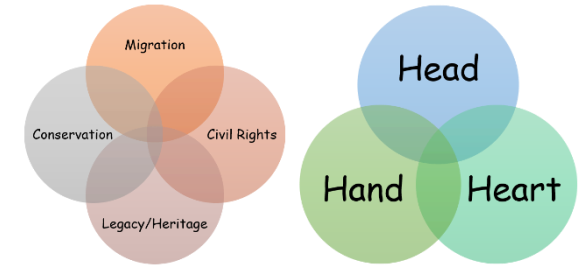


Riversdale Primary School

Medium Term Planning



Year Group	Year 4
Term	Autumn 2


Learning Overview

This half term, the pupils will continue to build their understanding of ancient Egyptian beliefs with a focus on the role of pharaoh's, deities and the afterlife. This is a precursor to studying the significance of the pyramids in relation to archaeology. In geography, the pupils will continue to explore the concept of maps, developing their understanding of four-figure referencing. They will then discuss the benefits and drawbacks of digital maps versus paper maps. In science, the pupils will learn about how sound is made, and how we hear. They will deepen this understanding by exploring why sounds may get quieter, pitch and volume. In RE, the pupils will explore Hinduism through a range of stories and festivals such as Diwali.

- Engaging Starting Points/Hooks**
- Presentation of a box of Ancient Egyptian artefacts.
 - A visit to the British Museum to explore the Ancient Egyptian exhibits.

Quality Stimulus Text(s)

- Marcy and the Riddle of the Sphinx



- Significant People Past & Present**
- Vincent Van Gogh (Art)

Linked UNCRC Articles

- Article 3: Best interests of the child
- Article 11: Abduction and non-return of children
- Article 24: Health and health services
- Article 27: Adequate standard of living
- Article 38: War and armed conflicts

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
English:	Year 3: <ul style="list-style-type: none"> • Text type features of setting and/or character description. • Text type features of a rhyming couplet/acrostic/narrative poem. • Text type features of instructional writing. • Recognise and apply the grammatical concepts of: preposition, conjunction (subordinating), word family/class, prefix, clause, subordinate clause, direct speech, inverted commas, reporting verb, consonant, vowel, present perfect tense. • Recognising and applying the word structures: • Formation of nouns using a range of prefixes • Use of the forms “a” or “an” according to whether the next word begins with a consonant or a vowel • Word families/classes based on common words, showing how words are related in form and meaning. Year 4: <ul style="list-style-type: none"> • Explain what fronted adverbials are and how they can be used to add specificity, cohesion and engagement to a piece of writing. • Identify a wider range of conjunctions that can be used to link sentences together in developing sentence structures. 	<ul style="list-style-type: none"> • Understand the text read as a class, extracting key details, events, and emotions. <p><u>SETTING DESCRIPTION:</u></p> <ul style="list-style-type: none"> • Explain the format and structure of a setting and/or character description. • Identify a range of suitable subordinating conjunctions for a given context. • Define the purpose of a prepositional phrase within an expanded noun phrase to add further detail. • Explain what fronted adverbials are and how they can be used to add specificity, cohesion and engagement to a piece of writing. • Recognise that commas are needed after fronted adverbials. • Explain how pronouns or nouns can be used within and across sentences to aid cohesion and avoid repetition. • Describe how an apostrophe is used to mark singular and plural possession. <p><u>SIMILE POEM:</u></p> <ul style="list-style-type: none"> • Explain the format and structure of a simile poem. • Explain the concept of similes as comparing something to something else using like or as, for descriptive purposes. <p><u>INSTRUCTIONS:</u></p>	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain: <ul style="list-style-type: none"> • A setting description of an ancient Egyptian tomb for a children’s adventure story. (Sentence Stacking) • A setting description of a castle dungeon for a children’s adventure story. (Independent) • A simile poem on the theme of Diwali (RE Link). Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform: <ul style="list-style-type: none"> • A set of instructions explaining how to construct their product packaging, including an introductory paragraph. (DT Link) Handwriting: <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes needed to join letters in some of their writing. • Increase the legibility, consistency and quality of their handwriting. Composition: <ul style="list-style-type: none"> • Draft and write in narratives, creating settings, characters and plot with a clear consideration for the audience and purpose • Draft and write non-narrative material, using simple organisational devices. • Edit own work considering accuracy and engagement, making 	<ul style="list-style-type: none"> • Work collaboratively, listening to one another and sharing ideas. • Enjoying writing and listening to stories. • Building confidence in reading and writing. • Reflect on own writing and set targets for improvement, with support. • Respect the work of others and show empathy when providing feedback.

	<ul style="list-style-type: none"> Explain the difference between 1st and 3rd person. 	<ul style="list-style-type: none"> Explain the format and structure of instructional/procedural writing. Recognise the need for a set of ingredients and equipment being outlined clearly and specifically. Identify a range of simple time conjunctions to support the progression of the instructions. E.g., first, next, then, after, etc. Identify a range of more complex adverbials of time to support the progression of the instructions. E.g. "Once the glue has dried,". Recognise that imperative verbs are sometimes used at the start of an instructional sentence. Identify the significance of numbering instructions to provide clarity. Select adverbs to show how often e.g. additionally, frequently, rarely. Begin to explain present perfect tense in relation to instructions. E.g. "Once the glue has dried,". Explain why precautionary advice e.g. Be careful not to over whisk as it will turn into butter, is required. Identify contextually relevant friendly tips/suggestions to heighten the reader's engagement. 	<p>appropriate and justified changes based on current learning.</p>	
<p>Mathematics:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, 	<p>Multiplication & Division:</p> <ul style="list-style-type: none"> Know that multiplication is a form of repeated addition. Recognise alternative words that mean multiplication for example x groups of y. Quickly recall multiplication tables up to 12x12. Identify the place value of digits within a number up to three digits. Explain the significance of digits in different place values when performing mental calculations. Recognise the layout for formal written methods of multiplication. 	<p>Multiplication & Division:</p> <ul style="list-style-type: none"> Recall multiplication and division facts for multiplication tables up to 12×12. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers. Recognise and use factor pairs and commutativity in mental calculations. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. 	<ul style="list-style-type: none"> Working collaboratively with partners and in groups. Using appropriate listening skills and turn taking in group discussion. Showing empathy and kindness by helping each other to understand. Knowing that giving your partner the answer is not helpful but explaining it is. To recognise the value in making mistakes. To identify the importance of resilience in problem solving.

	<p>including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p>	<ul style="list-style-type: none"> • Know that multiplying by one is the same as one group of a given value and thus the product will be the given value itself. • Understand the relationship between multiplication and division as being the inverse of each other. • Describe associations between known multiplication facts and related facts using place value, for example: $5 \times 4 = 20$ and $50 \times 4 = 200$. • Define place holder. • Understand that multiples are numbers that a given number can be evenly divided by/the product of a multiplication. • Recognise that factors are numbers that can evenly divide a given number. • Recognise that the product of any number multiplied by zero is zero as this represents no groups. • Define factor pairs as two numbers that multiply to give the original number. • Recall common factor pairs. • Know that multiplication is commutative, and therefore can be completed in any order. • Explain the process of for long multiplication when multiplying two-digit and three-digit numbers by a one-digit number. • Know that aligning the numbers properly when multiplying is essential. • Define the distributive law as breaking down multiplication problems into multiplying each place separately. • Express the application for the distributive law. • Recall division facts based on multiplication table knowledge. • Identify the layout for the formal short division method. 	<ul style="list-style-type: none"> • Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. 	<ul style="list-style-type: none"> • To find different ways to solve the same problem.
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		<ul style="list-style-type: none"> • Explain that divisions are not commutative. • Explain the concept of renaming. • Identify what operations a word problem is asking for. 		
Science:	<p>Year 1:</p> <ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Year 3:</p> <ul style="list-style-type: none"> • Given a range of resources, decide for how to gather evidence to answer the question. • Identify the type of enquiry to answer a question. • Consider their prior knowledge when asking questions. • Independently use a range of question stems. Where appropriate, they answer these questions. • Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. • Answer questions posed by the teacher. 	<p>Sound:</p> <ul style="list-style-type: none"> • Objects that vibrate create sound waves that travel through a medium to our ears. • Sound waves are collected by the ears, and the brain interprets them as sound. • Since sound needs a medium to travel through, sound cannot travel in space as there is no air. • Sound waves spread out in all directions from their source. • As sound waves travel, they lose energy and spread over a larger area. • When the distance from the source increases, fewer sound waves reach our ears. • The farther you are from the sound source, the fainter the sound becomes. • Objects in the way of a sound wave can insulate the sound. • The quicker a source vibrates the higher the pitch it produces. • The harder a source is hit, the larger the vibrations. This produces a louder volume. <p><i>Vocabulary:</i> vibration, sound, source, medium, insulate, absorb, pitch, volume</p>	<p>Ask Questions</p> <ul style="list-style-type: none"> • Given a range of resources, decide for how to gather evidence to answer the question. • Identify the type of enquiry to answer a question. • Consider their prior knowledge when asking questions. • Independently use a range of question stems. Where appropriate, they answer these questions. • Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. • Answer questions posed by the teacher. <p>Enquiry:</p> <ul style="list-style-type: none"> • Select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher. • Follow a plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking. <p>Observe:</p> <ul style="list-style-type: none"> • Make systematic and careful observations. <p>Conclusions:</p> <ul style="list-style-type: none"> • Answer own and others' questions based on observations made, measurements taken, or information gained from secondary sources. • With support, check answers are consistent with evidence. • Interpret data to generate simple comparative statements based on evidence. 	<p>Value: Individuality, Empathy, Reflect, Respect, Aspire, Share</p> <ul style="list-style-type: none"> • Pupils will explore how different sounds are unique to various instruments or environments, emphasising the importance of individuality in sound creation. • Understanding how sound is perceived can foster empathy for those with hearing impairments, highlighting the importance of listening to and valuing others' experiences. • Reflect on our environment, considering how sounds change based on distance, obstacles, or attention. • Pupils might consider the importance of respecting personal space and quietness in certain settings, emphasising the value of maintaining a peaceful environment. • Exploring pitch can inspire pupils to aspire to create different sounds, whether through music or other forms of expression, and to understand the potential in their own creativity. • Discussing volume can link to sharing experiences with sound e.g. how we communicate with volume and the importance of adjusting our voices in different contexts to connect with others effectively.

			<ul style="list-style-type: none"> • Begin to identify naturally occurring patterns and causal relationships. 	
<p>Art:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> • Know that pure colour/pigment is a hue. • Make tints of a colour by adding white. • Experiment with varying degrees of white to make different tints. • Make shades of a colour by adding black. • Experiment with varying degrees of black to make different shades. • Explain the term analogous colours and how these might be used together. • Experiment with different types of paint including, watercolours, for different purposes and effects, e.g. washes. • Demonstrate control of simple brush strokes to create certain effects. • Begin to explore how artists paint foregrounds and backgrounds for perspective. <p>Year 4:</p> <ul style="list-style-type: none"> • Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works. • Express thoughts and feelings about their own work and that of others through annotation. • Use a sketchbook to make notes on how they would adapt and improve their work. • Discuss and review own and others work, expressing thoughts and feelings, supported by their views with their knowledge or artists and techniques. • Reflect and explain the successes and challenges in a piece of art they have created. 	<p>Painting:</p> <ul style="list-style-type: none"> • Warm colours stir up feelings of energy, excitement and passion. • Cool colours pass on feelings of calmness and tranquillity. • Lighter tones create a sense of openness, joy, or optimism. • Darker tones create feelings of mystery, sadness, or seriousness. • Impasto adds a 3D effect and can be used to create a sense of movement. • Stippling is used to create shading, texture, or intricate details in painting. • Hatching and Cross-Hatching adds texture and more depth to paintings. • Dry Brush Technique is used to create a scratchy, broken effect and can add detail to areas within a painting. <p>Significant People: Vincent Van Gogh:</p> <ul style="list-style-type: none"> • Dutch post-impressionist painter • Known for bold use of colour. • Used a range of expressive brush strokes. • Most famous for using thick impasto for texture. <p><i>Vocabulary:</i> <i>hue, tone, tint, shade, impasto, stippling, hatching, cross-hatching, dry brush technique, texture, layering, mood</i></p>	<p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> • Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works. • Use a sketchbook to make notes on how they would adapt and improve their work. • Express thoughts and feelings about their own work and that of others through annotation. <p>Responding to Art:</p> <ul style="list-style-type: none"> • Explore a wider range of great artists and designers, making detailed comparisons with clear links to their own work. • Discuss and review own and others work, expressing thoughts and feelings, supported by their views with their knowledge or artists and techniques. • Identify changes they might make or how their work could be developed further. • Reflect and explain the successes and challenges in a piece of art they have created. <p>Painting:</p> <ul style="list-style-type: none"> • Experiment with applying paint using a range of brush strokes, e.g. hatching, cross-hatching, stippling, scumbling and/or sgraffito. • Begin to experiment with layering and texturing paint. • Investigate how artists use warm and cool colours and how this has an impact on mood within a painting. • Make tones of a colour by adding grey. • Experiment with varying degrees of grey to make different tones. 	<p>Values: Individuality, Value, Empathy, Reflect</p> <ul style="list-style-type: none"> • Explore the concept of personal style and the importance of this as an artist. Discuss how this links to Van Gogh and then themselves. • Encourage pupils to see the value in the different brush strokes and how this can impact a piece of artwork overall. • Discuss the impact that warm/cool colour can have on the viewers emotions and understand the importance of that for specific artistic intentions. • Discuss the impact that tones of colour can have on the viewers emotions and understand the importance of that for specific artistic intentions. • Encourage pupils to consider their work in relation to their learning and specifically about the mood that their colour choices have evoked. • Highlight the importance of respecting the work of fellow artists and providing supportive developmental feedback where appropriate.

