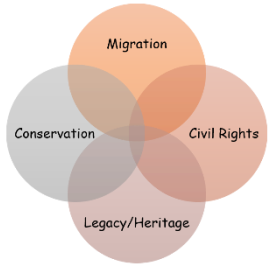
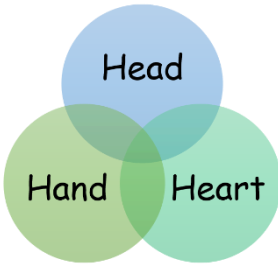
Riversdale Primary School
Medium Term Planning





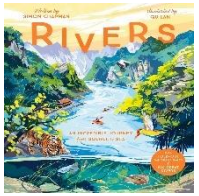
Year Group	**Year 4**
Term	**Spring 1**

Learning Overview

This half term, the pupils will further continue their in-depth study of Ancient Egypt, but with a shift in focus on archaeology. Pupils will develop an understanding of the archaeological significance of pyramids, tombs and discoveries such as the Rosetta Stone. They will also explore the significance of Howard Carter and his discovery of the tomb of Tutankhamun. In geography, the pupils will discover the significance of rivers and mountains in relation to the water cycle. Linked to this, the pupils will learn about states of matter in science, including the processes that materials, such as water, go through to change states of matter. In Spanish, the pupils will explore the weather whilst in computing the pupils will deepen their understanding of programming.

Quality Stimulus Text(s)

- Rivers: An Incredible Journey from Source to Sea
- The Legend of Tutankhamun



Significant People Past & Present

- Edna Manley (Art)
- Howard Carter (History)
- Jesus (RE)

Linked UNCRC Articles

- Article 3: Best Interests of the Child
- Article 6: Life, Survival and Development
- Article 9: Keeping Families Together
- Article 14: Freedom of Thought and Religion
- Article 15: Setting Up or Joining Groups
- Article 31: Rest, Play, Culture, Arts

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?
Writing:	Year 3: • Know that reports need simple yet engaging title to draw the reader's attention. • Identify why a clear introduction and conclusion are important. • Recognise that reports are organised into paragraphs shaped around a key topic sentence. • Explain why reports use simple sub-headings. • Know that writers can include additional/interesting facts to engage the reader. • Identify the importance of a simple glossary to define technical language. • Know that simple sentences with extra description through expanded noun phrases and adverbs are used. • Understand that writers must have consistent use of tense in relation to context. • Explain that adverbial phrases can be used to add more detail. • Know that we use commas between adjectives in expanded noun phrases, similar to commas for a list. • Understand that a simple yet engaging title to draws the reader's attention. • Know that biographies are written in third person and past tense. • Recognise the need for a clear introduction. • Identify the use of simple sub-headings to guide the reader. • Know that biographies are organised into paragraphs shaped around key events in time/chronological order.	<u>NON-CHRONOLOGICAL REPORT:</u> • Recognise the importance of an engaging title to draw the reader's attention. • Identify that engaging titles can be developed using of alliteration or question. • Know that a clear introduction and conclusion using specific and technical language appropriate for the topic is required. • Explain how to make links between sentences help to navigate the reader from one idea to the next. • Understand that paragraphs are organised correctly into key ideas. • Know that information is presented in past tense and third person. • Identify that sub-headings are used to organise information. • Recognise that additional/ interesting facts are signposted such as through "Did you know?" boxes. • Discuss the importance of a glossary to define technical language. • Know how to vary sentence structures through adverbials, fronted or otherwise. • Know that commas are used after fronted adverbials. • Know that adverbs can show how often. • Identify how apostrophes are used to mark singular or plural possession. • Explain that pronouns can be used to replace proper nouns and avoid repetition.	Pupils to apply grammar, purpose for writing and specific text type features in **Writing to Inform**: • A non-chronological report about significant rivers across the world, including the River Thames. • A biography detailing the life and achievements of Howard Carter written as part of a book about significant archaeologists. Pupils to apply grammar, purpose for writing and specific text type features in **Writing to Persuade**: • A formal letter in role as Howard Carter writing to Lord Carnarvon to persuade him to fund the search for Tutankhamun's tomb. Handwriting: • 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: • 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 appropriate and justified changes based on current learning.	• 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.

	• Know that a closing statement is used to summarise their person's importance. • Being to identify where inverted commas for quotations may be appropriate. • Know that in persuasive writing, writers may start sentences with verbs as a call to action. • Recognise that direct address to the reader is used to appeal directly to them. For example, simple rhetorical questions. • Identify the features of a letters as: - Date of the letter being written. - Recipient's address written on the left. - Appropriate salutation/ greeting for the context. - Clear introduction identifying the context of the letter. - Points about the event/issue organised into paragraphs denoted by time/place. - Topic sentences to introduce paragraphs. - Clear concluding sentence designed to elicit a response. - Appropriate sign off. • Recognise that letters are written in a combination of persons, including 2nd person when directly referring to the reader. • Know that adverbial phrases are used to add more detail.	<u>BIOGRAPHY:</u> • Recognise the importance of an engaging title to draw the reader's attention. • Know that biographies are about other people and so are written in third person. • Understand that as events have already taken place, biographies are written in past tense. • Recognise that some use of present progressive tense is needed where the person is still undertaking an action. • Identify that biographies include a clear introduction identifying the significance of the person. • Explain how sub-headings are used to organise information. • Recognise that paragraphs are organised chronologically into key events. • Know how to make links between sentences help to navigate the reader from one idea to the next. • Know that a closing statement is used to summarise the overall impact they have had on society. • Know how to vary sentence structures through adverbials, fronted or otherwise. • Know that commas are used after fronted adverbials. • Know that adverbs can show how often. • Identify how apostrophes are used to mark singular or plural possession. • Explain that pronouns can be used to replace proper nouns and avoid repetition. • Know that sometimes emotional vocabulary to engage the reader and emphasise why the person is significant.		

		FORMAL LETTER: • Explain the purposes in which a formal letter might be used within a real-life context. • Know the format of a formal letter including the recipient's address on the left, sender's address on the right, date and appropriate greeting/sign off. • Recognise that a formal letter must include a clear introduction which identifies the context of the letter. • Identify a range of strategies to provide detail within the context of a letter, e.g. expanded noun phrases, prepositional phrases, fronted adverbials etc. • Identify a range of determiners. • Define the term possessive pronoun. • Explain the different between plural and possessive. • Explain how apostrophes are used to mark plural possession. • Explain how paragraphs are organised around a theme and when to change paragraphs. • Know that in persuasive writing paragraphs are organised for impact, e.g. the strongest arguments first and last. • Articulate how to link ideas across paragraphs using a range of cohesive devices: repetition of a word or phrase, adverbials of time and place (fronted or otherwise) etc. • Recognise how a range of sentence types can be used within the context of a letter, including questions and exclamations. • Understand that more complicated rhetorical questions may be used to elicit a specific feeling or thought in the reader. • Use technical vocabulary to show the reader the writer's expertise.		

		• Know that letters should end with a clear concluding sentence designed to elicit a response from the reader.		
Reading:	Year 4: • Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Increase their familiarity with a wide range of stories and retelling (including myths and legends) some of these orally with an appropriate use of story-book language. • Read a wide range of books that are structured in different ways and read for a range of purposes. • Confidently participate in discussion about both books that are read to them and those they read independently. • Identify themes and conventions in an increasing range of books. • Confidently retrieve and record information from non-fiction. • Identify how language, structure and presentation contribute to meaning. • Recognise a range of poetic forms [for example, free verse, narrative poetry]. • Prepare poems play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action. • Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action. • Predict what might happen from details stated and implied. • Check that the text makes sense to them, discuss most of their understanding and explain the	Ready, Steady Read Together Scheme: Fiction: • When Life Gives You Mangoes Non-Fiction: • Make Your Own Magic Poetry: • Where Zebras Go Comprehension: • Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Increase their familiarity with a wide range of stories and retelling (including myths and legends) some of these orally with an appropriate use of story-book language. • Read a wide range of books that are structured in different ways and read for a range of purposes. • Confidently participate in discussion about both books that are read to them and those they read independently. • Identify themes and conventions in an increasing range of books. • Confidently retrieve and record information from non-fiction. • Identify how language, structure and presentation contribute to meaning. • Recognise a range of poetic forms [for example, free verse, narrative poetry]. • Prepare poems play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action.	Reading Skills: • Read texts, including those with few visual clues, increased independence and concentration. • Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context. • With increased independence develop views about what is read. • Develop positive attitudes to reading and understanding of what is read. • Read aloud using punctuation to aid expression and intonation. • Self-correction, including re-reading and reading ahead. • Skim to gain an overview of a text, e.g. topic, purpose. • Skim to gain the gist of a text or the main idea in a chapter. • Read short information texts independently with concentration. • Identify how texts differ in purpose, structure and layout. • Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount. • Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts. • Scan for specific information using a variety of features in texts, e.g. titles, illustrations, pre-taught vocabular, bold print, captions, bullet points. • Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points.	Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy • Pupils will respect diverse ideas, characters, and cultures when reading a wide range of texts, and will listen respectfully to the viewpoints of others during class discussions. • Pupils will confidently express their individual opinions and interpretations of texts, and explore the unique motives, feelings, and behaviours of characters with increasing depth. • Pupils will value the purpose of different types of texts – whether to entertain, inform, explain, or persuade – and show appreciation for the richness of language, structure, and meaning. • Pupils will take responsibility for their reading by using advanced reading strategies (like skimming, scanning, re-reading, and using dictionaries), and by developing personal reading goals. • Pupils will reflect on main ideas across paragraphs, consider how language affects meaning, and use evidence to justify their inferences and interpretations of character behaviour and plot. • Pupils will perform poetry and plays aloud, using expression, intonation, and action to share meaning, and will actively contribute to group reading discussions and book talk. • Pupils will participate in democratic reading discussions, take turns to contribute ideas, and

	meaning of many words in context, asking questions to improve their understanding of a text. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence. • Ask some questions to improve their understanding of the text. • Identify main ideas drawn from more than two paragraphs and summarise these. • Discuss many words and phrases that capture the reader's interest and imagination. • Begin to use more complex dictionaries to check the meaning of many unknown words that they have read. • Read texts, including those with few visual clues, increased independence and concentration. • Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context. • With increased independence develop views about what is read. • Develop positive attitudes to reading and understanding of what is read. • Read aloud using punctuation to aid expression and intonation. • Self-correction, including re-reading and reading ahead. • Skim to gain an overview of a text, e.g. topic, purpose. • Skim to gain the gist of a text or the main idea in a chapter. • Read short information texts independently with concentration. • Identify how texts differ in purpose, structure and layout.	• Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action. • Predict what might happen from details stated and implied. • Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence. • Ask some questions to improve their understanding of the text. • Identify main ideas drawn from more than two paragraphs and summarise these. • Discuss many words and phrases that capture the reader's interest and imagination. • Begin to use more complex dictionaries to check the meaning of many unknown words that they have read. *Vocabulary:* *root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present*	• Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information. • Look for specific information in texts using contents, indexes, glossaries, dictionaries. • Re-reading sentences for clarity.	respect the interpretations and perspectives of their peers, even when different from their own. • Pupils will aspire to read with greater fluency, independence, and understanding of more complex texts, aiming to engage with challenging vocabulary and unfamiliar genres (e.g. myths, legends). • Pupils will nurture a love of reading by exploring a wide range of books, including those without visual support, and engaging with language that sparks interest and imagination. • Pupils will empathise with characters by inferring feelings, thoughts, and motives from actions, and by justifying their understanding with evidence from across the text.

	• Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount. • Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts. • Scan for specific information using a variety of features in texts, e.g. titles, illustrations, pre-taught vocabular, bold print, captions, bullet points. • Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points. • Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information. • Look for specific information in texts using contents, indexes, glossaries, dictionaries. • Re-reading sentences for clarity.			
Mathematics:	Year 3: • 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, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. • Interpret and present data using bar charts, pictograms and tables. • Solve one-step and two-step questions using information	• Know the mathematical symbol for multiplication (x) and division (÷). • Recall times table/multiplication facts up to 12 x 12. • Identify the place value of digits within a number up to three digits. • Recognise the layout for formal written methods of multiplication. • 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. • Know that multiplying by zero is the same as no groups of a given value and thus the product will be zero. • Explain the law of commutativity and that multiplications are commutative, whilst divisions are not. • Recognise the layout for formal written methods of division. • Define renaming accurately.	Further Multiplication & Division: • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. • 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. Statistics (Graphs): • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy • 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. • To find different ways to solve the same problem.

	presented in scaled bar charts and pictograms and tables. • Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • Recognise and show, using diagrams, equivalent fractions with small denominators. • Add and subtract fractions with the same denominator within one whole. • Compare and order unit fractions, and fractions with the same denominators. • Solve problems that involve all of the above.	• Identify different graphs (bar chart/graph and line graph). • Know that a bar chart/graph would be used for categorical data (information organised into groups or categories). • Know that a line graph would be used for continuous data (data that changes, usually over time). • Identify which graph would be suited to different contexts. • Define the different parts of a graph (x axis, y axis, title, scale, axis labels). • Identify the different parts of a graph (x axis, y axis, title, scale, axis labels). • Identify errors in graph drawings, including inaccurate data plotting or scales. • Explain the meaning of sum, difference and comparison. • Know the mathematical symbols for greater than (>), less than (<) and equal to (=). • Explain the meaning of the term equivalent. • Know that equivalent fractions have the same value (e.g. 50/100 = 5/10 = 1/2). • Define the terms multiple and factor. • Identify multiples and factors of given values. • Explain the meaning of numerator and denominator. • Recognise that a tenth is the result of splitting a given value into 10 equal pieces. • Recognise that a hundredth is the result of splitting a given value into 100 equal pieces. • Recognise mixed numbers. • Know that a mixed number is formed by a whole number and a fraction (e.g. 1 ½).	Fractions, Decimals and Percentages (Fractions): • Recognise and show, using diagrams, families of common equivalent fractions. • Count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10.	

		• Know that an improper fraction is any fraction where the numerator is larger than the denominator. • Identify that improper fractions can be converted to mixed numbers and vice versa.		
Science:	Year 3 & 4: • Consider their prior knowledge when asking questions. • Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. • Given a range of resources, decide for how to gather evidence to answer the question • Identify the type of enquiry to answer a question. • Answer own and others' questions based on information gained from secondary sources. • Draw conclusions based on evidence and current subject knowledge. • 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. • Make systematic and careful observations. • Use a range of equipment for measuring temperature for example: thermometers. • Use standard units for their measurements. • Record classifications, for example: using tables, Venn diagrams, Carroll diagrams. • Record observation, for example: using photographs, videos, pictures, labelled diagrams or writing. • Communicate findings to an audience both orally and in	Materials – Working Scientifically Focus Part 1: • Matter can exist in three main states: solid, liquid, and gas. • Particles in solids are tightly packed. • Particles in liquids can move past one another. • Particles in gases are spread out and move freely. • The state of matter for some materials can be changed through heating or cooling. Temperature is measured using degrees Celsius (°C). • Every material has a specific temperature at which it changes from one state to another. • The water cycle is significant because it redistributes water around the planet. • This ensures that all living things have access to freshwater for survival. *Vocabulary:* *solid, liquid, gas, particle, temperature, evaporation, condensation, water cycle, precipitation, collection/runoff*	Ask Questions • Consider their prior knowledge when asking questions. • Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. • Given a range of resources, decide for how to gather evidence to answer the question • Identify the type of enquiry to answer a question. Conclusions • Answer own and others' questions based on information gained from secondary sources. • Draw conclusions based on evidence and current subject knowledge. Enquiry • 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. Observe • Make systematic and careful observations. • Use a range of equipment for measuring temperature for example: thermometers. • Use standard units for their measurements. Record/Present: • Record classifications, for example: using tables, Venn diagrams, Carroll diagrams. • Record observation, for example: using photographs, videos,	Values: Respect, Individuality, Value, Share, Empathy, Aspire • Respecting the diversity of states of matter teaches us to appreciate the complexity of the world around us. • Celebrating individuality by recognizing the unique qualities of different states of matter encourages self-expression and diversity in learning. • Understanding how temperature influences matter is valuable in navigating everyday situations, such as cooking. • Sharing knowledge and experiences about evaporation and condensation encourages collaboration and cooperation in understanding and addressing environmental issues. • Considering the effects of temperature changes on the environment and living organisms fosters empathy and care for our surroundings. • Pupils should be encouraged to work as scientists in the development of their question, thinking carefully about how to achieve excellence.

	writing, using appropriate scientific language. • Following a scientific experience, ask further questions which can be answered by extending the same enquiry.		pictures, labelled diagrams or writing. Communicate • Communicate findings to an audience both orally and in writing, using appropriate scientific language. Evaluation: • Following a scientific experience, ask further questions which can be answered by extending the same enquiry.	
Art:	Year 3: • Plan, design and make models from observation or imagination. • Manipulate clay through carving, rolling, pinching, cutting and coiling. • Join clay, constructing a simple tile base and then layering shapes onto it to create 3D form. • Explore ways of creating surface patterns and textures. Year 4: • 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. • Identify changes they might make or how their work could be developed further.	Sculpture: • Sculpture is a three-dimensional artwork that can be made from materials like clay, stone, or metal. • We plan sculptures by starting with sketches and think about the shape, size, and purpose of the sculpture. • An armature is a frame or structure that supports the sculpture, often made from wire, wood, or card. • It holds the sculpture's shape and helps it stay strong. • We use wire for bendable shapes or sticks and tape for larger structures. • Modroc is a plaster bandage that hardens when wet, often used to cover armatures. • Modelling clay is a soft material that can be moulded and shaped, then hardened by air drying or baking. • We use these materials by smoothing them over the armature carefully, covering all gaps. • We can use tools like toothpicks, stamps, or fingers to make marks in clay or Modroc. • Texture is important as it makes sculptures more interesting to look at and touch.	Exploring & Developing Ideas: • 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. Responding to Art: • 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. • 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. Sculpture: • Plan, design and make models using the work of other artists as inspiration. • Manipulate materials to make an armature, providing structure and	Values: Value, Respect, Share, Love, Empathy, Reflect • Discuss the value and importance of experimentation and how we learn from this what works and what does not. • Respect the work and life of Edna Manley and how influential she is in the art world and in Jamaica. • Share ideas with each other and help encourage each other in their planning. • Encourage students to approach their sculpture-making with love and care, as they shape their ideas into physical forms. • Prompt pupils to reflect on their completed sculptures articulating what they learned, what challenges they overcame, and what they enjoyed most about the process. • Encourage students to empathise with their peers by listening attentively to their reflections on their artwork, understanding the effort and emotions invested in the creative process.

	• Explore a wider range of great artists and designers, making detailed comparisons with clear links to their own work.	**Significant People** Edna Manley: • Called the "First Lady of Jamaican Art". • Made sculptures and paintings that showed the beauty and strength of Jamaican people. • Inspired people to think about fairness and justice. • Her works were part of Jamaica's fight for independence and national pride. *Vocabulary:* *sculpture, armature, modroc, clay, smoothing, texture, tools, civil rights*	support for a 3D form, e.g. human figure. • Use covering materials such as Modroc or modelling clay to cover an armature. • Use surface patterns and texture to add visual interest.	
Computing:	Year 3: • Using decomposition to explore the code behind an animation. • Using repetition in programs. • Using logical reasoning to explain how simple algorithms work. • Explaining the purpose of an algorithm. • Forming algorithms independently. • Using logical thinking to explore more complex software; predicting, testing and explaining what it does. • Incorporating loops to make code more efficient. • Continuing existing code. • Making reasonable suggestions for how to debug their own and others' code.	Kapow Computing Scheme Further Programming with Scratch Lessons 1 – 3: • Know that a variable is a value that can change (depending on conditions). • Know that you can create variables in Scratch. • Explain what a conditional statement is in programming. *Vocabulary:* *code block, conditional statement, coordinates, decompose, feature, information, negative number, orientation, position, program, project, script, sprite, stage, tinker, variable*	• Using decomposition to solve a problem by finding out what code was used. • Using decomposition to understand the purpose of a script of code. • Creating algorithms for a specific purpose.	Values: Reflect, Respect, Aspire • Encourage students to reflect on their problem-solving process by discussing how decomposition helped them understand or solve the problem. • Encourage pupils to respect others' work by highlighting the importance of constructive feedback when analysing or debugging scripts. • Emphasise that debugging shared projects is a collaborative effort to improve the code, not to criticise. • Model respectful communication and encourage peer collaboration during problem-solving tasks. • Motivate students to set goals for their coding projects, such as successfully using variables or creating efficient algorithms.
DT:	Year 3: • Apply appropriate vocabulary when analysing the taste, texture, smell and appearance of a range of foods, with support. • Begin to learn which foods are specifically grown, reared and caught in the UK.	CONTEXT *"Hi everyone, I'm Chen. I love to eat fresh bread for lunch, but my local shop is always selling out. I need a simple bread recipe that is healthy and incorporates different ingredients, like cooked meats, cheese*	Cooking & Nutrition: • Build on understanding of fruits and vegetables grown in the UK, making links to how the climate enables them to thrive. • Build on understanding of fruits and vegetables grown in the UK,	Values: Respect, Value, Individuality, Share, Empathy • Respect the efforts of farmers and agricultural workers who cultivate the land to produce food for the community.

	• Identify that different parts of a plant can be eaten, including the root, tuber, stem, leaf, fruit and flower. • Make healthy eating choices using the Eatwell plate when planning a dish. • Build on established safe and hygienic practices by also using aprons and tying back long hair. • Understand the importance of using different cutting boards for raw meat (red) and salad vegetables (green).	*and/or fresh vegetables. Can you help me design and make something?"* Baking Breads Lessons 1 – 3: • The temperate climate and rainfall in the UK are good for growing wheat. • Strawberries, raspberries, and blackberries grow well in the UK due to cool summers. • Cabbage and broccoli can handle the UK's colder temperatures. • The UK imports some foods from mainland Europe because their climate is better suited to growing them. • Cross-contamination causes foodborne illnesses. • We can avoid foodborne illnesses by storing food in the refrigerator. • We also use different cutting boards to avoid cross-contamination. *Vocabulary:* *climate, temperate, import, savoury, texture, cross-contamination*	making links to how the climate enables them to thrive. • Explore food sustainability. • Understand that food poisoning/foodborne illnesses can occur if safe and hygienic practices are not followed. • Build on prior learning to understand the importance of using different cutting boards for salad vegetables (green), cooked meat (yellow) and bread/dairy (white) to avoid cross contamination.	• Understand the value of locally grown foods and appreciate the importance of supporting local farmers and businesses. • Exploring different cultures through their foods encourages students to appreciate the uniqueness and individuality of various cuisines. • Students can share their knowledge and experiences of trying the different European foods offered. • Learning about hygienic food preparation practices instils respect for the well-being of oneself and others. • Understanding the consequences of poor hygiene practices, such as food poisoning, fosters empathy towards those who may have experienced such illnesses.
Geography:	Year 3 & 4: • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Begin to use topographical maps to compare settlements and land uses in the UK. • Know and understand aspects of physical geography including: mountains, lakes and rivers. • Explain that topography refers to the shape, height and depth of a place. • Begin to recognise the difference between weather and climate.	Raging Rivers & Mountains Lessons 1 – 3: • The main features of a river are source, tributary, meander, mouth, and delta. • Rivers are important for transportation and providing water for supporting wildlife and vegetation. • The features of mountains include peaks or summits, slopes, and valleys. • The different types of mountains, including fold, block, and volcanic mountains. • The water cycle is the continuous movement of water on Earth. • The UK receives a great deal of moisture from the oceanic air, causing higher levels of precipitation.	Human & Physical Geography: • Continue to build an understanding of physical geography including: rivers. • Continue to build an understanding of physical geography including: mountains. • Know and understand the aspects of physical geography including: the water cycle. • Link the concept of topography to the water cycle. • When studying rivers, know and understand sources of a river, features of a river, where rivers are located, comparing rivers around the world, vegetation surrounding rivers. Interpret a Range of Sources:	Values: Respect, Individuality, Value • Pupils will understand the importance of treating our rivers with respect, ensuring we keep these environments clean for ourselves and the creatures inhabiting the water. • Appreciate the differing forms of mountains and recognise that much like people, these are individuals with their own characteristics. • Show appreciation for the water cycle and how it affects the world around us.

		Vocabulary: *river, mountain, source, mouth, peak, base, cliffs, evaporation, condensation, precipitation*	• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Fieldwork: • Observe and record human and physical features in the local area.	
History:	Year 3/4: • Understand that some historical events/periods occurred concurrently in different locations. • Begin to develop a chronologically secure knowledge of local, national and global history, including significant dates. • Understand that timelines can be divided into BCE and CE using words and phrases: century, decade, BCE, CE, after, before, during. • Identify some significant features of the past, including ideas and beliefs. • Recognise significant people from historical sources/accounts. • To know that significant archaeological findings are those which change how we see the past. • Identify some significant features of the past, including ideas and beliefs. • Identify some key features of past societies and periods. • 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. • Know that archaeological evidence can be used to find out about the past.	Great Builders - The Ancient Egyptians Lessons 7-9: • Pyramids were monumental tombs built for pharaohs. • The Great Pyramid of Giza is the largest pyramid in Egypt. • Pyramids were built on the west bank of the Nile, symbolising the land of the dead and the setting sun. • The Rosetta Stone, helped archaeologists to understand hieroglyphics. • Tutankhamun was a boy pharaoh who ruled Egypt over 3,000 years ago. • Tutankhamun's tomb was almost untouched and gave us clues about life in Ancient Egypt. **Significant People:** Howard Carter • An archaeologist who studied Ancient Egypt. • Discovered the tomb of Tutankhamun in the Valley of the Kings in 1922. • Worked with Lord Carnarvon to fund the search. *Vocabulary:* *tomb, hieroglyphics, archaeologist, discovery, pharaoh, artefact*	Historical Significance • Identify some significant features of the past, including ideas and beliefs. • Recognise significant people from historical sources/accounts. • To know that significant archaeological findings are those which change how we see the past. • Identify some significant features of the past, including ideas and beliefs. Similarities & Differences • Identify some key features of past societies and periods. Using Sources for Enquiry • 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. • Know that archaeological evidence can be used to find out about the past.	Values: Value, Reflect, Aspire • Discussions can revolve around valuing the efforts and craftsmanship of the people who built these structures. • Reflect on the significance of hieroglyphics as a means of preserving knowledge and culture. • Highlight Carter's years of hard work and setbacks before discovering Tutankhamun's tomb. Discuss how aspiring to achieve something great can lead to remarkable results.
Music:	Year 4: • Recognising and discussing the stylistic features of different	Kapow Music Scheme Changes in Pitch, Tempo & Dynamics:	• Recognising the use and development of motifs in music.	Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy

	genres, styles and traditions of music using musical vocabulary. • 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. • Explaining their preferences for a piece of music using musical vocabulary. • Recognising the use and development of motifs in music. • Beginning to improvise musically within a given style.	To know: • When you sing without accompaniment it is called 'a cappella'. • Harmony means playing two notes at the same time that usually sound good together. • An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. • 'Performance directions' are words added to musical notation to tell the performers how to play. *Vocabulary:* *a cappella, breath control, cue, diction, directing, dynamics, expression, harmony line, in the round, layer, melody, mood, notation, opinion, ostinato, parts, percussion, rhythm, staff notation, texture, tempo, vocal ostinato*	• Identifying gradual dynamic and tempo changes within a piece of music. • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece 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. • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. • Developing melodies using rhythmic variation, transposition, inversion and looping. • Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. • 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. Explaining their preferences for a piece of music using musical vocabulary.	• 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.
PE:	Year 3: • Show balance, control and coordination when travelling and when remaining still.	• Describe vault movements. • Explain how strength, suppleness, balance, coordination affect performance.	Consolidation of Year 3, plus: • Perform a variety of floor and vault movements, developing their understanding of the necessary	Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy

	• Find and use space safely, with an awareness of others. • Use the four basic shapes in sports specific gymnastic moves. • Use different parts of the body singly and in combination. • Translate ideas from a stimulus into movement. • Choose and plan sequences of contrasting actions. • Create gymnastics and dance phrases that communicate ideas. • Share and create dance phrases collaboratively. • Repeat, remember and perform these phrases in a dance. • Use dynamic, rhythmic and expressive qualities clearly and with control. • Vary the way they use space. • Use self and peer assessment to compare and contrast gymnastic sequences, commenting on similarities and differences. • With help, recognize how performances could be improved.	• Identify a range of emotions in a piece of stimulus music. • Describe the difference between fast and slow movements. • Describe the difference between high and low movements. • Define rhythm. *Vocabulary:* *formation, rhythm, movement, stretch, rebound, dynamic, expression, tempo, speed, control, pace, synchronise and unison, team, solo performance.*	flexibility, strength and control needed to perform the movements successfully. • Develop free movement while creating shapes with their body and expressing emotion to music. • Move between high and low shapes in singular and combination movements. • Use both slow and fast movements to the rhythm of the music. • Adapt sequences to suit different types of apparatus and group work. • Participate in peer and self-evaluation, giving positive feedback for improvement. • Develop confidence and perform in front of their peers.	• Carry out activities to improve their work and understand why they are useful. • 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.
RE:	Year 3 & 4: • 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. • Compare some of the things that influence them with those that influence others.	Who is my neighbour? • Neighbours are people who live next door or on the same street. • Jesus was asked what the most important rule to follow was, he said to 'love your neighbour'. • Jesus was asked 'who is my neighbour?' he replied by telling 'The Parable of the Good Samaritan. • There was distrust between the Samaritans and the Jews. • Even though they followed the same religion, they were prejudiced towards each other. • Neighbours are anyone who needs help. • Today, The Samaritans is a charity that helps people.	Learning From Religion & Belief: • Ask questions about the meaning of life and about identity. • Ask questions about moral decisions, and suggest some solutions based on sources of wisdom. • Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people. Learning About Religion & Belief • Use the right religious words to describe and to briefly compare different practices and experiences. • Describe some religious sources and explain that these teachings affect religious groups.	Values: Respect, Share, Reflect, Empathy, Love, Aspire • Discuss the importance of respecting all neighbours, even those who may be different from us. • Highlight how sharing strengthens relationships with neighbours and builds community spirit. • Encourage pupils to reflect on the reason why parables may be a good way to teach people morals. • Discuss how empathy allows us to understand and help others in need, and not judge others, just like the Samaritan. • Emphasise how acts of love and kindness transform communities and relationships.

	• 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.	• The phrase 'a good Samaritan' is used to describe someone who helps anyone in need. **Significant People:** Jesus: • Central figure in Christianity. • Sometimes called Jesus Christ or Jesus of Nazareth. • He taught people about God using special stories, called parables. *Vocabulary:* *neighbour, bible, parable, Jerusalem, Jericho, distrust, prejudice, Samaritan, priest, Levite*	• Describe a few things that a believer might learn from a religious story.	• Encourage pupils to aspire to make the world a better place by treating everyone as a neighbour.
RHW:	Year 2: • About how the internet and digital devices can be used safely to find things out and to communicate with others. • About the role of the internet in everyday life. • That not all information seen online is true. • That sometimes people may behave differently online, including by pretending to be someone they are not. Year 3: • That we can forget to appreciate what is around us and that Happy Breathing can help us appreciate the little things we may forget. • That the more they show gratitude, the easier it is - they can use Neuroplasticity. • How to develop an Attitude of Gratitude. • What happens when we give gratitude and how the giver and receiver feel. • That Dopamine gets released in their brain when they give gratitude and that this helps Team H-A-P work together.	My Happy Mind: Appreciate - Lessons 1 – 4 To Learn: • How they can develop an Attitude of Gratitude at home and school. • How to create a Gratitude Domino Effect - when we notice what makes us feel good, we show more gratitude to others and then that makes them feel good and show more gratitude too. • That the more time they think about gratitude, the stronger the Neural Pathways get and the easier it is to give gratitude. • This is because of Neuroplasticity, and we need to make it a habit. • How giving gratitude can help us get through tough times, and when we can see everything we are grateful for, it makes the problems we face a little easier to manage. *Vocabulary:* *appreciate, grateful, thankful, wheel of gratitude, gratitude domino effect, yourself, others, experiences, team H-A-P, happy breathing*	My Happy Mind: Appreciate • Noticing and appreciating positive moments, people, and experiences in everyday life. • Practising gratitude regularly to help make it a habit. • Using gratitude to support emotional wellbeing, especially during challenging times. • Understanding how their thoughts and habits affect their brain (Neuroplasticity). • Recognising how their actions influence others through the Gratitude Domino Effect. • Building resilience by focusing on what they are thankful for during tough moments. • Choosing to respond positively even when things feel difficult. • Reflecting on how gratitude affects their own and others' feelings. • Encouraging kindness in others by showing appreciation first. • Becoming more aware of their own thinking patterns and how to change them for the better. My Happy Body: First Aid	My Happy Mind: Appreciate Values: Reflect, Value, Love, Aspire • Pupils will reflect on what they are grateful for and how it helps them feel more positive. • Pupils will value the people and experiences in their lives, both at home and school. • Pupils will show love by expressing appreciation and kindness to others. • Pupils will aspire to build strong gratitude habits that support their wellbeing and relationships. My Happy Body: First Aid Value: Entrust • Pupils will trust in their ability to act responsibly in emergencies and know when and how to seek help from trusted adults or services. My Happy World: Media Literacy and Digital Resilience Value: Entrust

	• How Dopamine can especially help the Amygdala stay calm and that even the thought of gratitude can release Dopamine. • How when they appreciate themselves and feel good about their strengths, they will use them even more. • They can use Character Strengths to appreciate others too.	My Happy Body: First Aid - Lesson 1 To Learn: • About what is meant by first aid; basic techniques for dealing with common injuries. • How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact the mand what to say. My Happy World: Media Literacy and Digital Resilience - Lesson 1 To Learn: • ways in which the internet and social media can be used both positively and negatively. • about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. • reasons for following and complying with regulations and restrictions (including age restrictions);how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. • about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact. *Vocabulary:* *internet, screen time, benefit, digital device, protect, personal information, online*	• Use basic first aid techniques for common injuries (e.g. minor cuts, nosebleeds, bumps) • Recognise when a situation is an emergency and know how to respond • Contact emergency services confidently and clearly, knowing what information to give • Stay calm and act responsibly in situations where someone is hurt or unwell My Happy World: Media Literacy and Digital Resilience • Use the internet and social media in positive and responsible ways. • Balance time online with offline activities using practical strategies. • Follow regulations and age restrictions to protect their wellbeing and safety. • Keep personal information private and recognise unsafe online requests. • Respond appropriately to online risks by reporting concerns to a trusted adult or platform.	• Pupils will learn to trust their judgment, follow safety rules online, and seek help when something doesn't feel right.

Spanish:	Year 4: • 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. • 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 between statements and questions. • 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.	Kapow Spanish Scheme: Weather in Spain: Phonics: • To identify sounds created by linking some of the key phonemes: ia, ie, io, ue. Grammar: • Know that a few adjectives can be positioned in front of the noun in Spanish, e.g. bueno – un buen día, malo – hace mal tiempo. • Recognise that está is another way of saying 'it is' and is used to describe position. • Know that compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning. *Vocabulary:* *el tiempo, está lloviendo, está nevando, está nublado, hace buen tiempo, hace mal tiempo, hace calor, hace frío, hace sol, hace viento, ¿Qué tiempo hace hoy?, el norte, el este, el sur, el oeste.*	Language Comprehension • Listening and responding to full sentences. • Following a short text or rhyme, listening and reading at the same time. • 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 gist and make predictions about meanings. Language Production • 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. • Using a model to form a spoken sentence. • Beginning to adapt phrases from a rhyme/song. • Recognising that sounds and spelling patterns can be different from English. • Building confidence by repeating short phrases with increasing accuracy. • Rehearsing and performing a short role-play. • Selecting and writing short words and phrases.	Values: Respect, Individuality, Value, Reflect, Share, Aspire, Love, Empathy • To feel confident speaking Spanish and therefore other languages in the future. • Appreciate and respect the 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. • Acknowledge that we are individuals, with varying identities which can be expressed in a range of languages. • Develop a love and interest of languages.

*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage