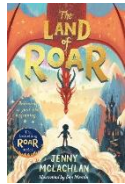
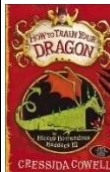
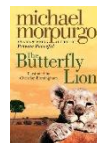




# The Greville Primary School – Year 4 Curriculum Map 2026-2027

|                                                              | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                            | Autumn 2                                                                                                                                                                                                                                                                                                                                           | Spring 1                                                                                                                                                                                                                                                                                                          | Spring 2                                                                                                                                                                                                                                                                                                                      | Summer 1                                                                                                                                                                                                                                                                                                                                                                                  | Summer 2                                                                                                                                                                                                                                                                                       |
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| English<br><br>Reading                                       |  <b>Core Text</b><br>Land of Roar – Jenny McLachlan<br><br>Plus related fiction and non-fiction texts including:<br>There’s a Rangtan in my bedroom<br><br>- The Great Kapok Tree                                                                                                                                                                  |  <b>Core Text</b><br>How to Train your Dragon – Cressida Cowell<br><br>Plus, related non-fiction texts                                                                                                                                                           |  <b>Core Text</b><br>Beowulf by Michael Morpurgo<br><br>Plus, related fiction and non-fiction texts                                                                                                                            |  <b>Core Text</b><br>The Butterfly Lion by Michael Morpurgo<br><br>Plus, related non-fiction texts                                                                                                                                         |  <b>Core Text</b><br>The Miraculous Journey of Edward Tulane - Kate DiCamillo<br><br>Plus, related non-fiction texts                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                |
|                                                              | <b><u>Core skills taught across all texts.</u></b> <ul style="list-style-type: none"><li>• identify and summarise ideas</li><li>• retrieve and record information</li><li>• make inferences and justify predictions<ul style="list-style-type: none"><li>• read for a range of purposes</li><li>• identify themes and conventions</li></ul></li><li>• identify and discuss words and phrases that capture the imagination</li></ul> |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                |
| English<br><br>Writing Stimulus<br><br>Writing Opportunities | <b>Journey – Aaron Becker</b><br><u>Narrative Setting descriptions</u> <ul style="list-style-type: none"><li>- Sentence level and grammar focus (capital letters, full stops, commas for clauses)</li><li>- Expanded noun phrases containing pairs of adjectives (2A sentences)</li><li>- Prepositional phrases</li><li>- Fronted adverbials</li></ul>                                                                              | <b>The Lion the Witch and the Wardrobe</b><br><u>Setting and character description</u> <ul style="list-style-type: none"><li>- Creating tension and suspense in narratives using show not tell, inner thoughts and body language.</li><li>- Varied sentence lengths for impact.</li><li>- 3ed sentences: describes something using three</li></ul> | <b>How to Train your Dragon – Cressida Cowell</b><br><u>Developing character descriptions</u> <ul style="list-style-type: none"><li>- Using effective adjectives in 2A sentences.</li><li>- Applying fronted adverbials, emotion word comma sentences and figurative language.</li></ul> <u>Adventure stories</u> | <b>Tell me a Dragon – Jackie Morris</b><br><u>Poetry</u> <ul style="list-style-type: none"><li>- Range of figurative language – similes, and personification</li><li>- Compound adjectives</li><li>- Expanded noun phrases</li></ul><br><b>Arthur and the Golden Rope – Joe Stanton</b><br><u>Using dialogue in narrative</u> | <b>The Butterfly Lion - Michael Morpurgo</b><br><u>Setting and character description</u> <ul style="list-style-type: none"><li>- Efficient Figurative language: metaphors</li><li>- Subordinating conjunctions (e.g. If, As, When, While, Because, etc)</li></ul><br><u>Non-chronological report</u> <ul style="list-style-type: none"><li>- Paragraphs to organise information</li></ul> | <b>The Miraculous Journey of Edward Tulane</b><br><u>Character description</u> <ul style="list-style-type: none"><li>- Expanded noun phrases with carefully chosen language (2A sentences)</li><li>- Describe appearance and personality through describing the characters thoughts.</li></ul> |

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|  | <ul style="list-style-type: none"> <li>- Securing correct cursive letter formation</li> </ul> <p><b><u>There's a Rangtan in my bedroom – James Sellick</u></b></p> <p><u>Writing in role</u><br/><u>Setting description</u></p> <ul style="list-style-type: none"> <li>- Emotion word comma sentences: starts with an emotion, followed by a comma, and then explains what the character did because of that feeling.</li> <li>- First person and past tense.</li> </ul> <p><u>Persuasive Writing – Letter writing</u></p> <ul style="list-style-type: none"> <li>- Organising ideas in paragraphs</li> <li>- Use of persuasive features such as rhetorical questions, emotive language, flattery</li> </ul> | <p>adjectives ending in -ed, separated by commas</p> <ul style="list-style-type: none"> <li>- Figurative language (similes, metaphors and personification)</li> </ul> <p><b><u>The Land of Roar – Jenny McLachlan</u></b></p> <p><u>Portal Stories</u></p> <ul style="list-style-type: none"> <li>- Planning and writing a narrative with a clear beginning, middle and end.</li> <li>- Application of writing techniques and sentence constructions taught in the Autumn term.</li> </ul> | <ul style="list-style-type: none"> <li>- One pair sentences: begin with two related adjectives joined by “and”, followed by a comma.</li> <li>- A pair of emotion words that open a sentence follow</li> <li>- Applying fronted adverbials, emotion word comma sentences</li> </ul> <p><u>Instructions (How to train a baby dragon)</u></p> <ul style="list-style-type: none"> <li>- Non-fiction: headings, sub-headings, paragraphs</li> <li>- Instructional language</li> <li>- Imperative (command) verbs to give clear instructions</li> <li>- One word: definition sentences: begins with one word, followed by a colon and an explanation of what that word means</li> </ul> | <ul style="list-style-type: none"> <li>- Direct speech to progress narrative</li> <li>- Direct speech punctuation</li> </ul> <p><u>Narrative: quest stories</u></p> <ul style="list-style-type: none"> <li>- Plan a quest story creating a problem, complication, climax, resolution and ending.</li> <li>- Direct speech punctuation</li> <li>- Application of all sentence types taught so far (2A, 3Ed, One pair, Emotion word comma) and fronted adverbials.</li> </ul> | <p>and appropriate subheadings.</p> <ul style="list-style-type: none"> <li>- Subject specific technical vocabulary</li> <li>- Sentence constructions using subordinate clauses</li> </ul> <p><b><u>David Attenborough – video stimulus</u></b></p> <p><u>Script writing</u></p> <ul style="list-style-type: none"> <li>- Varied sentence lengths for impact. Subordinating conjunctions</li> <li>- Fronted adverbials</li> </ul> | <p><u>Diary Entry</u></p> <ul style="list-style-type: none"> <li>- Adapting writing tone and style to fit character style</li> <li>- Fronted adverbials</li> <li>- Emotion word comma sentences</li> </ul> <p><b><u>The Jabberwocky – Lewis Carroll</u></b></p> <p><u>Performance poetry</u></p> <ul style="list-style-type: none"> <li>- Perform a poem collaboratively, making deliberate choices about voice, expression and movement.</li> </ul> <p><u>Writing poems</u></p> <ul style="list-style-type: none"> <li>- Creating own nonsense poetry in the style of ‘The Jabberwocky’</li> <li>- Making imaginative language choices to intentionally create mood and tell a story.</li> </ul> <p><u>Non-chronological report</u></p> <ul style="list-style-type: none"> <li>- Paragraphs to organise information and appropriate subheadings.</li> <li>- Using imagination to create ‘factual’</li> </ul> |
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| <b>Maths</b><br><br><b>White Rose Curriculum</b> | <b>Place Value</b><br>- Numbers to 1000<br>- Rounding to 10, 100 and 1000<br>- Counting in 1000s<br>- Partitioning<br>- 1, 10, 100, 1000 more or less<br>- Compare and order 4-digit numbers<br>- Count in 25s<br>- Negative Numbers<br>- Roman Numerals<br><b>Addition &amp; Subtraction</b><br>- Add and subtract 1s, 10s, 100s and 1000s<br>- Add two 3-digit (crossing and not crossing 10 or 100)<br>- Add two 4-digit numbers (no exchange then with exchange)<br>- Subtract a 3-digit number from a 3-digit number no exchange | <b>Addition and Subtraction</b><br>- Subtract two 4-digit numbers (no exchange then with exchange)<br>- Efficient subtraction<br>- Estimate answers<br>- Checking strategies<br><b>Area</b><br>- Counting squares<br>- Making shapes<br>- Comparing area<br><b>Multiplication and Division</b><br>- Multiply and divide by 10 and 100<br>- Multiply by 1 and 0<br>- Divide by 1 and itself<br>- The 3, 6, 7 and 9 times-table | <b>Multiplication and Division</b><br>- The 11 and 12 times-tables<br>- Multiply 3 numbers<br>- Factor pairs<br>- Efficient multiplication<br>- Written methods<br>- Multiply and Divide 2-digits and 3-digits by 1-digit<br><b>Length and Perimeter</b><br>- Equivalent lengths<br>- Add and subtract lengths<br>- Measure perimeter<br>- Perimeter of a rectangle<br>- Perimeter of rectilinear shapes | <b>Fractions</b><br>- Unit and non-unit fractions<br>- Tenths<br>- Count in tenths<br>- Equivalent fractions<br>- Fractions greater than 1<br>- Counting in fractions<br>- Add and subtract fractions<br>- Subtract from whole amounts<br>- Fractions of a set of objects<br>- Calculate fractions of a quantity<br><b>Decimals</b><br>- Tenths and hundredths<br>- Tenths as decimals<br>- Divide 1-digit and 2-digits by 10<br>- Hundredths<br>- Hundredths as decimals<br>- Divide 1 or 2-digits by 100 | <b>Decimals</b><br>- Make a whole<br>- Write, order and compare decimals<br>- Round decimals<br>- Halves and quarters<br><b>Money</b><br>- Ordering and estimating money<br>- Convert pounds to pence<br>- Adding and subtracting money<br>- Give change<br>- Four operations<br><b>Time</b><br>- Telling the time to the nearest minute<br>- Using a.m. and p.m.<br>- 24-hour clock<br>- Hours, minutes, seconds<br>- Years, months, weeks, days<br>- Analogue to digital 12-and 24-hour | <b>Geometry</b><br><b>Properties of a shape</b><br>- Turns and angles<br>- Identify and compare angles<br>- Recognise and describe 2D shapes<br>- Triangles<br>- Quadrilaterals<br>- Symmetry<br>- Horizontal and vertical<br>- Lines of symmetry<br><b>Statistics</b><br>- Interpret charts<br>- Comparison, sum and difference<br>- Line graphs<br><b>Geometry</b><br><b>Position and direction</b><br>- Describe position<br>- Draw on a grid<br>- Move on a grid<br>- Describe movement on a grid |
| <b>Science</b><br><br><b>Kent</b>                | <b>Electricity</b><br>- Identify appliances that run on electricity or batteries.                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Sound</b><br>- Identify that sound is made through something vibrating.                                                                                                                                                                                                                                                                                                                                                    | <b>Living things and their habitats</b><br>- Recognise and group things in a variety of ways.                                                                                                                                                                                                                                                                                                            | <b>States of matter</b><br>- Compare and group materials if they are solids, liquids and gases.                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Living things and their habitats</b><br>- Recognise and group things in a variety of ways.                                                                                                                                                                                                                                                                                                                                                                                             | <b>Animals including humans</b><br>- Describe the simple functions of basic parts of the                                                                                                                                                                                                                                                                                                                                                                                                              |

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|                                         | <ul style="list-style-type: none"> <li>- Construct a simple series circuit using the correct names and labels (wires, cells, bulbs, buzzers and switches).</li> <li>- Understand the effect of a complete or incomplete circuit. Recognising that switches complete and incomplete a circuit.</li> <li>- Identify electrical conductors and insulators associated with metals.</li> </ul> | <ul style="list-style-type: none"> <li>- Recognised that vibrations, from sound, travel through a medium to the ear.</li> <li>- Identify patterns between pitch of sound and the differences of objects that make the sound.</li> <li>- Recognise that sound gets fainter over a distance.</li> </ul>                                                                | <ul style="list-style-type: none"> <li>- Use classification keys to help group, identify and name a variety of living things within local habitats.</li> </ul>                                                                                                                                           | <ul style="list-style-type: none"> <li>- Observe changing of state when heated or cooled.</li> <li>- Observe temperature at change of state using thermometers °C.</li> <li>- Identify the part played by evaporation and condensation in the water cycle related to temperature.</li> </ul> | <ul style="list-style-type: none"> <li>- Use classification keys to help group, identify and name a variety of living things within local habitats.</li> <li>- Recognise the effect of environmental changes that can pose dangers to living things.</li> </ul>                                                                                                                                          | <ul style="list-style-type: none"> <li>digestive system in humans.</li> <li>- Identify the different types of teeth in humans and their functions.</li> <li>- Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>                                                              |
| <p><b>PSHE</b></p> <p><b>Jigsaw</b></p> | <p><b>Being Me</b></p> <ul style="list-style-type: none"> <li>- Becoming a class 'team'</li> <li>- Being a school citizen</li> <li>- Rights, responsibilities and democracy</li> <li>- Rewards and consequences</li> <li>- Our learning charter (groups and contribution)</li> <li>- Owning our learning charter (democracy and having a voice)</li> </ul>                                | <p><b>Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>- Judging by appearances</li> <li>- Understanding influences (making assumptions)</li> <li>- Understanding bullying</li> <li>- Problem-solving (bullying)</li> <li>- Special Me (valuing unique features)</li> <li>- Celebrating Difference: How We Look (first impressions)</li> </ul> | <p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>- Hopes and dreams</li> <li>- Broken dreams</li> <li>- Overcoming disappointment</li> <li>- Creating new dreams</li> <li>- Achieving goals (steps to take)</li> <li>- We did it! (contributions and group achievements)</li> </ul> | <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>- My friends and me (friendship groups)</li> <li>- Group Dynamics</li> <li>- Smoking</li> <li>- Alcohol</li> <li>- Healthy friendships</li> <li>- Celebrating my inner strength and assertiveness</li> </ul>                 | <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>- Jealousy (in relationships)</li> <li>- Love and Loss</li> <li>- Memories (remembering people even if we no longer see them)</li> <li>- Getting On and Falling Out (negotiation and compromise)</li> <li>- Girlfriends and Boyfriends</li> <li>- My Relationships with People and Animals (showing love and appreciation)</li> </ul> | <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>- Unique Me</li> <li>- Having a baby - alternative lesson</li> <li>- Girls and puberty (RSE non statutory)</li> <li>- Circles of Change (making changes)</li> <li>- Accepting change (outside of control)</li> <li>- Looking ahead (move to new class)</li> </ul> |

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| <p><b>History</b></p> <p><b>Kapow</b></p>   |                                                                                                                                                                                            | <p><b>How hard was it to invade and settle in Britain?</b></p> <ul style="list-style-type: none"> <li>- Explain how the Britons felt when the Romans left Britain.</li> <li>- Suggest reasons for the Anglo-Saxon invasion of Britain.</li> <li>- Name the key features of Anglo-Saxon settlements.</li> <li>- Identify changes and continuities in settlements from prehistoric Britain.</li> <li>- Make inferences about artefacts.</li> <li>- Describe how Anglo-Saxon beliefs changed.</li> <li>- Explain how missionaries spread Christianity.</li> <li>- Explain the threat the Vikings posed to the Anglo-Saxons.</li> <li>- Identify the qualities needed to be a monarch in 1066.</li> </ul> | <p><b>Were the Vikings raiders, traders or something else?</b></p> <ul style="list-style-type: none"> <li>- Explain where the Vikings came from and why they invaded Britain</li> <li>- Sequence events according to their significance for groups of people</li> <li>- Find evidence and make inferences from sources</li> <li>- Name Viking trade routes</li> <li>- Explain why trade routes were important to the Vikings</li> <li>- Identify the differences between Viking sagas</li> <li>- Evaluate the impact of Viking achievements</li> </ul> |                                                                                                                                                            |                                                                                                                                                                                                              | <p><b>How have children's lives changed?</b></p> <ul style="list-style-type: none"> <li>- Make inferences and deductions from primary and secondary sources.</li> <li>- Explain why children needed to work.</li> <li>- Identify the jobs Tudor and Victorian children had.</li> <li>- Describe the working conditions of Tudor and Victorian children.</li> <li>- Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.</li> <li>- Use sources to identify leisure activities and compare them over time.</li> <li>- Identify diseases past children suffered from and discuss how effective the treatments were.</li> </ul> |
| <p><b>Geography</b></p> <p><b>Kapow</b></p> | <p><b>Why are rainforests important to us?</b></p> <ul style="list-style-type: none"> <li>- To describe and give examples of a biome and find the location and some features of</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Where does our food come from?</b></p> <ul style="list-style-type: none"> <li>- To explain the impact of food choices on the environment.</li> </ul> | <p><b>What are rivers and how are they used?</b></p> <ul style="list-style-type: none"> <li>- To describe how the water cycle works.</li> <li>- To recognise the features and courses of a river.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|                                                                   | <p>the Amazon rainforest.</p> <ul style="list-style-type: none"> <li>- To describe the characteristics of each layer of a tropical rainforest.</li> <li>- To understand the lives of indigenous peoples living in the Amazon rainforest.</li> <li>- To describe why tropical rainforests are important and understand the threats to the Amazon.</li> <li>- To understand how local woodland is used using a variety of data collection methods.</li> <li>- To analyse and present findings on how local woodland is used.</li> </ul> |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>- To understand the importance of trading responsibly.</li> <li>- To describe the journey of a cocoa bean.</li> <li>- To map and calculate the distance food has travelled.</li> <li>- To design and use data collection methods to find where our food comes from.</li> <li>- To discuss the advantages and disadvantages of buying both locally and imported food.</li> </ul> | <ul style="list-style-type: none"> <li>- To name and locate some of the world's longest rivers.</li> <li>- To describe how rivers are used.</li> <li>- To identify and locate human and physical features on a map.</li> <li>- To collect data on the features of a local river.</li> </ul>                           |                                                                                                                                                                                                                                                                                           |
| <p><b>Computing</b></p> <p><b>iLearn2 &amp; ProjectEVOLVE</b></p> | <p><b>Animation (5-7 Lessons)</b></p> <ul style="list-style-type: none"> <li>- Create a stop-motion video by duplicating slides that include backgrounds and shapes.</li> <li>- Create animation using transition and animation effects (morph, motion paths, pulse etc), including taking and editing a screenshot.</li> </ul>                                                                                                                                                                                                       | <p><b>Programming in Scratch (6-8 Hours)</b></p> <ul style="list-style-type: none"> <li>- Program inputs with loops, selection and sensing for interactions.</li> <li>- Work with variables and various forms of input and output.</li> <li>- Debug programs that accomplish goals. (correcting errors).</li> </ul> | <p><b>Internet Research (3-4 Lessons)</b></p> <ul style="list-style-type: none"> <li>- Use search technologies to find specific pieces of information.</li> <li>- Understand features of an Internet Browser.</li> <li>- Reference the correct source of information.</li> </ul> | <p><b>EBook Creation (3-5 Lessons)</b></p> <ul style="list-style-type: none"> <li>- Choose a suitable page shape and add a title and subtitle.</li> <li>- Change the background colour/texture of a page.</li> <li>- Add, resize and change the colour of a shape then copy and paste it.</li> </ul>                                                                                                                   | <p><b>Data Handling (3-4 Lessons)</b></p> <ul style="list-style-type: none"> <li>- Change appearance of cells in a spreadsheet (fill colour and border) then add and align text.</li> <li>- Find and add data to a spreadsheet, resize cells and use the software to create a suitable chart with a title.</li> </ul> | <p><b>3D Design (6 lessons)</b></p> <ul style="list-style-type: none"> <li>- Understand 3D spacial awareness.</li> <li>- Add 3D shapes, resize, adjust height, duplicate and use the different perspective.</li> <li>- Re-create different types of buildings using 3D shapes.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>- Animate individual elements of objects.</li> <li>- Create animated GIF files by animating pixels.</li> </ul> <p><b>Online Safety</b> (1 Lesson)</p> | <ul style="list-style-type: none"> <li>- Use selection, data variables and operators.</li> <li>- Program a virtual robot using Scratch blocks.</li> </ul> <p><b>Online Safety</b> (1 Lesson)</p> | <ul style="list-style-type: none"> <li>- Be discerning in evaluating digital content.</li> <li>- Check the internet for fake news by cross-referencing facts.</li> </ul> <p><b>Video Editing</b> (2-3 Lessons)</p> <ul style="list-style-type: none"> <li>- Add scripted voiceover audio, adjust the volume and crop clips (including splitting a clip).</li> <li>- Add more clips and use transition effects.</li> <li>- Add titles.</li> <li>- Use elements such as shapes.</li> <li>- Add music background music and adjust the volume.</li> <li>- Export a project.</li> </ul> <p><b>Online Safety</b> (1 Lesson)</p> | <ul style="list-style-type: none"> <li>- Search for and add suitable images then resize and position them.</li> <li>- Create another page with a background, image, shapes and text.</li> <li>- Add an audio recording of the page text, including hiding it behind an object.</li> <li>- Use hyperlinks for navigation between the pages.</li> </ul> <p><b>Inside a Computer</b> (1 Lesson)</p> <ul style="list-style-type: none"> <li>- Understand what important parts of inside a computer or mobile device do to help with the performance (CPU, Fan, Hard Drive, RAM, Graphics Card).</li> <li>- Understand that memory is measured in bytes and gigabytes.</li> <li>- Use search filters on websites to find suitable information.</li> </ul> <p><b>Online Safety</b> (1 Lesson)</p> | <p><b>Online Safety</b> (1 Lesson)</p> <ul style="list-style-type: none"> <li>- Create roads/paths by adjusting the height of 3D shapes.</li> <li>- Add windows and door shapes.</li> </ul> <p><b>Online Safety</b> (1 Lesson)</p> |
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| <p><b>R.E.</b></p> | <p><b>Sikhism</b></p> <p>What do Sikh people value?</p> <ul style="list-style-type: none"> <li>- Guru Nanak Ji* was the founder of Sikhi &amp; that he is not worshipped as a god.</li> <li>- 'Guru' means 'teacher' and that there are ten gurus of Sikhi.</li> <li>- Most Sikhs believe:</li> <li>- God is one (il Onkar) and can be found in all living things (Naam).</li> <li>- Equality is very important in Sikh society.</li> <li>- Sikhs have special symbols which reflect Sikh identity, including the Five Ks.</li> <li>- The Sikh holy book is called 'Guru Granth Sahib Ji'* and that Sikhs consider this to be a living guru (the last of the Gurus), not just a book.</li> <li>- The Gurdwara is the home to the Guru Granth Sahib Ji.</li> <li>- Many Sikhs worship at home and at the Gurdwara.</li> <li>- The Nishan Sahib (the orange flag with the</li> </ul> | <p><b>Christianity</b></p> <p>What did God promise to His people?</p> <ul style="list-style-type: none"> <li>- Covenants are agreements that establish relationships.</li> <li>- The biblical history of Israel is shaped by covenants.</li> <li>- The New Covenant is the promise of salvation for all humanity, made possible through the death and resurrection of Jesus</li> <li>- Christians believe that:</li> <li>- The New Covenant is made between them and God.</li> <li>- God's nature is to give to his people and care for them.</li> <li>- All God's promises are fulfilled through the New Covenant in Jesus Christ.</li> </ul> | <p><b>Humanism</b></p> <p>How do non-religious people celebrate new life?</p> <ul style="list-style-type: none"> <li>- What is meant by "non-religious people" and "worldview" and have a basic understanding of Humanism and 3 of the 5 key beliefs and principles that are most relevant to this unit.</li> <li>- Celebrating new life is important to many people.</li> <li>- Why people choose to celebrate the birth of a baby and how important this celebration is to the different people involved and the wider community.</li> <li>- There are similarities and differences in the ways in which religious and nonreligious people celebrate the birth of babies.</li> <li>- For most Humanists, it's important that a child is given the freedom to choose</li> </ul> | <p><b>Christianity</b></p> <p>For Christians, is communion a celebration or an act of remembrance.</p> <ul style="list-style-type: none"> <li>- Jesus was Jewish and so celebrated Passover.</li> <li>- The Last Supper is linked to the Passover meal.</li> <li>- Most Christians believe that Jesus chose to die.</li> <li>- The story of the Last Supper and what Jesus said to the disciples.</li> <li>- The symbols of communion are a way of remembering Jesus and his sacrifice.</li> <li>- Many Christians also talk about 'celebrating' communion, as a way of being thankful for what Jesus has done.</li> <li>- By sharing communion as a group Christians are showing unity, and are 'in communion' with each other.</li> </ul> | <p><b>Christianity</b></p> <p>What did Jesus say about God's kingdom and why is it good news?</p> <ul style="list-style-type: none"> <li>- Most Christians believe that:</li> <li>- God's Kingdom is God's rule on earth.</li> <li>- Jesus is the ruler of God's Kingdom.</li> <li>- People who follow Jesus make up the Church and are members of God's Kingdom.</li> <li>- Jesus taught his followers how to live in his Kingdom, including:</li> <li>- How they should treat others.</li> <li>- How they should spend their time.</li> <li>- How they should spend their money.</li> </ul> | <p><b>Thematic</b></p> <p>Why do people make promises?</p> <ul style="list-style-type: none"> <li>- Most religious people, many promises are made 'before God' and demonstrate their commitment to God and to others.</li> <li>- Non-religious people make promises to help build strong relationships and to demonstrate commitment to each other.</li> <li>- Promises may be hard to keep and take place throughout life by religious and non-religious people, such as promising to look after a new baby, joining a faith community or promises to look after each other in marriage.</li> <li>- Many Sikhs and Christians make promises to show their love for God and for others, and in the actions they take as a result.</li> </ul> |
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|                                            | <p>Khanda symbol, flown outside every Gurdwara) is considered to be sacred.</p> <ul style="list-style-type: none"> <li>- The three main duties of a Sikh are to 'Pray, Work and Give'</li> </ul>                                                                                                                                                                     |  | <p>what they believe for themselves.</p> <ul style="list-style-type: none"> <li>- How ceremonies celebrating new life can help a person develop their identity and recognise how people express belonging through their actions.</li> <li>- 'New life' might not just be about celebrating the birth of a child, but can also be a new beginning in a person's journey through life and can be a celebration of a child or person's freedom to find their own path in life.</li> </ul> | <ul style="list-style-type: none"> <li>- The meaning of some actions and words involved.</li> </ul> |  |                                                                                                                                                                                                                                                                                                                            |
| <p><b>Art</b></p> <p><b>Access Art</b></p> | <p><b>Festival Feasts</b></p> <ul style="list-style-type: none"> <li>- Explore the work of artists who are inspired by food and share responses.</li> <li>- Use a sketchbook to record and reflect how the artist's work makes them feel.</li> <li>- Use their sketchbook to draw food using a variety of media, drawing from still images and from life,</li> </ul> |  | <p><b>Exploring Still Life</b></p> <ul style="list-style-type: none"> <li>- Explore the work of contemporary and more traditional artists who work within the still life genre.</li> <li>- Express thoughts about other artists' work, and talk about the meanings of objects as artists present them.</li> </ul>                                                                                                                                                                      |                                                                                                     |  | <p><b>Storytelling Through Drawing</b></p> <ul style="list-style-type: none"> <li>- Explore the work of artists who tell stories through imagery.</li> <li>- Respond to the work of illustrators and/or graphic novelists, "reading" the visual images and sharing thoughts.</li> <li>- Work in a sketchbook to</li> </ul> |

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|  | <p>exploring how to use line, shape, and colour to capture the texture and form of the food.</p> <ul style="list-style-type: none"> <li>- To find inspiration in each others' ideas.</li> <li>- To explore drawing on different surfaces such as fabric, understanding how the drawing materials act differently to when they are used on paper.</li> </ul> <p>To present work as part of a larger artwork, and share their response to their work and their peers.</p> |  | <ul style="list-style-type: none"> <li>- Use a sketchbook to make visual notes, record and reflect.</li> <li>- Draw from observation and think about how to use line, colour, shape, texture, form and composition to make artwork interesting.</li> </ul> <p>Present and share artwork, and explain how sketch and books work help build knowledge and skills towards a final piece.</p> |  |  | <p>record ideas and thoughts generated by looking at other artists' work.</p> <ul style="list-style-type: none"> <li>- Use a sketchbook to generate ideas about how to might respond to a piece of poetry or prose.</li> <li>- Use line, shape, and colour with a variety of materials to test ideas.</li> <li>- Think about how to use composition, sequencing, mark making and some text in drawings.</li> <li>- Create a finished piece which contains sequenced images to describe a narrative.</li> <li>- Share work with others and talk about the journey and outcome. Listen to feedback and take it on board.</li> <li>- Appreciate the work of classmates and think about similarities and differences between work. Share my feedback on their work.</li> </ul> |
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| <p style="text-align: center;"><b>Design Technology</b></p> <p style="text-align: center;"><b>Projects on a Page</b></p> |  | <p><b>Simple circuits and switches (Electronic Toys)</b></p> <ul style="list-style-type: none"> <li>- Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.</li> <li>- Select from and use tools and equipment to cut, shape, join and finish with some accuracy.</li> <li>- Investigate and analyse a range of existing battery-powered products.</li> <li>- Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.</li> <li>- Understand and use electrical systems in their products, such as series circuits incorporating</li> </ul> |  | <p><b>Levers and Linkages (Pop-up books)</b></p> <ul style="list-style-type: none"> <li>- Use annotated sketches and prototypes to develop, model and communicate ideas.</li> <li>- Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.</li> <li>- Investigate and analyse books and, where available, other products with lever and linkage mechanisms.</li> <li>- Understand and use lever and linkage mechanisms.</li> <li>- Distinguish between fixed and loose pivots.</li> </ul> | <p><b>Healthy and Varied Diet (Seasonal salad)</b></p> <ul style="list-style-type: none"> <li>- Develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.</li> <li>- Use appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas, listing ingredients, utensils and equipment.</li> <li>- Select from a range of ingredients to make appropriate food products, ensuring a healthy balance (Eatwell Plate).</li> <li>- Know how to use appropriate equipment and utensils to prepare and combine food.</li> <li>- Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</li> </ul> |  |
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|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | switches, bulbs and buzzers.                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Games</b><br><br><b>Get Set 4 PE</b> | <b>Class Rotation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Class Rotation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Class Rotation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                         |
|                                         | <b>Invasion – Hockey</b> <ul style="list-style-type: none"> <li>- Develop sending and receiving the ball with accuracy and control.</li> <li>- Develop the attacking skill of dribbling.</li> <li>- Develop dribbling to beat a defender.</li> <li>- Use defending skills to delay an opponent and gain possession.</li> <li>- Apply attacking skills to move towards goal and find space.</li> <li>- Apply skills and knowledge to compete in a tournament.</li> </ul> | <b>Invasion – Football</b> <ul style="list-style-type: none"> <li>- Develop the attacking skill of dribbling.</li> <li>- Develop changing direction and speed when dribbling</li> <li>- Develop passing and begin to recognise when to use different skills.</li> <li>- Apply attacking skills to move towards a goal.</li> <li>- Apply skills and knowledge to compete in a tournament.</li> </ul> | <b>Invasion – Tag Rugby</b> <ul style="list-style-type: none"> <li>- Develop throwing, catching and running with the ball.</li> <li>- Develop an understanding of how to defend using tagging rules.</li> <li>- Begin to use the ‘forward pass’ and ‘offside’ rule.</li> <li>- Develop movement skills to dodge a defender.</li> <li>- Track an opponent and begin to defend as a team.</li> <li>- Apply the rules and skills you have learnt and play in a tag rugby tournament.</li> </ul> | <b>Invasion – Netball</b> <ul style="list-style-type: none"> <li>- Develop passing and moving and play within the footwork rule.</li> <li>- Use a variety of passes to move towards a goal.</li> <li>- Develop movement skills to lose a defender.</li> <li>- Defend an opponent and try to win the ball.</li> <li>- Develop the shooting action.</li> <li>- Apply skills and knowledge to play games using netball rules.</li> </ul> | <b>Basketball</b> <ul style="list-style-type: none"> <li>- Develop the attacking skill of dribbling.</li> <li>- Protect the ball when dribbling against an opponent.</li> <li>- Develop passing and begin to recognise when to use different skills.</li> <li>- Use defending skills to delay an opponent and gain possession.</li> <li>- Develop technique in the attacking skill of shooting.</li> <li>- Apply skills and knowledge to compete in a tournament.</li> </ul> | <b>Striking and Fielding – Rounders</b> <ul style="list-style-type: none"> <li>- Link hopping and jumping actions with some control.</li> <li>- Jump for distance and height showing balance and control.</li> <li>- Throw with some accuracy and power towards a target area.</li> <li>- Demonstrate good balance when performing other fundamental skills.</li> </ul> |
|                                         | <b>Class Rotation- two classes will swim in the Autumn term and two will swim in the Summer</b>                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                         |
| <b>PE4</b><br><b>Get Set 4 PE</b>       | <b>Gymnastics</b> <ul style="list-style-type: none"> <li>- Perform gymnastics rolls - egg, log and forward rolls and learn teddy bear rolls.</li> <li>- Perform bunny hops and basic cartwheels.</li> <li>- Perform gymnastics balances including bridge and shoulder stand.</li> <li>- Perform gymnastics jumps - half turn and</li> </ul>                                                                                                                             | <b>Dance</b> <ul style="list-style-type: none"> <li>- Copy, remember and adapt set choreography.</li> <li>- Choreograph, considering structure, individually, with a partner and in a group.</li> <li>- Use action and reaction to represent an idea.</li> </ul>                                                                                                                                    | <b>Swimming</b> <ul style="list-style-type: none"> <li>- Swim competently, confidently and proficiently and perform safe self-rescue in different water-based situations.</li> <li>- Use a range of strokes to swim 25M (front crawl, back stroke and breast stroke).</li> </ul>                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Athletics</b> <ul style="list-style-type: none"> <li>- Develop stamina and an understanding of speed and pace in relation to distance.</li> <li>- Develop power and speed in the sprinting technique.</li> <li>- Develop technique when jumping for distance.</li> </ul>                                                                                                                                                                                                  | <b>Net and wall- Tennis</b> <ul style="list-style-type: none"> <li>- Develop stamina and an understanding of speed and pace in relation to distance.</li> <li>- Develop racket and ball control.</li> <li>- Develop returning the ball using a forehand and understand when to use it.</li> </ul>                                                                       |

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|              | be able to squat onto a block.<br>- Travel and apply their gymnastics skills to the large apparatus.                                                                                                                                                                                                                                                                           | - Use counts when choreographing short phrases.                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                   | - Develop power and technique when throwing for distance.<br>- Develop a pull throw for distance and accuracy.<br>- Develop a pull throw for distance and accuracy.                                                                                                                                                                  | - Develop the backhand and understand when to use it.<br>- Keep a continuous rally going showing increased technique.<br>- Use and apply rules and simple tactics.<br>- Understand and use rules to manage a game.                                                                                                                                                                                                                                      |
| <b>Music</b> | <b>Singing games</b><br>- Sing with class and in small groups, breathing well, pronouncing words clearly, as well as matching pitch.<br>- Enjoy musical games with actions, balls and skipping.<br>- Identify rhythmic notation of phrases from the games.<br>- Create own group singing games.<br>- Record and evaluate their game.<br>- Learn one of the other groups' game. | <b>The Class Orchestra</b><br>- Listen to different pieces identifying instruments.<br>- On the Recorder (class set) or their own instrument: play 2 notes confidently, choosing same notes, step (up and down) and leaps.<br>- Identify these features orally and using block notation.<br>- Move to traditional notation of the notes that are at their level.<br>- Play pieces with the class at their level, with an awareness of their instrument and the need to blend with others. | <b>Dragon scales</b><br>- Identify the sequence of steps that makes a scale.<br>- Use boomwackers and tuned percussion to understand visually pitch and its notation.<br>- Continue with boomwackers or their own instruments (where they have skills) to work out phrases from ear and notation (including some with scale passages).<br>- Learn to play some tunes fluently with their instrument. | <b>Developing pulse and metre</b><br>- Recap feeling the beat with different styles of music<br>- Identify the "strong beat".<br>- Learn about different time signatures.<br>- Have a few focussed pieces to remember 2, 3 and 4 beats.<br>- Create own piece with 3 beats in the bar using given rhythms and create own notes to create a melody they like.<br>- | <b>Developing rhythms and patterns</b><br>- Identify repeated patterns in Baroque music and Indian music.<br>- Create own repeated pattern using different time values each have remembered.<br>- Identify dotted rhythms and their purpose.<br>- Introduce chords, major and minor.<br>- Play pieces with chords in the background. | <b>Describing a character (Link with Y4 English)</b><br>- Try to imagine characters from pieces of music.<br>- Think about the use of pitch (pentatonic scale, major or minor).<br>- Think about the tempo (use of accelerando/ rallentando for changes).<br>- Think about the dynamics and articulation: crescendo/ diminuendo as well as legato/staccato.<br>- Think about the accompaniment, adding chords.<br>- Consider all this when creating own |

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|                                                                           |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                     | - Play different parts together to create class pieces.                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                 | creature in music (link with literacy).                                                                                                                                                                                                                            |
| <b>Languages</b><br><b>French</b><br><br><b>Language</b><br><b>Angels</b> | <b>Presenting Myself</b> <ul style="list-style-type: none"> <li>- Count to 20.</li> <li>- Say their name and age.</li> <li>- Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</li> <li>- Tell you where they live.</li> <li>- Tell you their nationality and understand basic gender agreement rules.</li> </ul> | <b>Family</b> <ul style="list-style-type: none"> <li>- Remember and recall 12 classroom objects with their indefinite article/determiner.</li> <li>- Replace an indefinite article/determiner with a possessive adjective.</li> <li>- Say and write what they have and do not have in their pencil case.</li> </ul> | <b>Pets</b> <ul style="list-style-type: none"> <li>- Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.</li> <li>- Tell somebody in French if they have or do not have a pet.</li> <li>- Ask somebody else in French if they have a pet.</li> <li>- Tell somebody in French the name of their pet.</li> <li>- Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but").</li> </ul> | <b>Home</b> <ul style="list-style-type: none"> <li>- Say whether they live in a house or an apartment and say where it is.</li> <li>- Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.</li> <li>- Tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have or do not have in their home.</li> <li>- Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</li> </ul> | <b>Animals</b> <ul style="list-style-type: none"> <li>- Recognise, recall, and spell up to ten animals in French with their correct indefinite article/determiner.</li> <li>- Understand better that articles/determiners have more options in French than they do in English.</li> <li>- Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).</li> </ul> | <b>Seasons</b> <ul style="list-style-type: none"> <li>- Recognise, recall and spell the four seasons in French.</li> <li>- Describe the weather in the different seasons.</li> <li>- Write short sentences about the weather for the different seasons.</li> </ul> |