	<ul style="list-style-type: none"> Identify changes they might make or how their work could be developed further. Explore a wider range of great artists and designers, making detailed comparisons with clear links to their own work. 			
Computing:	<p>Year 3:</p> <ul style="list-style-type: none"> To know that a database is a collection of data stored in a logical, structured and orderly manner. To know that computer databases can be useful for sorting and filtering data. To know that different visual representations of data can be made on a computer. Know that computers can use different forms of input to sense the world around them. Understand that computers can use these to record and respond to data ('sensor data'). Explain that a weather machine is an automated machine that responds to sensor data. Recognise that forecasters use specific language, expression and pre-prepared scripts to help create weather forecast films. 	<p>Kapow Computing Scheme:</p> <p>Investigating Weather (Lessons 1, 3 and 4 only)</p> <ul style="list-style-type: none"> Know that computers can use different forms of input to sense the world around them. Understand that computers can use these to record and respond to data ('sensor data'). Explain that a weather machine is an automated machine that responds to sensor data. Recognise that forecasters use specific language, expression and pre-prepared scripts to help create weather forecast films. <p><i>Vocabulary:</i> <i>accurate, climate zone, condensation, cylinder, degree Celsius, evaporation, extreme weather, filming, forecast, heat sensor, lightning, measurement, pinwheel, presenter, rain, satellite, script, sensor data, solar panel, temperature, thermometer, tornado, weather, weather forecast, wind speed</i></p>	<ul style="list-style-type: none"> Using tablets or digital cameras to film a weather forecast. Understanding that weather stations use sensors to gather and record data that predicts the weather. Using keywords to effectively search for information on the internet. Searching the internet for data. Designing a device that gathers and records sensor data. Recording data in a spreadsheet independently. Sorting data in a spreadsheet to compare using the 'sort by...' option. Understanding that data is used to forecast weather. 	<p>Values: Share, Reflect, Aspire, Individuality, Value, Entrust, Democracy, Empathy</p> <ul style="list-style-type: none"> Pupils can share their weather forecasts with classmates or the school community, fostering communication and collaboration. Encourage pupils to reflect on how technology aids in understanding the environment and making informed decisions based on data. Learning to search effectively empowers pupils to aspire to find quality information and broaden their knowledge. Pupils might explore topics that interest them individually, promoting a sense of personal inquiry and discovery. Support pupils to appreciate their own and others' contributions to technology and problem-solving. By working independently, pupils learn to trust their abilities and take responsibility for their own learning. Sorting data can represent how different perspectives and data points come together to inform decisions, reflecting democratic principles of discussion and analysis. Understanding how weather forecasting impacts people's lives encourages students to empathise with those affected by weather events and the importance of preparedness.

