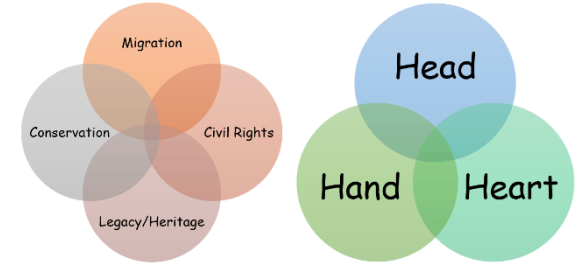




Riversdale Primary School

Medium Term Planning



Year Group	Year 4
Term	Summer 1

Learning Overview

In geography this half term, the pupils in Year 4 will begin to study the rainforest and its significance. They will explore the climate zone in which rainforests can be located, and then look at each layer of the rainforest in depth. In history, the pupils will build on their learning about the Romans from Year 3, by studying the Anglo Saxons that came to Britain afterwards. They will learn why they migrated to Britain, what daily life was like and explore their beliefs and how these changed over time. In art, the pupils will continue to build on their learning from Autumn 2 about painting, by exploring the work of Jean-Michel Basquiat, looking at his use of colour, brush strokes and composition. In science, the pupils will begin to explore the topic of electricity, focusing on simple series circuits and how switches open and close circuits to allow electricity to flow. To deepen this learning, the pupils will have the opportunity to apply it in Design and Technology. They will begin by evaluating real-life products, specifically night lights, then experiment with making a range of different switches in preparation for the design, make and evaluate cycle where they will make their own night lights in Summer 2.

Quality Stimulus Text(s)	
<ul style="list-style-type: none"> Journey to the River Sea Rainforest Warrior 	

Significant People Past & Present	
<ul style="list-style-type: none"> Jean-Michel Basquiat (Art) Guru Nanak (RE) 	<ul style="list-style-type: none"> Guru Gobind Singh (RE)

Linked UNCRC Articles

- Article 3: Best Interests of the Child
- Article 6: Life, Survival and Development
- Article 13: Sharing Thoughts Freely
- Article 15: Setting Up and Joining Groups
- Article 24: Health, Water, Food, Environment
- Article 27: Food, Clothing, A Safe Home

Subject	Consolidating: <small>What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?</small>	Head* <small>What substantive KNOWLEDGE should the children learn?</small>	Hand* <small>What disciplinary knowledge and SKILLS should the children learn?</small>	Heart* <small>What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?</small>
Writing:	Year 4: <ul style="list-style-type: none"> • Explain the format and structure of a diary entry, including the importance of thoughts and feelings. • Explain the meaning of emotive language and provide examples of these in context. • 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. • Explain the purposes in which an informal letter might be used within a real-life context. • Know the format of an informal letter including the recipient's address on the left, date and appropriate greeting/sign off. • Know that the format of an informal letter does NOT include a sender's address on the right. • Recognise that an informal 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. 	<u>DIARY ENTRY:</u> <ul style="list-style-type: none"> • Recognise the purpose of a diary entry. • Identify that diary entries must include a clear introduction which summarises the purpose of writing. • Know that paragraphs are organised chronologically around key events. • Understand the need for links between sentences help to navigate the reader from one idea to the next. These may be conjunctions or adverbials (fronted or otherwise). • Recall that commas are places after fronted adverbials to separate the additional information from the main clause/idea. • Recognise that diary entries detail include descriptions of thoughts and feelings in relation to a situation. • Explain the meaning of emotive language and provide examples of these in context. • Know that diary entries end with a simple conclusion, often relating to future events. <u>INFORMAL LETTER:</u> <ul style="list-style-type: none"> • Explain the purposes in which an informal letter might be used within a real-life context. 	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform: <ul style="list-style-type: none"> • An informal letter in role as Maia's first impressions of the Amazon on the boat journey up the river to Manaus (Chapter 3). • A diary entry from Maia's perspective after her first day at the Carters' house including her disappointment and frustration (Chapter 4). • A biography detailing the life and work of Chico Mendes, written as part of a children's book about environmental activists. 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 appropriate and justified changes based on current learning. 	<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"> • 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. • 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. 	<ul style="list-style-type: none"> • Know the format of an informal letter including the recipient's address on the left, date and appropriate greeting/sign off. • Know that the format of an informal letter does NOT include a sender's address on the right. • Recognise that an informal 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 		
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	<ul style="list-style-type: none"> • 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. 	<p>designed to elicit a response from the reader.</p> <p><u>BIOGRAPHY:</u></p> <ul style="list-style-type: none"> • 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. 		
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<p>Reading:</p>	<p>Year 4:</p> <ul style="list-style-type: none"> • 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 meaning of many words in context, asking questions to improve their understanding of a text. 	<p>Ready, Steady Read Together Scheme:</p> <p>Fiction:</p> <ul style="list-style-type: none"> • Tales from Africa <p>Non-Fiction:</p> <ul style="list-style-type: none"> • 42 Artists Everyone Should Know <p>Poetry:</p> <ul style="list-style-type: none"> • Pocket Book of Pocket Poems <p>Comprehension:</p> <ul style="list-style-type: none"> • 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. 	<p>Reading Skills:</p> <ul style="list-style-type: none"> • 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. • Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> • 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 respect the interpretations and perspectives of their peers, even when different from their own. • Pupils will aspire to read with greater fluency, independence,
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	<ul style="list-style-type: none"> • 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. • Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount. • Enhance understanding in information text through, e.g. 	<ul style="list-style-type: none"> • 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. <p><i>Vocabulary:</i> <i>root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present</i></p>	<ul style="list-style-type: none"> • Look for specific information in texts using contents, indexes, glossaries, dictionaries. • Re-reading sentences for clarity. 	<p>and understanding of more complex texts, aiming to engage with challenging vocabulary and unfamiliar genres (e.g. myths, legends).</p> <ul style="list-style-type: none"> • 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.
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	<p>illustration, photographs, diagrams and charts.</p> <ul style="list-style-type: none"> • 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. 			
<p>Mathematics:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> • Add and subtract amounts of money to give change, using both £ and p in practical contexts. • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). <p>Year 4:</p> <ul style="list-style-type: none"> • Estimate, compare and calculate different measures, including money in pounds and pence. 	<ul style="list-style-type: none"> • Know that the mathematical symbols for greater than (>), less than (<) and equal to (=) can be used when comparing money, or measurements. • Explain that rounding is when a value, for example money or decimal number is simplified to a specific degree of accuracy. • Understand that when rounding, the place value to the right of the desired level of accuracy should be used. E.g. when rounding to the nearest whole number, the value of the tenth must be used. • Recall that when rounding, if the value to the right of the desired level of accuracy is 5 or above, the value is rounded up, but if this is 4 or less, the value remains. • Explain that there are multiple ways to make a given monetary value using a combination of coins and notes. • Explain that items in a shop have a given monetary value. • Know that when writing money, the £ is considered a whole, whilst 	<p>Measurement (Money):</p> <ul style="list-style-type: none"> • Estimate, compare and calculate different measures, including money in pounds and pence. <p>Measurement (Length, Mass & Volume):</p> <ul style="list-style-type: none"> • Convert between different units of measure. <p>Measurement (Perimeter & Area):</p> <ul style="list-style-type: none"> • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. • Find the area of rectilinear shapes by counting squares. 	<p>Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy</p> <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. • To find different ways to solve the same problem.

p is considered tenths and hundredths.

- Understand that the decimal point is used in money to identify the boundary between £ and p.
- Understand that to multiply/divide monetary values, the pounds and pence can be partitioned and then added together to provide the final value.
- Know that estimation is the process of making a sensible guess based on known figures.
- Identify that “centi” means 100th, therefore 1 centimetre is 100th of a metre.
- Connect the concepts of tenths and hundredths to convert between m and cm e.g. 0.1m is equal to 10 cm, 0.01m is equal to 1cm.
- Identify that “kilo” means 1000, therefore 1kilometre is 1000 metres.
- Connect the concepts of tenths and hundredths to convert between km and m. e.g. 0.1km is 1/10 of 1000m which is 10m.
- Understand that the concept of kilo can be applied to mass. E.g. 1kg is equal to 1000g.
- Identify that “milli” means 1000th, therefore 1millilitre is equal to 1000th of a litre.
- Connect the concepts of tenths and hundredths to convert between ml and l. e.g. 0.5l is equal to 5/10 or 1/2 of a litre, therefore is 500ml.
- Define perimeter as the length along the outside of a shape.
- Know that a polygon is a shape with many sides, e.g. triangle, square etc.
- Identify that the perimeter of a polygon can be calculated by adding up the length of all of the sides.

		<ul style="list-style-type: none"> Recognise that the perimeter of a square can be calculated by multiplying one side by four, as all four sides are the same. Identify that the perimeters of a rectangle can be calculated by multiplying the sum of the length and width by 2. $p = 2 \times (l + w)$. Know that the area is the amount of surface covered by a 2D shape. Recognise that the area of a quadrilateral is calculated by multiplying the length and the width. $a = l \times w$ 		
Science:	<p>Year 4:</p> <ul style="list-style-type: none"> Consider their prior knowledge when asking questions. Answer questions posed by the teacher. Communicate findings to an audience both orally and in writing, using appropriate scientific language. 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: comparative and simple fair tests. Make systematic and careful observations. Answer own and others' questions based on observations made, measurements taken, or information gained from secondary sources. Draw conclusions based on evidence and current subject knowledge. Identify ways in which adaptations may have been made to the method or how the enquiry would be done differently if repeated. Following a scientific experience, ask further questions which can be answered by extending the same enquiry. 	<p>Electricity:</p> <ul style="list-style-type: none"> We use electricity for many things. Electrical appliances are plugged into a socket to access mains electricity. Smaller appliances might need batteries to function. Circuits consist of components like cells (batteries), wires, switches and an output (e.g. bulb, motor, buzzer). A cell is an object that turns chemical energy into electrical energy. A battery is a group cells. A complete circuit allows electricity to flow and give energy to the output. An incomplete circuit will not allow electricity to flow, because there is a gap somewhere. Open/off switches leave a gap in the circuit, making it incomplete/open. Closed/on switches do not leave a gap in the circuit, making it complete/closed. Conducting materials are used when we need electricity to flow through objects. Insulating materials cover conducting materials to make them safe to handle. 	<p>Ask Questions:</p> <ul style="list-style-type: none"> Consider their prior knowledge when asking questions. Answer questions posed by the teacher. <p>Communicate:</p> <ul style="list-style-type: none"> Communicate findings to an audience both orally and in writing, using appropriate scientific language. <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: comparative and simple fair tests. <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. Draw conclusions based on evidence and current subject knowledge. <p>Evaluation:</p> <ul style="list-style-type: none"> Identify ways in which adaptations may have been made to the 	<p>Values: Reflect, Entrust, Aspire, Value, Respect,</p> <ul style="list-style-type: none"> Pupils will reflect on how they use electricity in their everyday lives and consider how life would be different without it. Pupils will work in pairs or small groups, entrusting one another with roles and responsibilities as they construct simple circuits safely and accurately. Pupils will aspire to solve problems by improving circuits that don't work and striving to understand how to make them complete. Pupils will value the importance of materials and how their properties make them useful or safe in different ways when working with electricity. Pupils will show respect for the resources, equipment, and the ideas of others as they carry out fair tests and share their findings.

	<ul style="list-style-type: none"> Record measurements on given templates (if required), for example: using tables, tally charts and bar charts. Record classifications, for example: using tables. 	<p><i>Vocabulary:</i> <i>electricity, mains electricity, battery, circuit, component, switch, conductor, insulator</i></p>	<p>method or how the enquiry would be done differently if repeated.</p> <ul style="list-style-type: none"> Following a scientific experience, ask further questions which can be answered by extending the same enquiry. <p>Record/Present:</p> <ul style="list-style-type: none"> Record measurements on given templates (if required), for example: using tables, tally charts and bar charts. Record classifications, for example: using tables. 	
<p>Art:</p>	<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. 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. Begin to experiment with layering and texturing paint. Experiment with applying paint using a range of brush strokes, e.g. hatching, cross-hatching, stippling, scumbling and/or sgraffito. 	<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. Different brush techniques can be used to create depth in a painting: <ul style="list-style-type: none"> Scumbling adds a subtle visual texture to the surface. Layering adds physical texture. Sgraffito adds physical texture to the surface and can be used to highlight details. We can use a horizon line to help us compose (arrange) our paintings. Adding objects to the background or foreground creates a sense of depth. <p>Significant People Jean-Michel Basquiat:</p> <ul style="list-style-type: none"> Painted large, colourful, bold, and abstract portraits. Became famous when expressing himself using graffiti. Believed everyone deserved a place in art. 	<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. 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. <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"> Begin to experiment with layering and texturing paint. Experiment with applying paint using a range of brush strokes, e.g. 	<p>Value: Individuality, Value, 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 Basquiat and then themselves. Encourage pupils to see the value in use of different colours and the effect that layering the paint can have on a piece. Encourage pupils to see the value in use of different painting techniques. Explore and reflect on the impact of different compositions on how the viewer looks at a piece of art. Encourage pupils to show their individuality in their work. Encourage pupils to consider their work in relation to their learning.

