-digit numbers using a written method drawn from mental strategies with integer remainders and answers between 10 and 20</p> <p>MAS.50 Subtract 4-digit from 4-digit multiples of 1000 by counting up</p> <p>MAS.57 Use number facts to add to the next multiple of 100 or 1000</p> <p>MAS.40 Find change from £5, £10 and £20 by counting up</p> <p>MAS.51 Count up to find change from £10, £50 and £100</p> <p><b>Spring Term2</b></p> <p>DPE.48 Match 1-place decimals to 1/10s</p> <p>DPE.50 Locate and write 1-place decimals on a number line and match to 1/10s</p> <p>DPE.51 Count in decimal steps of 0•1 (tenths)</p> <p>DPE.52 Round 1-place decimals to the nearest integer, by placing on a number line</p> <p>DPE.64 Round 1- and 2-place decimals up and down to the nearest whole number</p> <p>DPE.53 Divide integers by 10, 100 and 1000 to get 1-place decimal answers</p>	<p>MMD.44 Divide mentally numbers just beyond the tables by subtracting the multiple of 10 (no remainders)</p> <p>MMD.58 Understand multiplication and division as inverses of each other and use this to find relationships</p> <p>NPV.36 Round 3-digit numbers up or down to the nearest 100 and 10</p> <p>WMD.49 Multiply 3-digit by 1-digit numbers using the ladder method</p> <p>WMD.51 Divide 2- and 3-digit by 1-digit numbers using a written method drawn from mental strategies with integer remainders and answers between 10 and 20</p> <p>WMD.52 Divide 3-digit by 1-digit numbers using a written method drawn from mental strategies with integer remainders and answers &lt; 50</p> <p>MEA.61 Estimate, compare and calculate different measures, including money in pounds and pence</p> <p>NPV.69 Read Roman numerals to 1000 (M) and recognise dates</p> <p>MEA.60 Find the area of rectilinear shapes by counting squares</p> <p>MEA.66 Calculate and compare areas of squares and rectangles using standard units</p> <p>MEA.62 Measure and calculate the perimeter of rectilinear figures in cm and m</p> <p>GPS.45 Compare and classify squares, rectangles and triangles based on their properties and sizes</p> <p>GPS.52 Compare and classify regular polygons and some irregular polygons based on properties and sizes</p> <p>GPS.57 Compare and classify triangles, according to their properties</p> <p>GPS.59 Compare and classify quadrilaterals according to their properties</p> <p>GPS.26 Recognise and identify 3D shapes, including cones, spheres, pyramids, triangular prisms, cubes, and cuboids</p> <p>GPS.28 Identify 2D shapes on the faces of 3D shapes, e.g. circle on a cone and triangle on a tetrahedron</p> <p>GPS.33 Sort and categorise 3D shapes according to the number of faces, vertices and edges</p> <p>DPE.58 Understand 2-place decimals in the context of money and length, recognise and write decimal equivalents to 1/4; 1/2; 3/4</p> <p>DPE.59 Locate and write 2- place decimals on a number line using length as a context</p> <p>DPE.63 Order and compare 1- and 2-place decimals and find a number between</p> <p>DPE.62 Use place value to add and subtract 0•1 and 0•01 to and from decimal numbers</p> <p>FRP.43 Know fraction complements to 1 (fractions with denominators ≤12)</p> <p>FRP.46 Develop an understanding of equivalence in fractions; 1/2s, 1/3s, 1/4s, 1/5s, 1/6s, 1/8s, 1/10s</p>
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	<p>STA.55 Draw and interpret bar charts where 1 division represents 5 or 10 units</p> <p>STA.57 Interpret and present discrete data using bar charts, using an appropriate scale</p> <p>NPV.49 Round 4-digit numbers up or down to the nearest 10, 100 or 1000</p>	<p>WAS.54 Use column addition to add two 4-digit numbers with answers &gt; 10000</p> <p>NPV.47 Divide 2-digit numbers by 10 to get 1-place decimal answers</p> <p>NPV.53 Divide 3-digit multiples of 10 by 100 to get 1-place decimal answers</p> <p>NPV.62 Understand the effect of multiplying or dividing a given number by 10, 100 or 1000; answers &lt; 100000 and with not more than 2 decimal places</p> <p>MAS.52 Add mentally several amounts of money</p> <p>MAS.65 Use mental strategies to add amounts of money with 2 decimal places</p> <p>MAS.49 Count up to subtract any 3-digit from 3-digit number</p> <p>MAS.53 Use place value to subtract amounts of money and calculate price decreases</p> <p>WAS.45 Use column addition to add several 2-digit numbers</p> <p>WAS.46 Use column addition to add several 3-digit numbers with a total &gt; 1000</p> <p>WAS.50 Use compact decomposition to subtract 3-digit from 3-digit numbers</p> <p>MEA.45 Add and subtract amounts of money to give change, using pounds and pence</p> <p>MEA.47 Use vocabulary such as morning, afternoon, noon, and midnight; also am and pm times and 12 hour clocks</p> <p>MEA.55 Use 24 hour clocks</p> <p>MEA.63 Read, write and convert time between analogue and digital 12 and 24 hour clocks</p> <p>MEA.62 Measure and calculate the perimeter of rectilinear figures in cm and m</p> <p>MEA.67 Measure and calculate the perimeter of composite rectilinear shapes in m/cm</p> <p>MEA.42 Measure, compare, add and subtract lengths or heights using m/cm/mm</p> <p>MEA.65 Convert between different units of measure, e.g. kilometres to metres, metres to centimetres, etc.</p> <p>NPV.45 Understand place value in 4-digit numbers by creating 4-digit numbers, placing them on a number line and solving place value additions and subtractions</p> <p>WAS.55 Use expanded or compact decomposition to subtract numbers with up to 4-digits (easier)</p> <p>WAS.58 Use expanded or compact decomposition to subtract numbers with up to 4-digits (harder)</p>	<p><b>Summer Term 2</b></p> <p>WAS.52 Use column addition to add two 4-digit numbers with a total <math>\leq 10000</math></p> <p>WAS.62 Use column addition to add pairs of 2-place decimals, including amounts of money</p> <p>WAS.55 Use expanded or compact decomposition to subtract numbers with up to 4-digits (easier)</p> <p>WAS.58 Use expanded or compact decomposition to subtract numbers with up to 4-digits (harder)</p> <p>WAS.56 Use column addition to add several numbers with up to 4-digits with answers &gt; 10000</p> <p>WAS.60 Use compact decomposition to subtract 2-, 3- or 4-digit from 4-digit numbers</p> <p>MAS.60 Use counting up to subtract 4-digit numbers from near multiples of 1000</p> <p>MAS.61 Use counting up as an efficient mental strategy with minimal jottings</p> <p>MAS.58 Understand addition and subtraction as inverses of each other and use this to find relationships</p> <p>MAS.51 Count up to find change from £10, £50 and £100</p> <p>GPD.55 Describe positions on a 2-dimensional grid as co-ordinates (1st quadrant)</p> <p>GPD.57 Plot points and draw sides to complete a polygon on a co-ordinate grid (1st quadrant)</p> <p>GPD.60 Describe movements between positions as translations of a given unit to left/right or up/down</p> <p>GPD.66 Identify and describe the position of a shape on a co-ordinate grid following a translation</p> <p><b>STA.54</b> Interpret and compare information on a pictogram and represent it on a bar chart</p> <p><b>STA.55</b> Draw and interpret bar charts where 1 division represents 5 or 10 units</p> <p><b>STA.58</b> Solve comparison and difference problems using information presented in bar charts</p> <p><b>STA.59</b> Use a line graph to represent the effect of multiplying any number by 6 (e.g. <math>7 \cdot 5 \times 6</math>)</p> <p><b>STA.61</b> Interpret and present continuous data using line graphs</p>
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		<p>MAS.56 Use mental strategies to add 2-digit, 3-digit and 4-digit numbers</p> <p>MAS.61 Use counting up as an efficient mental strategy with minimal jottings</p> <p>WMD.49 Multiply 3-digit by 1-digit numbers using the ladder method</p> <p>WMD.51 Divide 2- and 3-digit by 1-digit numbers using a written method drawn from mental strategies with integer remainders and answers between 10 and 20</p> <p>WMD.52 Divide 3-digit by 1-digit numbers using a written method drawn from mental strategies with integer remainders and answers &lt; 50</p>	
<b>Geography</b>	<p><b><u>Ruthless Romans – links with history topic</u></b></p> <p><b><u>Objective: To investigate places</u></b></p> <ul style="list-style-type: none"> <li>Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>	<p><b><u>Natural Disasters</u></b></p> <p><b>Key vocab:</b> Equator, Northern &amp; Southern Hemisphere, Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and date time zones, rivers, mountains, volcanoes, &amp; earthquakes and the water cycle, settlements &amp; land use, north, south, east, west, north east, north west, south east, south west, 4 figure grid references, symbols and keys.</p> <p><b><u>Objective: To investigate places</u></b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Name and locate the countries of Europe and identify their main physical and human characteristics.</li> <li>Use fieldwork to observe and record the human and physical features in the world using a range of methods including sketch maps, plans and graphs and digital technologies.</li> </ul> <p><b><u>Objective: To Investigate patterns</u></b></p> <ul style="list-style-type: none"> <li>human geography, including settlements and land use.</li> <li>Describe geographical similarities and differences between countries.</li> </ul>	

### The Roman Empire and its Impact on Britain

**Key vocab:** beliefs, attitudes and experiences of men, women and children, republic good road, law, wealthy landowner, Latin, citizen, slave, worship, social class, peace and prosperity, trade, BC and AD, wealthy city, climate, public hygiene, sacrifice, crossing the Alps, calendar, assassination, taxes, myths, gods, peninsula, rebellion, empire, elect, senate, baths, legion, conquer, province, economy, Emperor, Rome, empire, roads, Latin, towns, currency, professional army.

#### Objective: To investigate and interpret the past

- Use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history.

#### Objective: To build an overview of world history

- Compare some of the times studied with those of other areas of interest around the world
- Describe the social, ethnic, cultural or religious diversity of past society
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

#### Objective: To understand chronology

- Place events, artefacts and historical figures on a time line using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.

### What was vile about the Victorians

Use sources of evidence to deduce information about the past.

- Select suitable sources of evidence, giving reasons for choices.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Refine lines of enquiry as appropriate.

#### Objective: To build an overview of world history

- Identify continuity and change in the history of the locality of the school.
- *Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.*
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

#### Objective: To understand chronology

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events and ideas

**Objective: To understand animals and humans**

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey

**Electricity**

**Objective: To understand electrical circuits**

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming basic parts, including 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.
- 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

**Objective: To investigate materials – States of Matter**

- 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, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

**Objective: To work scientifically-**

- Ask relevant questions.
- Set up simple practical enquiries and comparative and fair tests.
- Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
- Identify differences, similarities or changes related to simple, scientific ideas and processes.
- Use straightforward, scientific evidence to answer questions or to support their findings

**Living Things in their Habitat**

**Animals Including Humans**

**Objective: To work scientifically**

- Ask relevant questions.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations and displays
- Identify differences, similarities or changes related to simple, scientific ideas and processes.
- Use straightforward, scientific evidence to answer questions or to support their findings

**Objective: To investigate living things**

- Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups.
- Give reasons for classifying plants and animals based on specific characteristics.
- Recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats

**Objective: To investigate sound and hearing**

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between pitch of a sound and features of the object that produced it
- Find patterns between the volume sound
- Recognise that sounds get fainter as the distance from the sound's source increases.

## Plymouth Agreed Syllabus

**Unit 2.3 What is the 'Trinity' and why is it important for Christians?**

- \*Recognise what a 'Gospel' is
- \*Learn about baptism and what Trinity means
- \*Describe how Christians show their beliefs about God the Trinity, in worship
- \*Make links between some Bible texts and the idea of God in Christianity.

**Unit 2.7 What do Hindus believe God is like?**

- \*Identify some Hindu deities.
  - \*Make links between some Hindu stories
  - \*Suggest what Hindu murtis express about God
  - \*Make links between God and how the Hindus live
  - \*Identify ways in which Hindus worship
- Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today. Make links between Hindu ideas of everyone having a 'spark' of God in them

## Plymouth Agreed Syllabus

**Unit 2.8 What does it mean to be a Hindu in Britain today?**

- \*describe how Hindus show their faith within their community
  - \*Describe how Hindus show their faith in their family
  - \*Identify different ways Hindus show their faith. Identify the terms dharma, Sanatan Dharma and Hinduism and what they mean
  - \*Make links between Hindu practices and the idea that Hinduism is a whole 'way of life'
- Raise questions and suggest answers about what is good about being a Hindu.

**Unit 2.5 Why do Christians call the day Jesus died 'Good Friday'?**

- \*Recognise the world 'Salvation'
- \*What does Holy Week mean for Christians
- \*Make links between the Gospel accounts and how Christians mark the Easter events in their communities
- \*Describe how Christians show their beliefs about Jesus in worship
- \*Raise thoughtful questions about why Christians call the day Jesus died 'Good Friday'.

## Plymouth Agreed Syllabus

**Unit 2.6 For Christians, when Jesus left, what was the impact of Pentecost?**

- \*Make links between the story of Pentecost and Christian belief about the 'kingdom of God' on earth
- \*Make suggestions about the events of Pentecost
- \*Give examples of what Pentecost means to Christians.
- \*Make links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now.
- \*Describe how Christians show their beliefs about the Holy Spirit in worship
- \*Make links between ideas about the kingdom of God in the Bible and what people believe about following God today.

**Unit 2.11 How and why do people mark the significant events of life?**

- \*Identify beliefs about love, commitment and promises
- \*Understand the importance of ceremonies of commitment for religious and non-religious people today
- \*Describe what happens in ceremonies of commitment
- \*Make links between beliefs about love and commitment and how people in at least two religious traditions live
- \*Identify differences in how people celebrate commitment
- \*Raise questions and suggest answers about whether it is good for everyone to see life as a journey.
- \*Make links between ideas of love, commitment and promises
- \*Consider why they think ceremonies of commitment are or are not valuable today.

Unit 1: Coding

**We are software developers (Switched On) – existing planning on server**

- Events - Specify conditions to trigger events.
- Control - Use IF THEN conditions to control events or objects.
- Sensing - Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).
- Operators - Use the Reporter operators
  - () + ()
  - () - ()
  - () \* ()
  - () / ()
- Variables and lists - Use variables to store a value
- Use the functions define, set, change, show and hide to control the variables.
- 

Debugging – finding errors in code and fixing problems.

- 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.

Unit 2: Connect

**We are musicians**

Editing music programs  
 Creating and developing musical composition  
 Refining ideas  
 Developing collaborative skills

Use sequence, selection and repetition in program  
 Be discerning in evaluating digital content  
 Design and create a range of programs that accomplish given goals  
 Use technology safely and responsibly  
 Recognise acceptable behaviour.

Unit 3:

**We are meteorologists**

Understanding different measurements of weather using analogue and digital  
 Use computer data based to record weather data  
 Use spread sheets and create charts  
 Analyse data  
 Explore inconsistencies and make predictions  
 Practice using presentation software.

**PoaP Unit:** 2D and 3D product (Textiles)

**Key vocab:** sewing, needle, thread, cotton, running stitch

**Key learning in design and technology****Prior learning**

- Have joined fabric in simple ways by gluing and stitching.
- Have used simple patterns and templates for marking out.
- Have evaluated a range of textile products.

**Designing**

- Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.
- Produce annotated sketches, prototypes, final product sketches and pattern pieces.

**Making**

- Plan the main stages of making.
- Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.
- Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.

**Evaluating**

- Investigate a range of 3-D textile products relevant to the project.
- Test their product against the original design criteria and with the intended user.
- Take into account others' views.
- Understand how a key event/individual has influenced the development of the chosen product and/or fabric.

**Technical knowledge and understanding**

- Know how to strengthen, stiffen and reinforce existing fabrics.
- Understand how to securely join two pieces of fabric together.
- Understand the need for patterns and seam allowances.
- Know and use technical vocabulary relevant to the project.

**Objective: to master practical skills****Food**

- Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.
- Plan the main stages of a recipe, listing ingredients, utensils and equipment.
- Select and use appropriate utensils and equipment to prepare and combine ingredients.
- Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.
- Prepare ingredients hygienically using appropriate utensils.
- Measure ingredients to the nearest gram accurately.
- Follow a recipe.
- Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).

**Computing**

- Control and monitor models using software designed for this purpose.

**Objective: To design, make, evaluate and improve**

- Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Record the evaluations using e.g. tables and simple graphs
- Design with purpose by identifying opportunities to design.
- Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. Use software to design and represent product designs.
- Make products by working efficiently (such as by carefully selecting materials).
- Refine work and techniques as work progresses, continually evaluating the product design with reference to the design criteria and the views of others.

**PoaP Unit:** Simple Circuits and **Switches and Simple programming control (Electrical systems)****Prior learning**

- Constructed a simple series electrical circuit in science, using bulbs, switches and buzzers.
- Cut and joined a variety of construction materials, such as wood, card, plastic, reclaimed materials and glue.

**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 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.

**Technical knowledge and understanding**

- 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.

**Making**

- Connect simple electrical components and a battery in a series circuit to achieve a functional outcome.
- Program a standalone control box, microcontroller or interface box to enhance the way the product works



**Romans**

**Objective: To develop ideas**

- Develop ideas from starting points throughout the curriculum.
- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Comment on artworks using visual language.

**Objective: To master techniques**

**Drawing**

- Use different hardness of pencils to show line, tone and texture.
- Sketch lightly
- Use shading to show light and shadow

**Painting**

- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
- Mix colours effectively.
- Use watercolour paint to produce washes for backgrounds then add detail.
- Experiment with creating mood with colour.

**Objective: To take inspiration from the greats (classic and modern)**

- Replicate some of the techniques used by notable artists, artisans and designers.
- Create original pieces that are influenced by studies of others.

**Sculptures-Andy Goldsworthy and Chris Dury**

**Objective: To develop ideas**

- Develop ideas from starting points throughout the curriculum.
- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Comment on artworks using visual language.

**Objective: To master techniques**

**Drawing**

- Use different hardness of pencils to show line, tone and texture.
- Sketch lightly
- Use shading to show light and shadow

**Textiles**

- Create woven panels using natural colours

**Objective: To take inspiration from the greats (classic and modern)**

- Replicate some of the techniques used by notable artists, artisans and designers.
- Create original pieces that are influenced by

**Printmaking William Morris**

**Objective: To develop ideas**

- Develop ideas from starting points throughout the curriculum.
- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Comment on artworks using visual language.

**Objective: To master techniques**

**Drawing**

- Use different hardness of pencils to show line, tone and texture.
- Sketch lightly
- Use shading to show light and shadow
- Use hatching and cross hatching to show tone and texture

**Painting**

- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
- Mix colours effectively.
- Use watercolour paint to produce washes for backgrounds then add detail.
- Experiment with creating mood with colour.

**Print**

- Use layers of two or more colours.
- Replicate patterns observed in natural or built environments.
- Make printing blocks (e.g. from pressed prints).
- Make precise repeating patterns.

**Objective: To take inspiration from the greats (classic and modern)**

- Replicate some of the techniques used by notable artists, artisans and designers.
- Create original pieces that are influenced by studies of others.

Ukulele (10 weeks)

**Charanga**

**Term1: Mamma Mia!**

Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.

Musical Activities - a new activity is added until Step 4:  
 ● Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Start to 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. Start to explore the link between sound and symbol.

● Improvisation - explore and create your own responses melodies and rhythms.

● Composition - create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol.

Perform/Share - Continue to work together in a group/band/ensemble

**Singing practice:** Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

**Assembly:** Listen with concentration and understanding to a range of high-quality live and recorded music

**Charanga**

**Term 3: Stop!**

Listen & Appraise (descriptions for all strands as above)

Musical Activities - a new activity is added until Step 4:

- Games
  - Singing
  - Playing
  - Composition
- Perform/Share

**Term 4: Lean On Me**

Listen & Appraise (descriptions for all strands as above)

Musical Activities -

- Games
- Singing
- Playing
- Improvisation -
- Composition

**Singing practice:** Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

**Assembly:** Listen with concentration and understanding to a range of high-quality live and recorded music

**Mini Steel Pans**

- Choose, order, combine and control sounds to create an effect
- Devise non-standard symbols to indicate when to play and rest
- Recognise symbols for a one beat, two beat and four beat note and say how many beats that symbol represents

**Creative Composition**

- Compose and perform melodic songs
- Create accompaniments for tunes
- Use drones as accompaniments

**Charanga**

**Term 5: Blackbird**

Listen & Appraise (descriptions for all strands as above)

Musical Activities - a new activity is added until Step 4:

- Games
- Singing
- Playing
- Improvisation
- Composition

Perform/Share

Term 6: Reflect, Rewind, Replay

KS2 Production

Sing from memory with accurate pitch

- Sing in tune
- Maintain a simple part within a group in harmony
- Pronounce words within a song clearly
- Show control of voice
- Use the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music
- Evaluate music using musical vocabulary to identify areas of likes and dislikes

Understand layers of sound and discuss their effect on mood and feelings

**Singing practice:** Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

**Assembly:** Listen with concentration and understanding to a range of high-quality live and recorded music

**Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle**

**Real PE Unit 1 and 2**

Cardio coordination Floor and movement patterns,  
Fun Station 10  
Cool down –static Balance One leg standing.

**Gymnastics**

**Kingsbury gymnastics SSP Partner balancing and mirroring**

- Develop flexibility, strength, technique, control and balance.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.

**Power of PE**

**Dance**

- Perform dances using a range of movement patterns
- Develop flexibility, strength, technique, control and balance.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.

**Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle**

**Term 4 Tag Rugby Real PE**

- Throw and catch with control and accuracy.
- Strike a ball and field with control.
- Choose appropriate tactics to cause problems for the opposition.
- Follow the rules of the game and play fairly.
- Maintain possession of a ball
- Pass to team mates at appropriate times.
- Lead others and act as a respectful team member.

**REAL PE Unit 3 and 4**

Cardio –Dynamic Balance  
Fun station 5  
Cool Down Coordination  
Fun Station 9

**OAA**

South Down school sports partnership.

**Objective: To develop practical skills in order to participate, compete and lead a healthy lifestyle**

**Power of PE Athletics and Rounder's –striking and Fielding.**

- Throw and catch with control and accuracy.
- Strike a ball and field with control.
- Choose appropriate tactics to cause problems for the opposition.
- Follow the rules of the game and play fairly.
- Maintain possession of a ball
- Pass to team mates at appropriate times.
- Lead others and act as a respectful team member.
- Consolidate skills and improve techniques
- Receive a ball from one direction and strike it into or field it from another direction
- To develop simple tactics in a game activity

**Swimming**

- Swim unaided up to 25 metres.
- Use one basic stroke, breathing correctly.
- Control leg movements.
- Swim between 25 and 50 metres unaided.
- Use more than one stroke and coordinate breathing as appropriate for the stroke being used.
- Coordinate leg and arm movements.
- Swim at the surface and below the water.
- Swim over 100 metres unaided.
- Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.
- Swim fluently with controlled strokes.
- Turn efficiently at the end of a length.

**Real PE Units 5 and 6**

Cardo agility Reaction /Response  
Fun Station 12  
Cool down static floor work  
Fun station 3  
Cardo Agility Ball chasing  
Fun station 11  
Cool down Static Balance Small base.  
Fun station 4

**To read fluently**

- Read and understand the main points in short written texts.
- Read short texts independently.
- Use a translation dictionary or glossary to look up new words.

**To write imaginatively**

- Write a few short sentences using familiar expressions.
- Express personal experiences and responses
- Write short phrases from memory with spelling that is readily understandable.

**To speak confidently**

- Understand the main points from spoken passages.
- Ask others to repeat words or phrases if necessary.
- Ask and answer simple questions and talk about interests.
- Take part in discussions and tasks.
- Demonstrate a growing vocabulary.

**To understand the culture of the countries in which the language is spoken**

- Describe with some interesting details some aspects of countries or communities where the language is spoken.
- Make comparisons between life in countries or communities where the language is spoken and this country.

**1: Animals and classroom instructions**

**2: Animals and a poem**

**3: Monsieur Gentil's day out**

**4: Talk4Writing: learning a story**

**5: Parts of the body**

- Revise animals learnt in Y3.
- Revise classroom instructions.
- Revise animals learnt in Y3. Learn words for four new animals in French.
- Start to learn how to use a bilingual French-English dictionary.
- Read and practise reciting an authentic French poem.
- Revise words for animals.
- Listen to and respond to a French story.
- Present an authentic French poem.
- Listen to and respond to a French story.
- Learn part of a story using actions to support memorisation.
- Present an authentic French poem.
- Learn parts of the body, being able to say and understand them orally.
- Be able to read and write parts of of the body.
- Be able to identify the 'ou' sound and say a tongue twister with the sound in.

**6: Colours**

**7: Monsters!**

**8: Adjective agreements**

**9: The hungry monster**

**10: Food**

- Be able to say and understand parts of the body.
- Be able to read, say and understand words for colours.
- Start to use a bilingual dictionary to find out plurals and genders.
- Learn the words grand and petit to describe size.
- Learn five words for facial features.
- Learn how to find the plural form of nouns in a bilingual dictionary.
- Start to understand that adjectives must agree with the noun they describe.
- Start to recognise the adjective agreement rule.
- Start to apply the adjective agreement rule.
- Recognise the adjective agreement rule.
- Start to apply the adjective agreement rule.
- Learn some words for food items in French.
- Learn some words for food items.
- Pronounce words with the 'on' and 'om' nasal sounds.
- Learn part of a story.

**11: Opinions about food**

**12: Goldilocks story**

**13: Shopping for food and pronunciation**

**14: Numbers 1-15 revision and months**

**15: Numbers 1-31 and French maths**

- Give opinions with reasons about food.
- Develop reading strategies to work out the meaning of new words.
- Learn a poem.
- Give opinions with reasons about food.
- Take part in a conversation asking for and giving opinions about different foods.
- Read and interact with a traditional fairy tale.
- Read and act out a traditional tale.
- Revise 'je voudrais' and use it with different food items.
- Pronounce words with the 'e' sound.
- Revise food items and numbers 1-15.
- Learn words for months.
- Pronounce words with the 'an' sound.
- Revise words for months and numbers 1-15.
- Learn numbers 16-31.
- Be able to do some maths in French including division and multiplication.

**Jigsaw**

**Being Me in My World**

- \*Being part of a class team
- \*Being a school citizen
- \*Rights, responsibilities and democracy (School Parliament)
- \*Rewards and consequences
- \*Group decision making
- \*Having a voice
- \*What motivates behaviour

**Celebrating Differences**

- \*Challenging assumptions
- \*Judges by appearance
- \*Accepting self and others
- \*Understanding influences
- \*Understanding bullying
- \*Problem solving
- \*Identifying how special and unique everyone is
- \*First impressions

**Jigsaw**

**Dreams and Goals**

- \*Hopes and dreams
- \*Overcoming disappointment
- \*Creating new and realistic dreams
- \*Achieving goals
- \*Working in a group
- \*Celebrating contributions
- \*Resilience
- \*Positive attitudes

**Healthy Me**

- \*Healthier friendships
- \*Group dynamics
- \*Smoking
- \*Alcohol
- \*Assertiveness
- \*Peer pressure
- \*Celebrating inner strength

**Jigsaw**

**Relationships**

- \*Jealousy
- \*Love and loss
- \*Memories of loved ones
- \*Getting on and falling out
- \*Girl friends and boy friends
- \*Showing appreciation to people and animals

**Changing Me**

- \*Being unique
- \*Having a baby
- \*Girls and puberty
- \*Confidence and change
- \*Accepting change
- \*Preparing for transition
- \*Environmental change