



Riversdale Primary School

MEDIUM TERM PLANNING

YEAR GROUP	Year 4
TERM	Summer 2

QUALITY STIMULUS TEXT(S)



LEARNING OVERVIEW

In geography this half term, the pupils in Year 4 will continue to study the rainforest and its significance. They will explore how indigenous tribes that live in the rainforests are able to do so in harmony with it. As well as this, pupils will discuss the negative impacts that deforestation can have on the environment before looking at the importance of fair trade in relation to the rainforests. In history, the pupils will build on their learning about the Anglo-Saxons from Summer 1 by exploring how Britain was divided into seven kingdoms. Following this, the pupils will learn about the significant figure, Alfred the Great, and how his leadership helped to shape the idea of a united England. Finally, the pupils will revisit the concept of archaeology from the Autumn and Spring terms through a study of Sutton Hoo and how this supported us in understanding the Anglo-Saxons. In art, the pupils will continue to build on their learning from Year 2 about printing. They will explore the work of Karen Lederer, including her use of colour and texture, before applying their learning in the creation of a two-coloured print using a motif. In science, the pupils will explore living things and their habitats, by delving deeper into the concept of classification, using classification keys. They will apply this learning to classify living things within the local area, before discussing what might happen to these living things if their habitats/environments were changed. Pupils will look at the positive and negative impacts that humans can have on environments and consider their own impact on the local environment.

SIGNIFICANT PEOPLE PAST & PRESENT

- Alfred the Great (History)

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>	LEARNING:		
		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>
READING:	<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, 	<p>Ready, Steady Read Together Scheme:</p> <p>Fiction:</p> <ul style="list-style-type: none"> • The Boy at the Back of the Class <p>Non-Fiction:</p> <ul style="list-style-type: none"> • Kids Vs Adults Ultimate Quiz Book <p>Poetry:</p> <ul style="list-style-type: none"> • Red Sky in the Morning, Poet's Warning <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. 	<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. 	<ul style="list-style-type: none"> • Pupils will develop respect by listening carefully to the views and interpretations of others during reading discussions, recognising that readers may respond to characters, events and themes in different ways. • Pupils will show respect by engaging thoughtfully with texts from a range of cultures, traditions and perspectives, valuing the experiences, ideas and voices represented within them. • Pupils will develop responsibility by taking ownership of their reading, using strategies such as skimming, scanning, re-reading, questioning and using dictionaries to improve their understanding. • Pupils will show responsibility by contributing positively to group reading, book talk, poetry performance and drama activities, ensuring they are prepared, engaged and supportive of others. • Pupils will develop reflection by considering how authors use language, structure and vocabulary to shape meaning, mood and characterisation.

	<p>showing an increasing understanding through intonation, tone, volume and action.</p> <ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • 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. • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Pupils will show reflection by using evidence from the text to justify their inferences, explain character motives and consider how their understanding changes as they read. • Pupils will develop resilience by tackling more complex texts, unfamiliar genres and challenging vocabulary with increasing confidence and independence. • Pupils will show resilience by persevering when meaning is not immediately clear, re-reading, asking questions and applying strategies to deepen their comprehension. • Pupils will develop respect and reflection by empathising with characters, considering their feelings, thoughts and actions, and explaining these using evidence from across the text. • Pupils will develop responsibility and resilience by setting personal reading goals, building reading stamina and developing a sustained love of reading across a wide range of texts.
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	<ul style="list-style-type: none"> • 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. • Look for specific information in texts using contents, indexes, glossaries, dictionaries. • Re-reading sentences for clarity. 	<p>of many unknown words that they have read.</p> <p><i>Vocabulary:</i> <i>root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present</i></p>		
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<p>WRITING:</p>	<p>Year 4:</p> <ul style="list-style-type: none"> • Know that the opening and resolution should be linked to create a satisfying and cohesive story. • Recognise that paragraphs should be organised correctly to build up to the key event, ensuring a clear progression of the plot. • Understand that links between sentences help guide the reader smoothly from one idea to the next. • Identify that appropriate choices of pronouns and nouns within and across sentences aid cohesion and avoid repetition. • Know that expanded noun phrases add detail and clarity by modifying adjectives, nouns, and prepositional phrases. • Understand that adverbial phrases define when, where, or how something happens. • Recognise that variation in sentence structures, including fronted adverbials, makes writing more engaging. • Know that a range of conjunctions and adverbials should be used to link ideas effectively. • Understand that adverbs add subtlety of meaning or show how often something happens. • Recognise that tense should be correct and consistent, with past and present tense used appropriately. • Identify that verbs may refer to continuous action where necessary. • Recognise that fronted adverbials require a comma after them. 	<ul style="list-style-type: none"> • Verb inflections (we were instead of we was). • Fronted adverbials. • Nouns or pronouns to aid cohesion and avoid repetition. • Paragraphs to organise ideas around a theme. • Inverted commas and other punctuation to indicate direct speech. • Use commas after fronted adverbials. <p><i>Vocabulary:</i> <i>determiner, pronoun, possessive pronoun, adverbial</i></p>	<p>Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain:</p> <ul style="list-style-type: none"> • A Transformation Narrative. • A Success Narrative. <p>Handwriting:</p> <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. <p>Composition:</p> <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"> • Pupils will show respect by listening carefully to one another's ideas, taking turns to speak and valuing the different stories, sentences and vocabulary choices shared by others. • Pupils will take responsibility for their writing by trying their best, using the resources available to them and making careful choices about words, punctuation and presentation. • Pupils will take responsibility when working with a partner or group by sharing ideas, helping others and contributing positively to writing tasks. • Pupils will develop reflection by reading back their own writing, noticing what they have done well and identifying simple ways to improve with support. • Pupils will use reflection to respond to feedback, edit their writing and begin to set small targets for improvement. • Pupils will show resilience by building confidence as writers, having a go at new vocabulary, sentence structures and spelling patterns, and continuing even when writing feels challenging. • Pupils will show resilience by learning that writing improves through practice, drafting, editing and trying again. • Pupils will develop a positive attitude towards writing by enjoying stories, poems and non-fiction texts, and using these as inspiration for their own writing. • Pupils will show respect and kindness when responding to the work of others, giving feedback in
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	<ul style="list-style-type: none"> Identify that accurate pronoun use helps to avoid repetition of nouns. Know that apostrophes should be used to mark singular and plural possession. Understand that inverted commas must be used correctly to indicate direct speech. Know that a comma should be used after a reporting clause when it precedes speech. 			<p>a supportive way and recognising the effort that has gone into each piece of writing.</p>
<p>MATHEMATICS:</p>	<p>Year 3:</p> <ul style="list-style-type: none"> Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn. Identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. 	<ul style="list-style-type: none"> 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. 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. $a = l \times w$. Recall that a right angle is a special type of angle (Year 3). Recall that an angle that is smaller than a right angle is an acute angle (Year 3). Recall that an angle that is greater than a right angle is an obtuse angle (Year 3). 	<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>Properties of Shape:</p> <ul style="list-style-type: none"> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify acute and obtuse angles and compare and order angles up to 2 right angles by size. Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry. <p>Position & Direction:</p> <ul style="list-style-type: none"> Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down. Plot specified points and draw sides to complete a given polygon. 	<p>Values: Respect, Individuality, Value, Reflect, Share, Aspirer, 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.

- Identify that a triangle has three angles which can be a combination of different angle types.
- Identify that a quadrilateral has four angles which can be a combination of different angle types.
- Recognise that there are different ways to compare angles include tracing and using angle measurers (protractors).
- Know that some triangles have right angles and some do not.
- Identify that an equilateral triangle has 3 sides of equal length and 3 equal angles.
- Identify that an isosceles triangle has 2 sides of equal length and 2 equal angles.
- Identify that a triangle with no equal sides or angles is called a scalene triangle.
- Recall the meaning of the terms parallel and perpendicular (Year 3).
- Recognise that a rectangle has all right angles and 2 pairs of parallel sides.
- Recognise that a parallelogram has 2 pairs of parallel sides and 2 pairs of equal opposite sides.
- Recognise that a trapezium has 1 pair of parallel sides.
- Recognise that a kite has 2 pairs of equal adjacent sides.
- Recognise that a square has all right angles and all sides equal length.
- Recognise that a rhombus has all sides equal length.
- Define the term symmetrical as when a shape has two halves on

Number & Place Value (Roman Numerals):
 Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.

either side of a line that are equal and opposite.

- Recognise that the line of symmetry is an imaginary (or physical) line where a shape can be split to create two symmetrical sides.
- Know that we can classify and compare shapes based on their characteristics, e.g. lines, angles, sides, symmetry etc.
- Identify that the position of an object can be described by describing the distance from other objects.
- Know that the x axis is the horizontal line on a quadrant grid.
- Know that the y axis the vertical line on a quadrant grid.
- Explain that a position on a quadrant grid can be described using distance from the x and y axis. (Co-ordinates)
- Understand that co-ordinates are written with the x axis distance first, followed by the y axis distance (alphabetical order).
- Recognise that translation describes how a point has moved along a quadrant grid.
- Know that we use directional language to describe translation (up, down, left and right).
- Identify that if a shape is translated, all vertices are moved by the same amounts.
- Recall that the Romans used a different system of noting numbers which is still used today across the world.
- Remember that in Roman Numerals 1 = I, 5 = V, X = 10.
- Recognise that the number 4 is written as IV because this denotes

		<p>one before five, whilst 6 is VI because this denotes one after five.</p> <ul style="list-style-type: none"> • Connect the previous concept to the number 9 and 11. • Know that 7 is written as VII because it is two after five and 8 is VIII because this is three after five. • Understand that roman numerals in the teens are written as the single digits but with X before them, e.g. 14 is XIV. • Know that 50 is written as L and 100 is written as C. 		
<p>SCIENCE:</p>	<p>Years 3 & 4:</p> <ul style="list-style-type: none"> • Consider their prior knowledge when asking questions. • Given a range of resources, decide for how to gather evidence to answer the question. • Answer questions posed by the teacher. • Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. • 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. • Following a scientific experience, ask further questions which can be answered by extending the same enquiry. • Record classifications, for example: using tables, Venn diagrams, Carroll diagrams and classification keys. • With support, decide how to record and present evidence. 	<p>Living Things and Their Habitats:</p> <ul style="list-style-type: none"> • Living things can be grouped based on their characteristics. • Animals could be grouped based on their: diet, physical features or habitat. • Plants could be grouped based on whether they are flowering or not. • A classification key is a tool to help us identify living things. • Classification keys use simple questions based on characteristics to support with identification. • Changes to an environment can be natural or human and have positive or negative effects. • Natural changes can be caused by: earthquakes, storms, flood, droughts, wildfires and the changing seasons. • Human actions which can negatively change the environment include: deforestation, pollution, urbanisation. • Human actions such as habitat restoration and forming nature 	<p>Ask Questions:</p> <ul style="list-style-type: none"> • Consider their prior knowledge when asking questions. • Given a range of resources, decide for how to gather evidence to answer the question. • Answer questions posed by the teacher. • Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. <p>Enquiry:</p> <ul style="list-style-type: none"> • Select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher. • Follow a plan to carry out: observations and tests to classify. • 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 classifications, for example: using tables, Venn diagrams, Carroll diagrams and classification keys. 	<p>Values: Respect, Individuality, Empathy, Reflect, Share, Value</p> <ul style="list-style-type: none"> • Learning to group living things in different ways fosters respect for the diversity and complexity of life. • Understanding classification keys encourages a deeper understanding of the unique characteristics of different organisms. • Exploring living things in the local environment cultivates empathy towards other living beings. • Using classification keys to identify living things promotes reflection on the interconnectedness of all living organisms and their environments. • Sharing findings about environmental changes encourages collaboration and communication. • Recognising the positive impacts of environmental changes instills value for nature's resilience and adaptability.

	<ul style="list-style-type: none"> • Answer own and others' questions based on information gained from secondary sources. • Draw conclusions based on evidence and current subject knowledge. • Make systematic and careful observations. • Communicate findings to an audience both orally and in writing, using appropriate scientific language. • Evaluate secondary sources and their credibility. 	<p>reserves positively change the environment.</p> <ul style="list-style-type: none"> • They give living things what they need to thrive, protecting biodiversity. <p><i>Vocabulary:</i> <i>classification, herbivore, carnivore, omnivore, vertebrates, invertebrates, class, habitat, environment, biodiversity, negative impacts, conservation</i></p>	<ul style="list-style-type: none"> • With support, decide how to record and present evidence. <p>Conclusions:</p> <ul style="list-style-type: none"> • Answer own and others' questions based on information gained from secondary sources. • Draw conclusions based on evidence and current subject knowledge. <p>Observe:</p> <ul style="list-style-type: none"> • Make systematic and careful observations. <p>Communicate:</p> <ul style="list-style-type: none"> • Communicate findings to an audience both orally and in writing, using appropriate scientific language. <p>Evaluation:</p> <ul style="list-style-type: none"> • Evaluate secondary sources and their credibility. 	
<p>ART:</p>	<p>Year 2:</p> <ul style="list-style-type: none"> • Print with a range of hard and soft materials e.g., corks, pens, cotton reels, sponges. • Take rubbings to understand and inform their own textured prints and patterns. • Mono-print using the subtractive and/or additive methods, controlling line and tone by using tools and/or pressure. • Create repeating patterns. • Create simple relief printing blocks e.g., with string and card. • Make simple monochrome prints. <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. 	<p>Printing:</p> <ul style="list-style-type: none"> • To create a print with more than one colour in relief printing, there are two particular methods: <ul style="list-style-type: none"> - Create one print block/plate and apply the different inks/paints to specific areas. - Create two printing blocks/plates, each with different areas of the final design raised, and use a different colour on each. • The impression method can be used on soft materials to make a print block/plate, e.g. polystyrene. • Using different tools and pressure, you can create marks, holes or grooves in the material. • The areas where there is an impression will not transfer paint on the desired surface when pressed. 	<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. 	<p>Values: Value, Individuality, Reflect, Share,</p> <ul style="list-style-type: none"> • Value the use of a printing, the different ways it can be used and how often, you can create a one-of-a-kind artwork. • Encourage the children to explore and experiment, creating something individual to them. • Reflect on the use and effectiveness of pattern and design in art but also in our everyday world. • Reflect on the skills learnt to design a final piece. • Encourage the children to share and reflect in how successful they have been with their prints, and what they could do to improve. • Reflect on what they have created, beginning to talk about how they could improve next time

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The final print will be a mirror image of the design on the print block/plate. Repeating a design in different ways can contribute to the creation of an interesting motif. <p>Significant People Karen Lederer</p> <ul style="list-style-type: none"> An artist living and working in Brooklyn, New York (USA). Her approach to printmaking is experimental. Her prints are often of still life and use watercolours for the bright colours and texture. <p><i>Vocabulary:</i> <i>relief printing, monoprint, overlay, impression, print block/plate, pattern, motif, mirror image</i></p>	<ul style="list-style-type: none"> 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>Printing:</p> <ul style="list-style-type: none"> Work in greater detail through relief printing – making printing blocks. Explore lines, marks, shapes, and tones through the impression method on polystyrene tiles. Print with two colour overlays. Experiment with overprinting motifs and colour. Design a complex pattern made up from two or more motifs and print a tiled version. 	<p>and what they like about their artwork.</p>
<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 4 – 5) 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. 	<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 	<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.

		<ul style="list-style-type: none"> • Conditional statements tell the computer what to do next based on a user's input. • It is important to identify where the mistake is in the programming as part of the debugging process. • Errors in a program could result from sequencing errors, coding errors or missing code. <p><i>Vocabulary: abstraction, algorithm, algorithm design, computational thinking, debug, decomposition, effectiveness, evaluate, instructions, logical, pattern recognition, relevant, remixing, sequence, unplugged</i></p>	<p>program and the written (block) code.</p>	<ul style="list-style-type: none"> • 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"> • Describe the purpose of their products. • Indicate the design features of their products that will appeal to intended users. • Explain how particular parts of their products work. • Develop their own design criteria and use these to inform their idea. • Use annotated sketches and cross-sectional drawings to develop and communicate their ideas. • Generate realistic ideas, focusing on the needs of the user. • Make design decisions that take account of the availability of resources. • Share and clarify ideas through discussion. • Model their ideas using prototypes and pattern pieces. • Select tools and equipment suitable for the task. 	<p>Electrical Systems – Light up the Night (Lessons 4 – 6):</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), 	<p>Electrical Systems:</p> <ul style="list-style-type: none"> • Draw on understanding of simple electrical circuits and switches to generate design ideas. • Build electrical systems, making secure connections, for a desired outcome. <p>Designing:</p> <ul style="list-style-type: none"> • Describe the purpose of their products. • Indicate the design features of their products that will appeal to intended users. • Explain how particular parts of their products work. • Develop their own design criteria and use these to inform their idea. • Use annotated sketches and cross-sectional drawings to develop and communicate their ideas. • Generate realistic ideas, focusing on the needs of the user. • Make design decisions that take account of the availability of resources. 	<p>Values: Individuality, Entrust, Reflect.</p> <ul style="list-style-type: none"> • Pupils will express their individuality by designing a unique nightlight that reflects their own ideas while still meeting the needs of the user. • Pupils will be entrusted to use tools and equipment safely and sensibly while taking responsibility for following their own design plans to create a working product. • Pupils will reflect on the strengths and weaknesses of their nightlight by evaluating how well it worked and what they might do differently next time.

	<ul style="list-style-type: none"> • Begin to explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Select materials and components suitable for the task. • Begin to explain their choice of materials and components according to functional properties and aesthetic qualities. • Order the main stages of making. • Follow procedures for safety and hygiene. • Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. • Measure, mark out, cut and shape materials and components with some accuracy. • Assemble, join and combine materials and components with some accuracy. • Apply a range of finishing techniques, including those from art and design, with some accuracy. • Identify the strengths and areas for development in their ideas and products. • Consider the views of others, including intended users, to improve their work. • Refer to their design criteria as they design and make. • Use their design criteria to evaluate their completed products. 	<ul style="list-style-type: none"> - 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). • There are various ways to ensure a secure connection: <ul style="list-style-type: none"> - twisting strands of wire, - wrapping the ends together, - using a connector block. • It may be necessary to strip the wires. • Crocodile clips, made of conducting material, ensure a secure connection. <p><i>Vocabulary:</i> <i>electricity, circuit, component, battery, wire, switch, conductor, design brief, market research, target user</i></p>	<ul style="list-style-type: none"> • Share and clarify ideas through discussion. • Model their ideas using prototypes and pattern pieces. <p>Making:</p> <ul style="list-style-type: none"> • Select tools and equipment suitable for the task. • Begin to explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Select materials and components suitable for the task. • Begin to explain their choice of materials and components according to functional properties and aesthetic qualities. • Order the main stages of making. • Follow procedures for safety and hygiene. • Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components. • Measure, mark out, cut and shape materials and components with some accuracy. • Assemble, join and combine materials and components with some accuracy. • Apply a range of finishing techniques, including those from art and design, with some accuracy. <p>Evaluating:</p> <ul style="list-style-type: none"> • Identify the strengths and areas for development in their ideas and products. • Consider the views of others, including intended users, to improve their work. 	
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			<ul style="list-style-type: none"> • Refer to their design criteria as they design and make. • Use their design criteria to evaluate their completed products. 	
GEOGRAPHY:	<p>Years 3 & 4:</p> <ul style="list-style-type: none"> • 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?’ • Know and understand aspects of human geography including: settlements, land use, and fair trade. • Compare geographical regions using topographical features and land use patterns describing how some of these aspects have changed over time. 	<p>Respect for the Rainforests (Lessons 4 – 6):</p> <ul style="list-style-type: none"> • Indigenous tribes practice sustainable agriculture and hunting techniques to preserve the ecosystem. • Deforestation leads to: loss of biodiversity, displacement of indigenous communities, and disruption of the water cycle. • Deforestation contributes to climate change. • Fewer trees means less carbon dioxide absorption. • Fair trade ensures farmers, are paid a fair price, have better working conditions and are able to grow sustainably. <p><i>Vocabulary:</i> rainforest, indigenous, deforestation, reforestation, ecosystem, fair trade, carbon dioxide</p>	<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>Human & Physical Geography:</p> <ul style="list-style-type: none"> • Know and understand aspects of human geography including: settlements, land use, and fair trade. <p>Place Knowledge:</p> <ul style="list-style-type: none"> • Compare geographical regions using topographical features and land use patterns describing how some of these aspects have changed over time. • Begin to describe how locations around the world are changing and begin to explain what is causing these changes, specifically: deforestation. 	<p>Values: Empathy, Entrust, Share</p> <ul style="list-style-type: none"> • Understanding the lives and cultures of indigenous tribes fosters empathy and appreciation for their ways of life. • Recognising the consequences of deforestation entrusts students with the responsibility to advocate for sustainable practices. • Learning about fair trade emphasises the importance of sharing resources and ensuring fair treatment for producers.
HISTORY:	<p>Year 4:</p> <ul style="list-style-type: none"> • Accurately sequence several events, artefacts, and/or historical figures on a timeline. • Recognise the links between different societies. • Identify reasons for change and reasons for continuity. • Explain the impact of an event (including people’s actions) on society within a time period. • Recognise significant people from historical sources/accounts. 	<p>The Anglo-Saxon Settlements (Lessons 4 – 6):</p> <ul style="list-style-type: none"> • Anglo-Saxon Britain was divided into seven kingdoms. • Sutton Hoo is a famous Anglo-Saxon burial site. It tells us about wealth, craftsmanship, and beliefs. <p>Significant People Alfred the Great:</p> <ul style="list-style-type: none"> • Became King of Wessex in 871 CE. 	<p>Chronology:</p> <ul style="list-style-type: none"> • Accurately sequence several events, artefacts, and/or historical figures on a timeline. <p>Change & Continuity:</p> <ul style="list-style-type: none"> • Recognise the links between different societies. • Identify reasons for change and reasons for continuity. <p>Cause & Consequence:</p> <ul style="list-style-type: none"> • Explain the impact of an event (including people’s actions) on society within a time period. 	<p>Values: Democracy, Love, Share</p> <ul style="list-style-type: none"> • Encourage pupils to consider the benefits and drawbacks of a heptarchy in relation to democratic rule. • Explore Alfred the Great’s efforts to protect his people. Discuss the idea that leadership rooted in love involves a sense of responsibility and protection. • Emphasise the importance of sharing knowledge, resources,

	<ul style="list-style-type: none"> Discuss the significance of particular people and events and the impact they had on society, including Britain, using simple evidence to support reasoning. To know that significant archaeological findings are those which change how we see the past. Begin to interpret why the past may be represented in different ways. Recognise the difference between primary and secondary sources. Know that archaeological evidence can be used to find out about the past. Use evidence to build up a picture of a past event. 	<ul style="list-style-type: none"> Defended his kingdom against Viking invasions. Helped shape the idea of one united England. <p>Venerable Bede:</p> <ul style="list-style-type: none"> English historian/monk. Wrote about the Anglo-Saxon period which is a primary source for historians. <p><i>Vocabulary:</i> kingdom, heptarchy, society, burial site, artefact, monk</p>	<p>Historical Significance:</p> <ul style="list-style-type: none"> Recognise significant people from historical sources/accounts. Discuss the significance of particular people and events and the impact they had on society, including Britain, using simple evidence to support reasoning. To know that significant archaeological findings are those which change how we see the past. <p>Historical Interpretation:</p> <ul style="list-style-type: none"> Begin to interpret why the past may be represented in different ways. <p>Using Sources for Enquiry:</p> <ul style="list-style-type: none"> Recognise the difference between primary and secondary sources. Know that archaeological evidence can be used to find out about the past. Use evidence to build up a picture of a past event. <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>and discoveries as history learning is a shared endeavour that benefits from collective effort.</p>
<p>MUSIC:</p>	<p>Year 4:</p> <ul style="list-style-type: none"> Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. 	<p>Kapow Music Scheme:</p> <p>Adapting and Transposing Motifs:</p> <ul style="list-style-type: none"> To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for 	<ul style="list-style-type: none"> Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Identifying common features between different genres, styles and traditions of music. 	<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.

	<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. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. 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. Suggesting improvements to others work, using musical vocabulary. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. 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. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. 	<p>example, Beethoven’s fifth symphony (dah dah dum!).</p> <ul style="list-style-type: none"> To know that ‘transposing’ a melody means changing its key, making it higher or lower pitched. To know that a motif can be adapted by changing the notes, the rhythm or the order of notes. <p><i>Vocabulary:</i> <i>backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps, tempo, transpose, tuned instrument, vocal warm-ups</i></p>	<ul style="list-style-type: none"> 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. 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. Suggesting improvements to others work, using musical vocabulary. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. 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. <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>	<ul style="list-style-type: none"> 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:	Cricket	<ul style="list-style-type: none"> Develop batting, bowling and fielding techniques with 	<ul style="list-style-type: none"> Pupils will show respect by listening to teammates,

	<ul style="list-style-type: none"> • Technique improves accuracy and consistency. • Field placement affects outcomes. • Communication supports team organisation. • Anticipation improves catching and retrieving. • Decision-making affects batting success. • Team roles contribute to overall performance. • Develop batting, bowling and fielding techniques with increasing consistency and accuracy. • Apply tactical decisions about where to strike and how to field effectively. • Evaluate batting, bowling and fielding effectiveness and refine performance through feedback. • Sustain concentration and resilience during gameplay. 	<p>Know that:</p> <ul style="list-style-type: none"> • Technique improves accuracy and consistency. • Field placement affects outcomes. • Communication supports team organisation. • Anticipation improves catching and retrieving. • Decision-making affects batting success. • Team roles contribute to overall performance. <p><i>Vocabulary:</i> <i>batting, bowling, fielding, wicket, stance, accuracy, consistency, anticipation, tactics, communication</i></p>	<p>increasing consistency and accuracy.</p> <ul style="list-style-type: none"> • Apply tactical decisions about where to strike and how to field effectively. • Evaluate batting, bowling and fielding effectiveness and refine performance through feedback. • Sustain concentration and resilience during gameplay. 	<p>encouraging others and playing fairly within the rules of cricket.</p> <ul style="list-style-type: none"> • Pupils will show respect by recognising the efforts of others when batting, bowling and fielding. • Pupils will develop responsibility by taking on different team roles and contributing positively to team organisation. • Pupils will develop responsibility by making thoughtful decisions about where to strike, where to field and how to support their team. • Pupils will use reflection by evaluating their batting, bowling and fielding techniques and identifying what they need to improve. • Pupils will use reflection by responding to feedback and refining their performance during practice and gameplay. • Pupils will build resilience by sustaining concentration during games, even when under pressure. • Pupils will build resilience by continuing to practise when skills such as bowling, catching or batting are challenging.
<p>RE:</p>	<p>Year 4:</p> <ul style="list-style-type: none"> • Describe some religious sources. • Use the right religious words. • Ask questions about the meaning of life and about identity. • Ask questions about moral decisions. • Give their opinion with reasons and references to some sources of wisdom, such as inspirational people. 	<p>Who was the Buddha?</p> <ul style="list-style-type: none"> • Siddhartha's father was a local king and member of the Kshatriya (warrior) caste. • Before he was born, Siddhartha's father was told he would be a great king or a holy man. • He was kept locked up in the palace to make sure that he would be a king. 	<p>Learning About Religion & Belief</p> <ul style="list-style-type: none"> • Describe some religious sources. • Use the right religious words. <p>Learning From Religion & Belief</p> <ul style="list-style-type: none"> • Ask questions about the meaning of life and about identity. • Ask questions about moral decisions. • Give their opinion with reasons and references to some sources of 	<p>Values: Individuality, Empathy, Reflect, Aspire, Entrust, Share</p> <ul style="list-style-type: none"> • Think whether Siddhartha was allowed to be an individual in the palace. • Empathise with Siddhartha and also with his parents. • Reflect on the 4 sights that Siddhartha saw and how he

		<ul style="list-style-type: none"> • Siddhartha persuaded a servant to take him outside the palace walls. • He saw the four sights: someone sick, someone old, a dead body and a holy man. • Siddhartha left the palace and became an ascetic. • After 7 years, he meditated under a bodhi tree until he found out the meaning of life. • 3 days later, Siddhartha reached enlightenment, he became the Buddha. • He taught that to be truly happy; you should follow the Middle Way. <p>Significant People Siddhartha Gautama:</p> <ul style="list-style-type: none"> • Also known as the Buddha. • Born around 2500 years ago into a rich Hindu family in Lumbini, modern-day Nepal. <p><i>Vocabulary:</i> <i>Hindu, Kshatriya caste, The 'Four Sights', ascetic, meditation, bodhi tree, enlightenment, Buddha, The Middle Way, Buddhism</i></p>	<p>wisdom, such as inspirational people.</p>	<p>aspired to learn/do more as a result.</p> <ul style="list-style-type: none"> • Think about how he now entrusted his wife and son to others and show empathy for all in the story. • Think about what the group of ascetics shared and empathise with why they lived the way they did. • Think whether Siddhartha was allowed to an individual in the forest. • Know that he still aspired to learn/ do more and that this determination led him to entrust himself to whatever happened whilst meditating. • Reflect on what 'enlightenment' means and what the Buddha learnt. • Think about why he was determined to share his new knowledge with others.
<p>RHW:</p>	<p>Year 2:</p> <ul style="list-style-type: none"> • What money is; forms that money comes in. • That money comes from different sources. • That people make different choices about how to save and spend money. • About the difference between needs and wants • That sometimes people may not always be able to have the things they want. 	<p>My Happy World: Economic Wellbeing</p> <p>Learn:</p> <ul style="list-style-type: none"> • About the different ways to pay for things and the choices people have about this. • To recognise that people have different attitudes towards saving and spending money • What influences people's decisions. • What makes something 'good value for money'. 	<p>My Happy World: Economic Wellbeing</p> <ul style="list-style-type: none"> • Compare different ways of paying for goods and services. • Make informed decisions about spending and saving money based on needs, wants, and priorities. • Evaluate whether something represents good value for money. • Use simple methods to keep track of money and spending. • Recognise and celebrate their own strengths, achievements, and areas for development. 	<p>My Happy World: Economic Wellbeing</p> <ul style="list-style-type: none"> • Pupils will reflect on their strengths, achievements, spending choices, and future aspirations to make informed decisions and set meaningful goals. • Pupils will demonstrate responsibility by making thoughtful decisions about money, understanding priorities, and planning steps towards personal goals.

	<ul style="list-style-type: none"> • That money needs to be looked after; different ways of doing this. • That everyone has different strengths. • That jobs help people to earn money to pay for things. • Different jobs that people they know or people who work in the community do. • About some of the strengths and interests someone might need to do different jobs. 	<ul style="list-style-type: none"> • To recognise that people make spending decisions based on priorities, needs and wants. • Different ways to keep track of money. • To recognise positive things about themselves and their achievements. • Set goals to help achieve personal outcomes. • That there is a broad range of different jobs/careers that people can have. • That people often have more than one career/type of job during their life. • About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation. • To identify the kind of job that they might like to do when they are older. <p><i>Vocabulary: money, payment, paying, needs, wants, keeping track, jobs, careers</i></p>	<ul style="list-style-type: none"> • Set realistic goals and identify steps to help achieve them. • Identify a range of jobs and careers and explain how these may change throughout a person's life. • Recognise and develop skills such as teamwork, communication, and negotiation. • Identify careers that match their interests, strengths, and aspirations. 	<ul style="list-style-type: none"> • Pupils will develop resilience by setting goals, overcoming challenges, and recognising that learning, careers, and success often involve change and perseverance over time.
<p>SPANISH:</p>	<p>Year 4:</p> <ul style="list-style-type: none"> • Following a short text or rhyme, listening and reading at the same time. • Recognising some familiar Spanish words when written in a short phrase. • Beginning to form opinion 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. 	<p>Kapow Spanish Scheme:</p> <p>Phonics To know:</p> <ul style="list-style-type: none"> • How to identify sounds created by linking some of the key phonemes: ai, ui, oi, ie. <p>Grammar To know:</p> <ul style="list-style-type: none"> • That me gusta + infinitive of a verb describes what you like to do. • That hay can be used to mean 'there is' or 'there are'. <p>Cultural Awareness To know:</p>	<p>Language Comprehension:</p> <ul style="list-style-type: none"> • Following a short text or rhyme, listening and reading at the same time. • Recognising some familiar Spanish words when written in a short phrase. <p>Language Production:</p> <ul style="list-style-type: none"> • Beginning to form opinion 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. 	<ul style="list-style-type: none"> • To feel confident to speak Spanish. • Compare the lifestyles between England and Spain, appreciating individuality within this. • Appreciate similarities and differences between languages and cultures. • Respect pronunciation and the importance of accuracy in communicating in different languages. • Reflect on own progress and aspire for highest quality possible.

	<ul style="list-style-type: none">• Recognising that sounds and spelling patterns can be different from English.	<ul style="list-style-type: none">• About the location and wildlife of the Amazon.• About different natural features of Peru. <p><i>Vocabulary:</i> <i>hay, muy, un poco, la selva tropical, soy</i></p>	<ul style="list-style-type: none">• Recognising that sounds and spelling patterns can be different from English.	
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