	<ul style="list-style-type: none"> Experiment with more complex compositions including middle ground, horizon line, focal points and movement. Make tones of a colour by adding grey. Experiment with varying degrees of grey to make different tones. Investigate how artists use warm and cool colours and how this has an impact on mood within a painting. 	<ul style="list-style-type: none"> Painted people from all walks of life. <p><i>Vocabulary:</i> <i>composition, layering, scumbling, sgraffito, horizon line, focal point, tone, tint, shade, hue</i></p>	<p>hatching, cross-hatching, stippling, scumbling and/or sgraffito.</p> <ul style="list-style-type: none"> Experiment with more complex compositions including middle ground, horizon line, focal points and movement. Make tones of a colour by adding grey. Experiment with varying degrees of grey to make different tones. Investigate how artists use warm and cool colours and how this has an impact on mood within a painting. 	
<p>Computing:</p>	<p>Year 4:</p> <ul style="list-style-type: none"> 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. Coding a simple game. Incorporating variables to make code more efficient. Remixing existing code. 	<p>Kapow Computing Scheme:</p> <p>Programming: Computational Thinking *New* (Lessons 1 – 3)</p> <p>To know:</p> <ul style="list-style-type: none"> Decomposition is the process of breaking down a task or problem into smaller parts. Breaking down a problem into smaller parts makes it easier to solve the problem. Abstraction is identifying the important detail and ignoring irrelevant information. Loops are used to save time when writing code by reducing repetition. A variable is a container or holder for storing information that can change, e.g. numbers or text. Conditional statements tell the computer what to do next based on a user's input. <p><i>Vocabulary:</i> <i>abstraction, algorithm, algorithm design, computational thinking, debug, decomposition, effectiveness, evaluate, instructions, logical, pattern recognition, relevant, remixing, sequence, unplugged</i></p>	<ul style="list-style-type: none"> Breaking down what they want to achieve into smaller, manageable parts. Using logic, pattern recognition and decomposition to solve simple problems. Remixing code to alter and add to an existing program. Recognising repeating patterns in a program or code. Creating loops to make code more efficient in block-based programs. Beginning to use variables in block-based programming languages to make programs more interactive. Including a conditional statement in block-based programming languages. Recognising the relationship between what is happening in a program and the written (block) code. 	<p>Values: Respect, Value, Reflect</p> <ul style="list-style-type: none"> Encourage students to respect each other's ideas and contributions during collaborative problem-solving activities. Emphasise respecting the rules and patterns in coding languages to effectively create algorithms. Highlight the value of computational thinking skills in problem-solving across various domains. Encourage students to recognise the value of breaking down complex problems into smaller, manageable parts. Encourage students to reflect on their problem-solving processes, identifying what worked well and areas for improvement. Promote reflection on how understanding patterns and algorithms can enhance their coding abilities.

<p>DT:</p>	<p>Year 4:</p> <ul style="list-style-type: none"> Discuss Existing Products: <ul style="list-style-type: none"> how well products have been designed, who designed and made the products, whether products can be recycled or reused, how well products have been made, why materials have been chosen, what methods of construction have been used, how well products work, how well products achieve their purposes, how well products meet user needs and wants. Gather information about the needs and wants of particular individuals and groups. 	<p>Electrical Systems – Light up the Night (Lessons 1 – 3):</p> <p>CONTEXT: <i>“Hi everyone, I’m Theo and I’m in Year 2. My mum is going to redecorate my bedroom based on some of the things children my age like. My room is very dark at night, but my mum accidentally broke my nightlight! Can you help me design and make a new nightlight with an interesting theme?”</i></p> <ul style="list-style-type: none"> A circuit needs a power source (battery), wires and an output device (bulb). A switch is used to open or close a circuit and control the flow of electricity. An open circuit is one that is broken, so electricity can’t flow. A closed circuit is one where electricity can flow all the way around. There are different types of switches, for example: <ul style="list-style-type: none"> Push-to-make (closes the circuit when pressed), Push-to-break (opens the circuit when pressed). Nightlights are designed to be reassuring, softly lit, and child-friendly. Features include colour, shape, size, and ease of use (e.g. big switches). <p><i>Vocabulary:</i> <i>electricity, circuit, component, battery, wire, switch, conductor, design brief, market research, target user</i></p>	<p>Electrical Systems:</p> <ul style="list-style-type: none"> Recognise that an electric power system is a network of components deployed to supply, transfer, and use electric power. Recognise that lights are controlled by a switch. Explore the range of different switches that can be used to control a circuit, e.g. push-to-make or push-to-break switches. Create a variety of switches e.g. using paperclips, coins and/or foil. Draw on understanding of simple electrical circuits and switches to generate design ideas. <p>Evaluating:</p> <ul style="list-style-type: none"> Discuss Existing Products: <ul style="list-style-type: none"> how well products have been designed, who designed and made the products, whether products can be recycled or reused, how well products have been made, why materials have been chosen, what methods of construction have been used, how well products work, how well products achieve their purposes, how well products meet user needs and wants. <p>Designing:</p> <ul style="list-style-type: none"> Gather information about the needs and wants of particular individuals and groups. 	<p>Values: Respect, Aspire, Empathy</p> <ul style="list-style-type: none"> Pupils will respect the learning process by listening carefully, using equipment safely, and taking care with circuits as they begin to explore how electrical systems work. Pupils will aspire to create working switches by persevering, testing ideas, and improving their designs using trial and error. Pupils will show empathy by considering how a young child might feel in the dark and by listening to others' opinions and needs when researching nightlights.
<p>Geography:</p>	<p>Years 3 & 4:</p> <ul style="list-style-type: none"> Find the same place on a globe, atlas, or map. Accurately plot North, East, South, West on a map. 	<p>Respect for the Rainforests (Lessons 1 – 3):</p> <ul style="list-style-type: none"> Rainforests are found in the tropical climate zone. This is the region between the Tropic of Cancer and the Tropic of 	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> Name and locate countries of South America (Brazil). Name and locate the three climate zones of the world: Polar, Temperate and Tropical. 	<p>Value: Respect, Reflect, Value</p> <ul style="list-style-type: none"> Understanding the diversity of biomes, climates and rainforests fosters respect for different

	<ul style="list-style-type: none"> Identify physical features of a location. Know what a biome is and name some types: Temperate Forest, Tropical Rainforest. Research and collect information about a place and present it, e.g., a report, a poster, a brochure. Carry out research to discover features of a location. Ask geographical questions such as 'why is this place like this?', 'how is this place changing?', 'how are other places affected? Begin to establish whether the geographical questions posed, the methods used, and the answers found are valid. 	<p>Capricorn, just above and below the Equator.</p> <ul style="list-style-type: none"> Each layer of the rainforest has a significant role. Rainforests provide essential resources like food, medicine, and materials for shelter and clothing. <p><i>Vocabulary:</i> rainforest, tropical rainforest biome, emergent layer, canopy, understory, forest floor</p>	<p>Mapwork:</p> <ul style="list-style-type: none"> Find the same place on a globe, atlas, or map. Accurately plot North, East, South, West on a map. <p>Human & Physical Geography:</p> <ul style="list-style-type: none"> Identify physical features of a location (Brazil). Know what a biome is and name some types: Temperate Forest, Tropical Rainforest. <p>Communicate Geographical Information:</p> <ul style="list-style-type: none"> Research and collect information about a place and present it, e.g., a report, a poster, a brochure. <p>Fieldwork:</p> <ul style="list-style-type: none"> Carry out research to discover features of a location. <p>Enquiry & Investigation</p> <ul style="list-style-type: none"> Ask geographical questions such as 'why is this place like this?', 'how is this place changing?', 'how are other places affected? <p>Interpret a Range of Sources</p> <ul style="list-style-type: none"> Begin to establish whether the geographical questions posed, the methods used, and the answers found are valid. 	<p>environments and the organisms that inhabit them.</p> <ul style="list-style-type: none"> Reflecting on the complexity and interdependence of the rainforest layers enhances appreciation for natural systems. Learning about the numerous benefits that rainforests provide helps students value these critical ecosystems.
<p>History:</p>	<p>Year 4:</p> <ul style="list-style-type: none"> Begin to develop a chronologically secure knowledge of local, national and global history, including significant dates. Identify short- and long-term causes of major events in history. Describe more than one consequence linked to a single cause. Identify some key features of past societies and periods. Recognise some similarities and differences between daily lives of people in the past and today. Identify what the situation was like before a change occurred. (Romans) 	<p>The Anglo-Saxon Settlements (Lessons 1 – 3):</p> <ul style="list-style-type: none"> There are many reasons why the Anglo-Saxons came to Britain. Push factors: flooding and poor farmland in their homelands. Pull factors: fertile land, better climate, and weaker British defences. Daily life was hard: people farmed, cooked, and made things by hand. Most children did not go to school and worked from a young age. Society was organised into kings, nobles, freemen, and slaves. At first, the Anglo-Saxons were pagans and believed in many gods. 	<p>Chronology:</p> <ul style="list-style-type: none"> Begin to develop a chronologically secure knowledge of local, national and global history, including significant dates. <p>Cause & Consequence:</p> <ul style="list-style-type: none"> Identify short- and long-term causes of major events in history. Describe more than one consequence linked to a single cause. <p>Similarity & Difference:</p> <ul style="list-style-type: none"> Identify some key features of past societies and periods. Recognise some similarities and differences between daily lives of people in the past and today. <p>Change & Continuity:</p>	<p>Values: Aspire, Respect, Empathy</p> <ul style="list-style-type: none"> Explore the aspirations and motivations of the Anglo-Saxons as they sought new opportunities in Britain. Emphasise the idea of having goals. Discuss the importance of understanding and respecting different lifestyles. Discuss how empathising with different belief systems contributes to a harmonious and empathetic society.

	<ul style="list-style-type: none"> Identify reasons for change and reasons for continuity. (Romans Vs Anglo-Saxons) Identify some significant features of the past, including ideas and beliefs. 	<ul style="list-style-type: none"> Christianity spread after missionaries like St Augustine arrived in 597 CE. <p><i>Vocabulary:</i> <i>settler, push factor, pull factor, pagan, Christianity, missionary</i></p>	<ul style="list-style-type: none"> Identify what the situation was like before a change occurred. (Romans) Identify reasons for change and reasons for continuity. (Romans Vs Anglo-Saxons) <p>Historical Significance:</p> <ul style="list-style-type: none"> Identify some significant features of the past, including ideas and beliefs. <p><i>Suggested Sources:</i></p> <ul style="list-style-type: none"> <i>Sutton Hoo artefact images available via: British Museum website.</i> <i>Extract from the Anglo-Saxon Chronicle available via: Project Gutenberg (public domain translation).</i> <i>Quote from Bede's Ecclesiastical History (simplified).</i> 	
<p>Music:</p>	<p>Year 4:</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. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Beginning to improvise musically within a given style using an instrument. Creating a piece of music with at least four different layers and a clear structure. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. 	<p>Kapow Music Scheme:</p> <ul style="list-style-type: none"> To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these. To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms. <p><i>Vocabulary:</i> <i>agogo, bateria, caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, samba, samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison, untuned percussion</i></p>	<p>Listening and Evaluating:</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. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. <p>Improvising and Composing:</p> <ul style="list-style-type: none"> Beginning to improvise musically within a given style using an instrument. Creating a piece of music with at least four different layers and a clear structure. <p>Performing:</p> <ul style="list-style-type: none"> Singing and playing in time with peers with accuracy and awareness of their part in the group performance. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <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.

			<ul style="list-style-type: none"> Playing syncopated rhythms with accuracy, control and fluency. 	<ul style="list-style-type: none"> 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:	<p>Year 3:</p> <ul style="list-style-type: none"> Carry out warm-ups with care and an awareness of what is happening to their bodies. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on the trail leg and lead leg action when running over hurdles. Develop an effective take-off for the standing long jump. Throw with greater control and accuracy. Show increasing control in their overarm throw. 	<ul style="list-style-type: none"> Recognise and describe the effects of exercise on the body. Explain how to improve and build on running skills. Identify how to jump for distance. Understand how to throw with increasing accuracy and control. Identify the meaning of a relay in sport. Recognise how we measure distance, including tools and units of measure. <p><i>Vocabulary:</i> <i>sprint, hurdle, trail technique, transfer, control compete, stagger, stamina, standing, jump, land, throw, push, pull</i></p>	<ul style="list-style-type: none"> Master fundamental movement skills. Start to develop sport specific skills performing them with consistency and accuracy. Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped. Measure the distance of their throws. Continue to develop techniques to throw for increased distance. 	<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. 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:	<p>Year 4:</p> <ul style="list-style-type: none"> Talk about some of the things that are the same for religious people. Briefly describe some similarities and differences between religions. 	<p>What are the 5 Ks?</p> <ul style="list-style-type: none"> Religious symbols can explain beliefs in simple ways. 	<p>Learning About Religion & Belief:</p> <ul style="list-style-type: none"> Talk about some of the things that are the same for religious people. Briefly describe some similarities and differences between religions. 	<p>Values: Reflect, Value, Share, Democracy, Entrust, Empathy</p> <ul style="list-style-type: none"> Explore how symbols reflect shared understanding in society.

	<ul style="list-style-type: none"> 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. Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people. Compare some of the things that influence them with those that influence others. Begin to link things that are important to them and other people with the way people behave. Ask important questions about life and compare their ideas with those of other people. Ask questions about moral decisions, and suggest some solutions based on sources of wisdom. 	<ul style="list-style-type: none"> At the time Sikhism was founded, there was lots of fighting between Muslims and Hindus. The Khalsa was founded in 1699, after a test of faith at the Vaisakhi festival. The Khalsa were men and women who vowed to protect Sikhs and their religion. The symbol of the Khalsa is the Khanda, it is made up of 4 weapons. Members of the Khalsa wear 5 symbols of their faith, the 5Ks. <ul style="list-style-type: none"> Kesh: uncut hair (purity) Kangha: a comb (cleanliness) Kara: steel bracelet (equality) Kacchera: shorts (freedom) Kirpan: dagger (protection) <p>Significant People</p> <p>Guru Nanak:</p> <ul style="list-style-type: none"> Lived in modern-day Pakistan Founder of Sikhism. Taught that everyone was equal. After he died there were 9 more human gurus. <p>Guru Gobind Singh:</p> <ul style="list-style-type: none"> The last human guru. Believed that Sikhs needed to defend themselves. Founder of the Khalsa. Said that the Sikh holy book would be the Guru after his death. <p><i>Vocabulary:</i> symbol, guru, equality, Sikh, Khalsa, The 5 Ks, khanda, seva, legacy, civil rights</p>	<ul style="list-style-type: none"> 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. <p>Learning From Religion & Belief:</p> <ul style="list-style-type: none"> Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people. Compare some of the things that influence them with those that influence others. Begin to link things that are important to them and other people with the way people behave. Ask important questions about life and compare their ideas with those of other people. Ask questions about moral decisions, and suggest some solutions based on sources of wisdom. 	<ul style="list-style-type: none"> Discuss how religious symbols can show what a religion values. Explore how religious symbols reflect ideas and teachings. Think about why Guru Nanak shared his teachings. Consider whether his teachings on equality can be seen as democratic. Think about why the first members of the Khalsa entrusted Guru Gobind Singh with their lives. Discuss how the 5Ks reflect what is valued in Sikhism. Explore how seva means Sikhs share their wealth, and abilities with others. Explore how seva leads to feeling empathy with those less fortunate.
RHW:	<p>Year 3:</p> <ul style="list-style-type: none"> How their feelings affect their ability to do well in an activity and learn that they have to feel good to do good. What Big Dream Goals are. How to use perseverance and resilience to help them not give up on something. 	<p>My Happy Mind: Engage (Lessons 1 – 4):</p> <p>Know:</p> <ul style="list-style-type: none"> That to engage means to pay attention and put effort into something. How their feelings affect their ability to do well in an activity and 	<p>My Happy Mind: Engage</p> <ul style="list-style-type: none"> Engage fully by paying attention and putting in effort Recognise how emotions affect motivation and performance Set personal Big Dream Goals Use perseverance to keep going when something is difficult 	<p>My Happy Mind: Engage</p> <p>Values: Aspire, Reflect, Value, Entrust</p> <ul style="list-style-type: none"> Pupils will set Big Dream Goals and strive to achieve their full potential.

	<ul style="list-style-type: none"> • That they have to ‘Believe to Achieve’. • How to set their own Big Dream Goals. • That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. • How to keep safe in the sun and protect skin from sun damage. • About rules and age restrictions that keep us safe. • To recognise risk in simple everyday situations and what action to take to minimise harm. • About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters). • That household products (including medicines) can be harmful if not used correctly. • Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely. • About the people whose job it is to help keep us safe. • Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. • About what to do if there is an accident and someone is hurt. • How to get help in an emergency (how to dial 999 and what to say). • About things that people can put into their body or on their skin; how these can affect how people feel. • About what rules are, why they are needed, and why different 	<p>learn that they have to feel good, to do good.</p> <ul style="list-style-type: none"> • What Big Dream Goals are. • How to use perseverance and resilience to help them not give up on something. • That they have to Believe to Achieve. • How to set their own Big Dream Goals. <p><i>Vocabulary:</i> engage, activity, goal, perseverance, feel good, do good, believe to achieve, happy breathing, habits, resilience, dopamine</p> <p>My Happy Body: Keeping Safe (Lesson 1):</p> <p>Know:</p> <ul style="list-style-type: none"> • How to predict, assess and manage risk in different situations. • About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe. • About the importance of taking medicines correctly and using household products safely, (e.g. Following instructions carefully). • Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about. <p><i>Vocabulary:</i> hazard, risk, safe, emergency, avoid, unattended</p>	<ul style="list-style-type: none"> • Apply resilience when facing setbacks • Believe in themselves to stay motivated and achieve goals • Reflect on their progress and celebrate small successes. <p>My Happy Body: Keeping Safe</p> <ul style="list-style-type: none"> • Identify hazards in a range of environments, including at home and in the local area. • Assess and manage risk by making safer choices in different situations. • Use strategies to keep themselves safe in unfamiliar environments (e.g. roads, water, rail). • Follow instructions when using medicines and household products safely. • Apply safety strategies when using digital devices outside the home. • Respond appropriately to potential dangers, including fire risks. 	<ul style="list-style-type: none"> • Pupils will reflect on how their feelings impact their learning and progress. • Pupils will value their efforts and the importance of perseverance and resilience. • Pupils will build confidence by trusting in their own ability to succeed and overcome challenges. <p>My Happy Body: Keeping Safe</p> <p>Value: Reflect</p> <ul style="list-style-type: none"> • Pupils will think carefully about risks in different situations and make decisions to keep themselves and others safe.
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	rules are needed for different situations.			
Spanish:	<p>Year 4:</p> <ul style="list-style-type: none"> • Listening and responding to full sentences. • 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. • Selecting and writing short words and phrases. • Making short phrases or sentences using a scaffold (e.g. word cards, knowledge organisers) 	<p>Kapow Spanish Scheme:</p> <p>Spanish Celebrations: Grammar To know:</p> <ul style="list-style-type: none"> • That when talking about a singular noun in Spanish we use the definite article <i>el</i> for masculine singular nouns and, <i>la</i> for feminine singular nouns. • That when talking about a plural noun in Spanish we use the definite article <i>los</i> for masculine plural nouns and <i>las</i> for feminine plural nouns. • That the infinitive of a verb in Spanish, e.g. <i>comer</i> – to eat, means ‘to do something’. • That <i>me gusta</i> + infinitive of a verb describes what you like to do. That the infinitive of all verbs in Spanish end in either ‘<i>ar</i>’, ‘<i>er</i>’ or ‘<i>ir</i>’. <p>Cultural awareness</p> <ul style="list-style-type: none"> • To know about some Spanish festivals that happen throughout the year. • To know that <i>Sevillanas</i> is a type of music and dance which originated in Spain. <p><i>Vocabulary:</i> <i>me gusta, me gusta mucho, no me gusta, ¿te gusta ...?, bailar, cantar, comer, correr, dibujar, escuchar, hacer, jugar, lanzar, recibir, salir, tocar, ver</i></p>	<p>Language Comprehension</p> <ul style="list-style-type: none"> • Listening and responding to full sentences. • 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. • Selecting and writing short words and phrases. • Making short phrases or sentences using a scaffold (e.g. word cards, knowledge organisers) 	<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.

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