<p>DT:</p>	<p>Year 2:</p> <ul style="list-style-type: none"> Know that freestanding structures stand on their own foundation or base without attachment to anything else. Begin to understand the concept of centre of gravity and how this impacts a structure's stability. Test different methods of enabling structures to remain stable. Make structures more stable by giving them a wide base. Know that the weight of the structure needs to be evenly spread on the base to make it secure. 	<p>Protective Product Packaging Shell (Lessons 4 – 6):</p> <ul style="list-style-type: none"> A shell structure is a hollow structure made from a thin outer layer. Shell structures are often used for protection. A net is a flat, 2D shape that can be folded to make a 3D object. To make a 3D shell structure, we need to cut out and fold a net. Scoring the folds on a net helps create clean edges when making 3D shapes. Stronger shell structures are better at protecting what is inside. Strengthening methods include: <ul style="list-style-type: none"> - laminating, - corrugating, - and ribbing. 	<p>Designing:</p> <ul style="list-style-type: none"> Work within a range of contexts, such as the home, school, leisure, local community, culture, and enterprise. Describe the purpose of their products. Indicate the design features of their products that will appeal to intended users. Gather information about the needs and wants of particular individuals and groups. Develop their own design criteria and use these to inform their idea. Share and clarify ideas through discussion. Use annotated sketches and cross-sectional drawings to develop and communicate their ideas. Generate realistic ideas, focusing on the needs of the user. Make design decisions that take account of the availability of resources. Model their ideas using prototypes and pattern pieces. 	<p>Values: Democracy, Respect, Reflect, Individuality</p> <ul style="list-style-type: none"> Listening to everyone's ideas and vote on the best design features for packaging, ensuring everyone's voice is heard. Respect the needs of the product we are protecting and the environment by considering eco-friendly materials. Encourage pupils to think about how well plans are working as they build their prototype and make improvements where necessary. Recognise the unique ideas that went into designs and celebrate the individual efforts that led to the final product. Reflect on what was done well and what can be improved, learning from experiences.
	<p>Year 3:</p> <ul style="list-style-type: none"> Work within a range of contexts, such as the home, school, leisure, local community, culture, and enterprise. Describe the purpose of their products. Indicate the design features of their products that will appeal to intended users. Gather information about the needs and wants of particular individuals and groups. Develop their own design criteria and use these to inform their idea. Share and clarify ideas through discussion. Use annotated sketches and cross-sectional drawings to develop and communicate their ideas. Generate realistic ideas, focusing on the needs of the user. Make design decisions that take account of the availability of resources. Model their ideas using prototypes and pattern pieces. Select tools and equipment suitable for the task. Begin to explain their choice of tools and equipment in relation to 	<p><i>Vocabulary:</i> <i>cuboid, face, edge, net, prism, scoring, vertex, laminating, corrugating, ribbing</i></p>	<p>Making:</p> <ul style="list-style-type: none"> Select tools and equipment suitable for the task. Begin to explain their choice of tools and equipment in relation to the skills and techniques they will be using. Select materials and components suitable for the task. Begin to explain their choice of materials and components according to functional properties and aesthetic qualities. Order the main stages of making. Follow procedures for safety. Measure, mark out, cut and shape materials and components with some accuracy. Assemble, join and combine materials and components with some accuracy. 	

	<p>the skills and techniques they will be using.</p> <ul style="list-style-type: none"> • Select materials and components suitable for the task. • Begin to explain their choice of materials and components according to functional properties and aesthetic qualities. • Order the main stages of making. • Follow procedures for safety. • Measure, mark out, cut and shape materials and components with some accuracy. • Assemble, join and combine materials and components with some accuracy. • Apply a range of finishing techniques, including those from art and design, with some accuracy. • Identify the strengths and areas for development in their ideas and products. • Consider the views of others, including intended users, to improve their work. • Refer to their design criteria as they design and make. • Use their design criteria to evaluate their completed products. 		<ul style="list-style-type: none"> • Apply a range of finishing techniques, including those from art and design, with some accuracy. <p>Evaluating:</p> <ul style="list-style-type: none"> • Identify the strengths and areas for development in their ideas and products. • Consider the views of others, including intended users, to improve their work. • Refer to their design criteria as they design and make. • Use their design criteria to evaluate their completed products. 	
<p>Geography:</p>	<p>Year 1/2:</p> <ul style="list-style-type: none"> • Devise simple picture maps. • Devise a simple map and use and construct basic symbols in a key. • Take digital photographs of geographical features in the locality. • Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. • Begin to use eight points of a compass. 	<p>A Closer Look at Maps (Lessons 4 -6)</p> <ul style="list-style-type: none"> • Four-Figure grid references pinpoint a general location on a map. • Vertical and horizontal lines are added to a map, dividing it into squares. • Each line is assigned a number. • For a four-figure reference, each line is assigned a two-digit number. • The Easting is always read first and the Northing second. <p>Digital maps:</p> <ul style="list-style-type: none"> • Can be accessed anywhere with an internet connection. 	<p>Mapwork:</p> <ul style="list-style-type: none"> • Create a sketch map of the local area. • Use map symbols. • Accurately plot North, East, South, West on a map. • Label the same features on an aerial photograph as on a map. • Use eight points of a compass, symbols, and keys to communicate knowledge of the UK and the wider world. • Begin to use four figure grid references. 	<p>Value: Respect, Value, Individuality</p> <ul style="list-style-type: none"> • Understanding the real-world contexts for four figure grid references will allow pupils to develop a respect for them and those that use them, e.g. emergency services. • Pupils will explore the value of digital mapping and how the versatility and accessibility have positively impacted the world/people's lives. • Pupils should recognise that each option has advantages and disadvantages, but that ultimately

		<ul style="list-style-type: none"> • Allow users to interact, e.g. zooming in and out, searching for locations, and getting directions. • Include satellite images, which provide a real-world view of the area. • Can be updated instantly with new information. <p>Paper Maps:</p> <ul style="list-style-type: none"> • Don't need batteries, or an internet connection, making them a good back up. <p><i>Vocabulary:</i> axis, grid reference, Easting, Northing, digital, satellite image</p>	<ul style="list-style-type: none"> • Using a range of maps, including digital maps, to locate cities and counties of the UK. • Using a range of maps, including digital maps, to locate a range of given countries. 	<p>individuals have the right to select what they prefer.</p>
History:	<p>Year 3:</p> <ul style="list-style-type: none"> • The British Neolithic Era started around 4,100 BCE. • The British Bronze Age started around 2,700 BCE. • An empire is a kingdom that rules over many lands and people. • Empires grow by taking over land, people and their resources. • Understand that some historical events/periods occurred concurrently in different locations. • Using a range of sources, e.g. historical documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to find out about a period. • Identify some key features of past societies and periods. • Recognise significant people from historical sources/accounts. • Identify some significant features of the past, including ideas and beliefs. 	<p>Great Builders: The Ancient Egyptians (Lessons 4 – 6)</p> <ul style="list-style-type: none"> • Pharaohs were believed to be divine rulers with a direct connection to the gods. • A pharaoh's responsibilities included maintaining Ma'at, protecting Egypt, and ensuring prosperity. • The Ancient Egyptian's had many deities, each with their own role. • After their death, it was believed that a person's soul would journey to the Hall of Ma'at to be judged. • To ensure a successful journey to the afterlife, the body was mummified and provided with burial goods. <p><i>Vocabulary:</i> pharaoh, divine, Ma'at, deity, afterlife</p>	<p>Using Sources for Enquiry:</p> <ul style="list-style-type: none"> • Using a range of sources, e.g. historical documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to find out about a period. <p>Similarities and Differences:</p> <ul style="list-style-type: none"> • Identify some key features of past societies and periods. <p>Historical Significance:</p> <ul style="list-style-type: none"> • Recognise significant people from historical sources/accounts. • Identify some significant features of the past, including ideas and beliefs. 	<p>Value: Entrust, Respect, Individuality,</p> <ul style="list-style-type: none"> • Understanding that the Egyptian people entrusted the Pharaoh with maintaining balance and harmony across the civilisation. • Sharing an appreciation of the similarities and differences between cultures studied and our own. • Respect for different beliefs developed by discussing how the Ancient Egyptians had unique beliefs about the afterlife.
Music:	<p>Year 3:</p> <ul style="list-style-type: none"> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. 	<p>Kapow Music Scheme:</p> <p>Rock & Roll:</p> <ul style="list-style-type: none"> • To know that rock and roll music uses blues chord structures, with a 	<ul style="list-style-type: none"> • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p>

	<ul style="list-style-type: none"> • Understanding that music from different parts of the world has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary when discussing improvements to their own and others' work. • Composing a piece of music in a given style with voices and instruments. • Combining melodies and rhythms to compose a multi-layered composition in a given style. • Using letter name and rhythmic notation and key musical vocabulary to label and record their compositions. • Suggesting and implementing improvements to their own work, using musical vocabulary. • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. 	<p>fast tempo and strong vocals. It was created after the second world war, and it was intended to represent happiness.</p> <ul style="list-style-type: none"> • To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. • To know that playing in time means all performers playing together at the same speed. • To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. <p><i>Vocabulary:</i> <i>bass line, beat, chorus, dynamics, flat notes, in-time, hand jive, in-tune, notation, originate, pitch, rhythm, rhythmic patterns, rock and roll, sections, sequence, style, sharp notes, tempo, untuned percussion, verse, vocals, walking bass line</i></p>	<ul style="list-style-type: none"> • Identifying common features between different genres, styles and traditions of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary when discussing improvements to their own and others' work. • Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. 	<ul style="list-style-type: none"> • Respect different musical traditions, genres, and cultures. • Appreciate the skills and efforts of their peers and musicians. • Respect for the instruments and equipment used in music-making. • Explore different instruments and musical roles. • Value the contributions of various musicians and composers to the world of music. • Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects. • Engage in reflective practices after performances, analysing what went well and areas for improvement. • Reflect on the historical and cultural contexts of different musical pieces. • Share musical talents and skills through performances. • Share ideas, insights, and responsibilities. • Set musical goals, whether related to technique, theory, or performance. • Aim for higher levels of musical proficiency and expression. • Develop a love for music through exposure to various genres and styles. • Nurture emotional connections to music and express and interpret emotions through performance. • Develop empathy by understanding the emotions conveyed in different pieces. • Listen to and understand each other in teamwork.
<p>PE:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> • Be aware of space and use it to support team-mates. • Be able to carry out simple set plays of rugby. 	<ul style="list-style-type: none"> • Confidently explain the rules of tag rugby. • Explain the importance of using the space to support teammates. 	<ul style="list-style-type: none"> • Work tactically as part of a team. • Be aware of space and use it to support team-mates. 	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> • Carry out activities to improve their work and understand why they are useful.

	<ul style="list-style-type: none"> • Use rules fairly to keep games going. • Keep possession with some success. • Choose and use a range of simple tactics for sending the ball in different way. 	<ul style="list-style-type: none"> • Identify ways to work tactically as a team. • Describe how the space can be used to cause problems for the opposition. • Recount different ways of sending the ball. • Explain a range of simple ways to defend own court. <p><i>Key Vocabulary:</i> <i>catching and throwing, target, throwing, co-ordination, field, fielding, position, passing, game area, possession, communication, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate.</i></p>	<ul style="list-style-type: none"> • Use space to cause problems for the opposition. • Use rules fairly to keep games going. • Keep possession with greater success. • Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent. • Choose and use a range of simple tactics for defending their own court. • Adapt and refine rules to manipulate the game. 	<ul style="list-style-type: none"> • Come up with and share sensible solutions, given time to think about their actions. • Work collaboratively to improve individual and team member skills, showing aspiration. • Value the efforts of others and show empathy when providing peer-assessment/feedback. • Entrust each other to be kind and supportive, showing good sportsmanship. • Show resilience when receiving feedback and reflect on how this can be used.
<p>RE:</p>	<p>Year 2:</p> <ul style="list-style-type: none"> • Describe what happens at Diwali. • Explain why Lakshmi is important. • Know why Hindus say 'namaste' to each other. • Explain why some Hindus are vegetarian. • Explain why Hindus might worship at home. • Describe a home shrine. • Explain why a Hindu might worship/pray/meditate. • Explain how the murtis are treated, and what this tells you about their importance. • Recall the main parts of a puja ceremony. • Give opinions as to which part(s) are the most important. <p>Year 3 & 4:</p> <ul style="list-style-type: none"> • Describe a few things that a believer might learn from a religious story. • Talk about some of the things that are the same for religious people. • Briefly describe some similarities and differences between religions. 	<p>What do Hindus Believe?</p> <ul style="list-style-type: none"> • Recall what the festival of Diwali is and why it is celebrated. • Describe a tradition common at Diwali. • Explain how Hindus can believe in one God and many Gods at the same time. • Name and describe some Hindu gods and goddesses. • Explain the cycle of creation-preservation-destruction. • Describe what Hindus mean by 'reincarnation'. • Explain how this belief might affect how Hindus live. • Retell the story of how Ganesh got his elephant head. • Explain why a Hindu might choose to worship Ganesh. • Explain why doing what is expected is important in Hinduism. <p><i>Vocabulary:</i> <i>Hinduism, Hindu, Brahman, Atman, Dharma, duty, Samsara, Karma, preserve, Diwali, Rangoli, Lakshmi, Rama, Sita, Hanuman, Trimurti, Ganesh, Reincarnation, worship</i></p>	<p>Learning About Religion & Belief:</p> <ul style="list-style-type: none"> • Describe a few things that a believer might learn from a religious story. • Talk about some of the things that are the same for religious people. • Briefly describe some similarities and differences between religions. • Describe some religious sources and explain that these teachings affect religious groups. • Use the right religious words to describe and to briefly compare different practices and experiences. <p>Learning From Religion & Belief:</p> <ul style="list-style-type: none"> • Compare some of the things that influence them with those that influence others. • Ask important questions about life and compare their ideas with those of other people. • Ask questions about the meaning of life and about identity. • Begin to link things that are important to them and other people with the way people behave. • Begin to give opinions with reasons and references to some 	<p>Values: Individuality, Value, Respect, Share</p> <ul style="list-style-type: none"> • Understand that not all Hindus worship the same gods and goddesses/manifestations of Brahman. • Recognise the value in living a good life and the connection with reincarnation. • Respect the different values and traditions of religions regardless of personal faith/belief. • Respectfully share own opinions, with justifications, in relation to learning.

	<ul style="list-style-type: none"> Describe some religious sources and explain that these teachings affect religious groups. Use the right religious words to describe and to briefly compare different practices and experiences. Compare some of the things that influence them with those that influence others. Ask important questions about life and compare their ideas with those of other people. Ask questions about the meaning of life and about identity. Begin to link things that are important to them and other people with the way people behave. Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people. Ask questions about moral decisions, and suggest some solutions based on sources of wisdom. 		<p>sources of wisdom, such as inspirational people.</p> <ul style="list-style-type: none"> Ask questions about moral decisions, and suggest some solutions based on sources of wisdom. 	
<p>RSE:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded. How to recognise if others are feeling lonely and excluded and strategies to include them. How to build good friendships, including identifying qualities that contribute to positive friendships. That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences. How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support. 	<p>Relationships:</p> <ul style="list-style-type: none"> Identify how people's behaviour affects themselves and others, including online. Explain how to model being polite and courteous in different situations. Recognise the respectful behaviour they should receive in return for politeness. Express the relationship between rights and responsibilities. Discuss the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about). Identify when a confidence or secret must not be kept and when 	<ul style="list-style-type: none"> Respect for self and others. Courteous behaviour. Safety. Human Rights. 	<p>Values: Respect, Individuality, Value, Entrust, Empathy, Love</p> <ul style="list-style-type: none"> Respect all member of society regardless of similarities to and differences from ourselves. Know that everyone is an individual and that not all ideas can apply to everyone. Value the importance of kindness words and actions and how these impact people. Know that when someone shares a confidence or a secret, they are entrusting you with keeping the information safe. Understand that there are times where that entrusted confidence must be broken.

		<p>to tell (e.g. if someone is being upset or hurt).</p> <ul style="list-style-type: none"> • Know the rights that children have and why it is important to protect these. • Explain that everyone should feel included, respected and not discriminated against. • Know how to respond if they witness or experience exclusion, disrespect or discrimination. • Recognise how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact). • Express how to report concerns. 		<ul style="list-style-type: none"> • Show empathy for people that may be experiencing difficulties in regard to relationships/friendships. • Show empathy and love to those being excluded or discriminated against.
<p>Spanish:</p>	<p>Year 4:</p> <ul style="list-style-type: none"> • Beginning to notice common spelling patterns. • Recognising some familiar Spanish words when written in a short phrase. • Identifying and discussing cognates and beginning to explore various language detective strategies. • Using contextual clues and cues to make predictions about meanings. • Recognising and answering simple questions which involve giving personal information. • Using a variety of conversational phrases. • Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. • Listening and repeating key phonemes with care. • Recognising that sounds and spelling patterns can be different from English. • Recognising how intonation and gesture are used to differentiate between statements and questions. 	<p>Kapow Spanish Scheme:</p> <p>Pets in Spanish</p> <p>Phonics:</p> <ul style="list-style-type: none"> • Know the sounds created by linking some of the key phonemes. <p>Grammar</p> <ul style="list-style-type: none"> • Know how to find the gender of a noun by looking it up in the dictionary where Spanish nouns are followed by a gender indicator. • Know that the ending of an adjective often changes according to the gender of the noun it describes. <p><i>Vocabulary:</i> <i>una mascota - a pet, amistoso – friendly, energético – energetic, feroz – fierce, grande – big, lento – slow, mono – cute, obediente – obedient, negra – black, pequeño – small, rápido – fast, roja – red, tímido – shy, tranquilo – calm, travieso - naughty</i></p>	<p>Language Comprehension:</p> <ul style="list-style-type: none"> • Listening and responding to full sentences. • Following a short text or rhyme, listening and reading at the same time. • Identifying and discussing cognates and beginning to explore various language detective strategies. • Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. • Using contextual clues and cues to gist and make predictions about meanings. <p>Language Production:</p> <ul style="list-style-type: none"> • Recognising and answering simple questions which involve giving personal information. • Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. • Using a model to form a spoken sentence. • Listening and repeating key phonemes with care. • Recognising how intonation and gesture are used to differentiate 	<ul style="list-style-type: none"> • To feel confident to speak Spanish. • Compare the lifestyles between England and Spain, appreciating individuality within this. • Appreciate similarities and differences between languages and cultures. • Respect pronunciation and the importance of accuracy in communicating in different languages. • Reflect on own progress and aspire for highest quality possible.

	<ul style="list-style-type: none"> • Introducing self to a partner with simple phrases. • Selecting and writing short words and phrases. 		<p>between statements and questions.</p> <ul style="list-style-type: none"> • Building confidence by repeating short phrases with increasing accuracy. • Introducing self to a partner with simple phrases. • Rehearsing and performing a short role-play. • Selecting and writing short words and phrases. • Using different adjectives with a singular noun, with correct positioning and agreement. • Choosing appropriate adjectives from a wider range of adjectives. 	
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*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage