# YEAR OVERVIEW 2019-20 for YEAR 4

| Subject | HT1 (8 weeks) | HT2 (7 weeks) | HT3 (6 weeks) | HT4 (5 weeks) | HT5 (6 weeks) | HT6 (7 weeks) |
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| Literacy . | **Mexico**<br><br>**Sentence Work** (1 week)<br><br>**Information Texts** - Interactive map (3 weeks)<br><br>**Travel guide** - geographical and cultural information about Mexico (3 weeks)<br><br>**Autumn Poetry** (1 week) | **The Maya and Aztecs**<br><br>**Story writing** - Traditional Mayan stories Link to Aesop's fables and Aztec Traditional stories Drama Plan and write own story (3 weeks)<br><br>**Rainmaker play-script** – Read story (comp) section into story mountain sections Plan and write a scene for their group (2 weeks)<br><br>**Poetry -** Christmas/ Winter Poetry (2 week) | **Sheffield and the Peak District**<br><br>**Descriptive writing –** Beauty of the Peak District (grammar focus) (1 week)<br><br>**Poetry** – Peak District – descriptive poetry (1 week)<br><br>**Persuasive texts** - come to the Peak District (Posters) (2 weeks)<br><br>**Explanation Texts**<br><br>water cycle, change of state (2 weeks - science) | **Sheffield and the Peak District**<br><br>**Balanced argument** – city vs. countryside - debate (2 weeks)<br><br>**Recount –** trip (pronoun focus) (1 week)<br><br>**Adventure Story – own creation** (2 weeks) | **Invaders Anglo-Saxons**<br><br>**Diary entry** – journey to Britain on the sea, Postcards home? (2 weeks)<br><br>**Information text** – Viking boats (2 weeks)<br><br>**Museum preparation** and display – labels, posters, advertisements, fact files, etc (1 week)<br><br>**Narrative stimulus** (Literacy Shed) The Present (dog & ball – PSHE links disability awareness) (1 week) | **Invaders Vikings**<br><br>**News reports** – Lindisfarne attack (2 weeks)<br><br>**Museum preparation** and display – labels, posters, advertisements, fact files, etc (1 week)<br><br>**Book study - Fog Hounds** Book ' The Fog Hounds' by Joan Aiken<br><br>**Comprehension and sentence level work**-based Literacy project - Fog Hounds (2 weeks)<br><br>**Review** of year 4 (1 week)<br><br>**Transition week** (1 week) |

| En4/1 Spoken Language | En4/1a   listen and respond appropriately to adults and their peers | All |
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| | En4/1b   ask relevant questions to extend their understanding and knowledge | All |
| | En4/1c   use relevant strategies to build their vocabulary | All |
| | En4/1d   articulate and justify answers, arguments and opinions | All |
| | En4/1e   give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. | All |
| | En4/1f   maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | All |
| | En4/1g   use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | All |
| | En4/1h   speak audibly and fluently with an increasing command of Standard English | All |
| | En4/1i   participate in discussions, presentations, performances, roleplay/improvisations and debates | All |
| | En4/1j   gain, maintain and monitor the interest of the listener(s) | All |
| | En4/1k   consider and evaluate different viewpoints, attending to and building on the contributions of others | All |
| | En4/1l   select and use appropriate registers for effective communication | All |
| En4/2.1 Word Reading | En4/2.1a   apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet | All |
| | En4/2.1b   read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | All |

| En4/2.2 Comprehension | En4/2.2a  develop positive attitudes to reading, and an understanding of what they read, by:<br><br>  i.   listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br>  ii.  reading books that are structured in different ways and reading for a range of purposes<br>  iii. using dictionaries to check the meaning of words that they have read<br>  iv. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally<br>  v.  identifying themes and conventions in a wide range of books<br>  vi. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action<br>  vii. discussing words and phrases that capture the reader's interest and imagination<br>  viii. recognising some different forms of poetry | All |
| | En4/2.2b  understand what they read, in books they can read independently, by<br><br>  i.   checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context<br>  ii.  asking questions to improve their understanding of a text<br>  iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence<br>  iv. predicting what might happen from details stated and implied<br>  v.  identifying main ideas drawn from more than 1 paragraph and summarising these<br>  vi. identifying how language, structure, and presentation contribute to meaning | All |
| | En4/2.2c  retrieve and record information from non-fiction | 1,3,4,5,6 |
| | En4/2.2d  participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | All |

| En4/3.1 Spelling | En4/3.1a   use further prefixes and suffixes and understand how to add them (English Appendix 1) | All |
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| | En4/3.1b   spell further homophones | All |
| | En4/3.1c   spell words that are often misspelt (English Appendix 1) | All |
| | En4/3.1d   place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals | All |
| | En4/3.1e   use the first 2 or 3 letters of a word to check its spelling in a dictionary | All |
| | En4/3.1f   write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | All |
| En4/3.2 Handwriting and Presentation | En4/3.2a   use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined | All |
| | En4/3.2b   increase the legibility, consistency and quality of their handwriting | All |
| En4/3.3 Composition | En4/3.3a   Plan their writing by:<br><br>i.   discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar<br>ii.   discussing and recording ideas | All |
| | En4/3.3b   Draft and write by:<br><br>i.   composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2)<br>ii.   organising paragraphs around a theme<br>iii.   in narratives, creating settings, characters and plot<br>iv.   in non-narrative material, using simple organisational devices | All |

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| | En4/3.3c   Evaluate and edit by:<br><br>   i.   assessing the effectiveness of their own and others' writing and suggesting improvements<br>  ii.   proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences | All |
| | En4/3.3d   proofread for spelling and punctuation errors | All |
| | En4/3.3e   read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | All |
| **En4/3.4**<br>**Vocabulary, grammar &**<br>**punctuation** | . En4/3.4a   develop their understanding of the concepts set out in <u>Appendix 2</u> by:<br><br>   i.   extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although<br>  ii.   using the present perfect form of verbs in contrast to the past tense<br>  iii.   choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition<br>  iv.   using conjunctions, adverbs and prepositions to express time and cause<br>  v.   using fronted adverbials<br>  vi.   learning the grammar for years 3 and 4 in<u>Appendix 2</u> | All |
| | En4/3.4b   indicate grammatical and other features by:<br><br>   i.   using commas after fronted adverbials<br>  ii.   indicating possession by using the possessive apostrophe with singular and plural nouns<br>  iii.   using and punctuating direct speech<br><br>En4/3.4c   use and understand the grammatical terminology in <u>Appendix 2</u> accurately and appropriately in discussing their writing and reading | All |

Appendix 2

| Year 4: Detail of content to be introduced (statutory requirement) | |
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| **Word** | The grammatical difference between **plural** and **possessive** –*s*<br><br>Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*] |
| **Sentence** | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)<br><br>**Fronted adverbials** [for example, <u>*Later that day*</u>, *I heard the bad news.*] |
| **Text** | Use of paragraphs to organise ideas around a theme<br><br>Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition |
| **Punctuation** | Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]<br><br>**Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*]<br><br>Use of commas after **fronted adverbials** |
| **Terminology for pupils** | determiner<br><br>pronoun, possessive pronoun<br><br>adverbial |

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| **Compreh-ension**<br><br>*CURRIC LINKS:*<br>History/Geography/Art/DT<br><br>**See Eng 4/2.2** | Poetry<br><br>Class Reader – Roald Dahl Audiobook | Poetry<br><br>Mayan folk tales<br><br>The Rainmaker (see literacy)<br><br>Class Reader – The Firework Maker's Daughter | Poetry<br><br>Class Reader – Meet Me By The Steelmen by Theresa Tomlinson | Poetry<br><br>Class Reader – Famous Five by Enid Blyton | Poetry<br><br>Class Reader – Beowulf | Poetry<br><br>Class Reader – Fog Hounds |
| **SPAG**<br><br>**See above table (appendix 2) for objectives taught** | Y3 skills recap<br>Suffixes<br>Negative prefixes<br>Paragraphing | Subordination and co-ordination<br>Fronted adverbials<br>Higher level punctuation focus<br>Prefixes & suffixes<br>Homophones | Expanded noun phrases<br>Subordinate clause<br>Determiners<br>Fronted adverbials | Expanded noun phrases<br>Subordinate clause<br>Determiners<br>Fronted adverbials | Expanded noun phrases<br>Subordinate clause<br>Determiners<br>Fronted adverbials | Cohesion<br>Higher level punctuation focus<br>Subordination and co-ordination<br>Fronted adverbials<br>Gap filling and consolidation |
| **Maths** | **Unit 1. Place value - 4-digit numbers (1) (9 days)**<br><br>**Ma4/2.1**<br>**Number & Place Value**<br><br>Ma4/2.1a   count in multiples of 6, 7, 9, 25 and 1,000<br><br>Ma4/2.1d recognise the place value of each digit in a four-digit number | **Unit 4. Measure – perimeter (5 days)**<br><br>**Ma4/3.1**<br>**Measurement**<br><br>Ma4/3.1a convert between different units of measure<br><br>Ma4/3.1b measure and calculate the perimeter of a rectilinear figure (including | **4 operations / place value recap (Wk 1)**<br>**Continuation of Unit 6. Multiplication and division (2)**<br><br>**Unit 7. Measure – area (5 days)**<br><br>Ma4/3.1c find the area of rectilinear shapes by counting squares<br><br>Ma4/3.1d | **Unit 9. Fractions (2) (8 Lessons)**<br><br>Ma4/2.4c solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number<br><br>Ma4/2.4d add | **Unit 11. Decimals (2) (7 Lessons)**<br><br>Ma4/2.4d add and subtract fractions with the same denominator<br><br>Ma4/2.4e recognise and write decimal equivalents of any number of tenths or hundredths | **Unit 14. Statistics (5 Lessons)**<br><br>Ma4/4.1a interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs<br><br>Ma4/4.1b solve comparison, sum and difference problems using |

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| (1,000s, 100s, 10s and 1s)<br><br>Ma4/2.1e order and compare numbers beyond 1,000<br><br>Ma4/2.1f identify, represent and estimate numbers using different representations<br><br>Ma4/2.1g round any number to the nearest 10, 100 or 1,000<br><br>Ma4/2.1i 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.<br><br>**Unit 2. Place value - 4-digit numbers (2) (9days)**<br><br>**Ma4/2.1 Number & Place** | squares) in centimetres and metres<br><br>**Unit 5. Multiplication and division (1) (11 days)**<br>**Ma4/2.3 Multiplication & Division**<br><br>Ma4/2.3a recall multiplication and division facts for multiplication tables up to 12 × 12<br><br>Ma4/2.3b use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers<br><br>Ma4/3.1f solve problems involving converting from hours to minutes, minutes to | estimate, compare and calculate different measures, including money in pounds and pence<br><br>**Unit 8. Fractions (1) (7 Lessons)**<br><br>Ma4/2.4a recognise and show, using diagrams, families of common equivalent fractions<br><br>Ma4/2.4b count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10.<br><br>Ma4/2.4c solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, | and subtract fractions with the same denominator<br><br>**Unit 10. Decimals (1) (10 Lessons)**<br><br>Ma4/2.4b count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10.<br><br>Ma4/2.4e recognise and write decimal equivalents of any number of tenths or hundredths<br><br>Ma4/2.4g find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths<br><br>Ma4/2.4j solve | Ma4/2.4f recognise and write decimal equivalents to ¼; ½; ¾<br><br>Ma4/2.4g find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths<br><br>Ma4/2.4h round decimals with 1 decimal place to the nearest whole number<br><br>Ma4/2.4i compare numbers with the same number of decimal places up to 2 decimal places<br><br>Ma4/2.4j solve simple measure and money problems involving fractions and decimals to 2 decimal places. | information presented in bar charts, pictograms, tables and other graphs.<br><br>**Unit 15. Geometry - angles and 2D shapes (10 Lessons)**<br><br>Ma4/3.2a compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes<br><br>Ma4/3.2b identify acute and obtuse angles and compare and order angles up to 2 right angles by size<br><br>Ma4/3.2c identify lines of symmetry in 2-D shapes presented in different orientations<br><br>Ma4/3.2d complete a simple |

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| **Value**<br><br>Ma4/2.1a   count in multiples of 6, 7, 9, 25 and 1,000<br><br>Ma4/2.1b   find 1,000 more or less than a given number<br><br>Ma4/2.1c   count backwards through 0 to include negative numbers<br><br>Ma4/2.1e   order and compare numbers beyond 1,000<br><br>Ma4/2.1f<br> identify, represent and estimate numbers using different representations<br><br>Ma4/2.1g   round any number to the nearest 10, 100 or 1,000<br><br>Ma4/2.1h   solve number and practical problems that involve all of | seconds, years to months, weeks to days<br><br>**Unit 6. Multiplication and division (2) (15 days)**<br><br>Ma4/2.3b   use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers<br><br>Ma4/2.3c<br> recognise and use factor pairs and commutativity in mental calculations<br><br>Ma4/2.3d<br> multiply two-digit and three-digit numbers by a one-digit number using formal written layout<br><br>Ma4/2.3e   solve | including non-unit fractions where the answer is a whole number | simple measure and money problems involving fractions and decimals to 2 decimal places. | **Unit 12. Money (9 Lessons)**<br><br>Ma4/2.4j   solve simple measure and money problems involving fractions and decimals to 2 decimal places.<br><br>Ma4/3.1d<br> estimate, compare and calculate different measures, including money in pounds and pence<br><br>**Unit 13. Time (5 Lessons)**<br><br>Ma4/3.1a<br> convert between different units of measure | symmetric figure with respect to a specific line of symmetry.<br><br>**Unit 16. Geometry - position and direction (6 Lessons)**<br><br>Ma4/3.3a<br> describe positions on a 2-D grid as coordinates in the first quadrant<br><br>Ma4/3.3b describe movements between positions as translations of a given unit to the left/right and up/down<br><br>Ma4/3.3c   plot specified points and draw sides to complete a given polygon. |

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| | the above and with increasingly large positive numbers<br><br>**Unit 3. Addition and subtraction**<br><br>**Ma4/2.2 Addition & Subtraction (15 days)**<br><br>Ma4/2.1g   round any number to the nearest 10, 100 or 1,000<br><br>Ma4/2.1h   solve number and practical problems that involve all of the above and with increasingly large positive numbers<br><br><br><br>Ma4/2.2a   add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate | problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. | | | | |

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| | Ma4/2.2b estimate and use inverse operations to check answers to a calculation<br><br>Ma4/2.2c solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. | | | | | |
| **Calc**<br><br>**based on KIRF grid year group targets** | **Know multiplication and division facts for the 6x table.**<br>***up to 12 x 6***<br><br>Ma4/2.1a count in multiples of 6, 7, 9, 25 and 1,000<br><br>Ma4/2.3a recall multiplication and division facts for multiplication tables up to 12 × 12<br><br>**Formal method of the 4 operations** | **Know multiplication and division facts for the 7x and 9x tables.**<br>***up to 12 x 7 & 12 x 9***<br><br>Ma4/2.1a count in multiples of 6, 7, 9, 25 and 1,000<br><br>Ma4/2.3a recall multiplication and division facts for multiplication tables up to 12 × 12<br><br>**Formal method of the 4 operations** | **Know multiplication and division facts for the 11x table.**<br><br>Ma4/2.3a recall multiplication and division facts for multiplication tables up to 12 × 12<br><br>**Know all 2-digit pairs that total 100.**<br><br>Ma4/2.2a add and subtract numbers with up to 4 digits using the formal written methods of | **Know all multiplication and division facts for all tables up to 12 x 12.**<br><br>Ma4/2.3a recall multiplication and division facts for multiplication tables up to 12 × 12<br><br>**Formal method of the 4 operations** | **Know doubles of:**<br>• **all whole numbers to 50**<br>• **all multiples of 50 to 500**<br><br>**Know halves of:**<br>• **all whole numbers to 100**<br>• **all multiples of 50 to 1,000**<br><br>Ma4/2.3b use place value, known and derived facts to multiply and divide mentally, | **Know all pairs of multiples of 50 with a total of 1,000**<br><br>Ma4/2.2a add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate<br>**Formal method of the 4 operations** |

| | | | columnar addition and subtraction

**Formal method of the 4 operations** | | including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers

**Formal method of the 4 operations** | |
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| **Science** | **Sc4/4.2 Electricity**

Sc4/4.2a   identify common appliances that run on electricity

Sc4/4.2b construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

Sc4/4.2c   identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery | **Sc4/4.1   Sound**

Sc4/4.1a   identify how sounds are made, associating some of them with something vibrating

Sc4/4.1b  recognise that vibrations from sounds travel through a medium to the ear

Sc4/4.1c   find patterns between the pitch of a sound and features of the object that produced it

Sc4/4.1d   find patterns between | **Spread over 2 short half terms**

**Sc4/3.1   States of Matter**

**Links to**

- **Geography - Rivers**

- **Literacy – Water Poetry**

Sc4/3.1a   compare and group materials together, according to whether they are solids, liquids or gases

Sc4/3.1b   observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

Sc4/3.1c   identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | | **Sc4/2.1   All Living Things**

Sc4/2.1a  recognise that living things can be grouped in a variety of ways

Sc4/2.1b  explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Sc4/2.1c  recognise that environments can change and that this can sometimes pose | **Sc4/2.2 Animals including humans**

Sc4/2.2a  describe the simple functions of the basic parts of the digestive system in humans

Sc4/2.2b   identify the different types of teeth in humans and their simple functions

Sc4/2.2c  construct and interpret a variety of food chains, identifying producers, predators and |

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| | Sc4/4.2d recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit<br><br>Sc4/4.2e recognise some common conductors and insulators, and associate metals with being good conductors. | the volume of a sound and the strength of the vibrations that produced it.<br><br>Sc4/4.1e recognise that sounds get fainter as the distance from the sound source increases | | dangers to living things. | prey. |

**Skills taught across the year**

**Sc4/1    Working Scientifically**

Sc4/1.1    asking relevant questions and using different types of scientific enquiries to answer them

Sc4/1.2    setting up simple practical enquiries, comparative and fair tests

Sc4/1.3    making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Sc4/1.4    gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

Sc4/1.5    recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Sc4/1.6    reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Sc4/1.7    using results to draw simple conclusions, make predictions for new values, suggest improvements and raise

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| | further questions<br><br>Sc4/1.8   identifying differences, similarities or changes related to simple scientific ideas and processes<br><br>Sc4/1.9   using straightforward scientific evidence to answer questions or to support their findings. | | | | | |
| **Art** | **Mexican Landscape Art**<br><br>Ar2/1.1   to create sketch books to record their observations and use them to review and revisit ideas<br><br>Ar2/1.2   to improve their mastery of art and design techniques, including **drawing, painting** and sculpture with a range of materials<br><br>Ar2/1.3   about great **artists**, architects and designers in history. | | | **Peak District Poster**<br><br>Ar2/1.1   to create sketch books to record their observations and use them to review and revisit ideas<br><br>Ar2/1.2   to improve their mastery of art and design techniques, including **drawing, painting** and sculpture with a range of materials<br><br>Ar2/1.3   about great **artists**, architects and designers in history. | **Invader artefacts for museum**<br><br>Ar2/1.1   to create sketch books to record their observations and use them to review and revisit ideas<br><br>Ar2/1.2   to improve their mastery of art and design techniques, including**,** **painting and sculpture with a range of materials**<br><br>Ar2/1.3   about great artists, **architects and designers in history.** | **Invader artefacts for museum**<br><br>Ar2/1.1   to create sketch books to record their observations and use them to review and revisit ideas<br><br>Ar2/1.2   to improve their mastery of art and design techniques, including**,** **painting and sculpture with a range of materials**<br><br>Ar2/1.3   about great artists, **architects and designers in history.** |
| **Covered throughout the year** | **Ar1/1.4**   To talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.<br><br>Work on their own, on projects in 2  dimensions | | | | | |

Record and explore ideas from imagination.

Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.

Identify what they might change in their current work or develop in their future work.

| DT | Done through Science (Electricity)<br><br>DT2/1.4c understand and use electrical systems in their products | **Making Nachos**<br><br>**DT2/2.1 Cooking & Nutrition**<br><br>DT2/2.1a understand and apply the principles of a healthy and varied diet<br><br>DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet<br><br>DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical | Covered during water treatment centre visit<br><br>DT2/1.4b understand and use mechanical systems in their products | | Done through Art/History<br><br>Making Museum artefacts<br><br>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately<br><br>DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities<br><br>DT2/1.4a apply their understanding of how to strengthen, | Done through Art/History<br><br>Making Museum artefacts<br><br>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately<br><br>DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities<br><br>DT2/1.4a apply their understanding of how to strengthen, |

| | | | | | stiffen and reinforce more complex structures | stiffen and reinforce more complex structures |
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| | | equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]<br><br>DT2/2.1c  understand the source, seasonality and characteristics of a broad range of ingredients | | | | |

**Cuts across each DT topic**

**DT2/1.2    Design**

DT2/1.1a    use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

DT2/1.1b    generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

**DT2/1.2    Make**

DT2/1.2a    select from and use a wider range of tools and equipment to perform practical tasks accurately

DT2/1.2b    select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

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| | **DT2/1.3 Evaluate**<br><br>DT2/1.3a investigate and analyse a range of existing products<br><br>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work<br><br>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world | | | | | |
| **PE**<br><br>**CURRIC LINKS:**<br>History<br>PSHE<br>Science<br>Literacy<br>Geography<br>Maths | **Swimming**<br><br>PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres<br><br>PE2/1.2b use a range of strokes effectively<br><br>PE2/1.2c perform safe self-rescue in different water-based situations. | **Swimming**<br>PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres<br><br>PE2/1.2b use a range of strokes effectively<br><br>PE2/1.2c perform safe self-rescue in different water-based situations. | **Swimming**<br><br>PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres<br><br>PE2/1.2b use a range of strokes effectively<br><br>PE2/1.2c perform safe self-rescue in different water-based situations. | **Swimming**<br><br>PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres<br><br>PE2/1.2b use a range of strokes effectively<br><br>PE2/1.2c perform safe self-rescue in different water-based situations. | **Swimming**<br><br>PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres<br><br>PE2/1.2b use a range of strokes effectively<br><br>PE2/1.2c perform safe self-rescue in different water-based situations. | **Swimming**<br><br>PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres<br><br>PE2/1.2b use a range of strokes effectively<br><br>PE2/1.2c perform safe self-rescue in different water-based situations. |
| | **Hockey**<br>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and | **Mayan Dance**<br>PE2/1.1c develop flexibility, strength, technique, control and balance<br><br>PE2/1.1d perform dances | **Gymnastics**<br>PE2/1.1c develop flexibility, strength, technique, control and balance<br><br>PE2/1.1f compare their | **Team Building Games**<br><br>PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team | **Outdoor and Adventure- Easy Orienteering / Challenge cards**<br><br>PE2/1.1e take part in outdoor and adventurous activity challenges | **Athletics**<br><br>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination |

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| | defending<br><br>PE2/1.1c<br>  develop flexibility, strength, technique, control and balance<br><br>PE2/1.1f<br>  compare their performances with previous ones and demonstrate improvement to achieve their personal best. | using a range of movement patterns<br><br>PE2/1.1f<br>  compare their performances with previous ones and demonstrate improvement to achieve their personal best. | performances with previous ones and demonstrate improvement to achieve their personal best. | PE2/1.1f<br>  compare their performances with previous ones and demonstrate improvement to achieve their personal best. | both individually and within a team<br><br>PE2/1.1f<br>  compare their performances with previous ones and demonstrate improvement to achieve their personal best. | PE2/1.1f<br>  compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| **Geography**<br><br>**Core skills taught across all terms**<br><br>**Ge2/1.4 Geographical Skills and Fieldwork**<br><br>Ge2/1.4a<br> use maps, atlases, globes and digital/comp uter | **Mexico**<br><br>Ge2/1.1a   locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br><br>Ge2/1.1c | | **Rivers and Coast**<br><br>Ge2/1.1b   name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, **coasts and rivers**), and land-use patterns; and understand how some of these | **Peak District (City v Countryside)**<br><br>Ge2/1.3a<br> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br><br>Ge2/1.3b<br> describe and understand key | | |

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| mapping to locate countries and describe features studied<br><br>Ge2/1.4c<br> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, **Arctic and Antarctic Circle,** the Prime/Greenwich Meridian and time zones (including day and night)<br><br>Ge2/1.2a<br> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America<br><br>Ge2/1.3a<br>**describe and understand key** | | aspects have changed over time<br><br>Ge2/1.1c<br> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, **Arctic and Antarctic Circle**, the Prime/Greenwich Meridian and time zones (including day and night) | aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water<br><br>Ge2/1.4b   use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world<br><br>Ge2/1.4c   use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of | | |

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| | **aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes**, and the water cycle<br><br>Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | | | | | |

| History | | The Maya | | | Anglo-Saxons Invasion | Viking Invasion |
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| | | **Hi2/2.5 Non-European Study** | | | **Hi2/1.3 Anglo-Saxons & Scots** | **Hi2/1.4 Anglo-Saxons & Vikings** |
| | | Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:<br><br>  a. early Islamic civilization, including a study of Baghdad c. AD 900;<br>  b. **Mayan civilization c. AD 900;** or<br>  c. Benin (West Africa) c. AD 900-1300 | | | Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots<br><br>This could include:<br><br>  a. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire<br>  b. Scots invasions from Ireland to north Britain (now Scotland)<br>  c. Anglo-Saxon invasions, settlements and | Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor<br><br>*This could include:*<br><br>  a. *Viking raids and invasion*<br>  b. *resistance by Alfred the Great and Athelstan, first king of England*<br>  c. *further Viking invasions and Danegeld*<br>  d. *Anglo-Saxon laws and justice*<br>  e. *Edward the Confessor and his* |

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| | | | | | d. Anglo-Saxon art and culture | |
| | | | | | e. Christian conversion – Canterbury, Iona and Lindisfarne | |
| **Computing**<br><br>**Objectives taken from Sheffield Primary Computing S.O.W** | **E-safety**<br><br>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | **Communicating: multimedia**<br><br>ABCYA animation – Mayan traditional story<br><br>Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a | **Communicating: Data and information**<br><br>Databases – river information<br><br>Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as | **Communicating: text and images**<br><br>**Power Point presentation** – Peak District<br><br>Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as | **Computational thinking:**<br><br>Scratch<br><br>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller | **Computational thinking:** 4<br><br>Studio code<br><br>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller |

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| **Research – Mexico**<br><br>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content<br><br><br>**Creating Art**<br>Day of the Dead skull designs using Paint or Dazzle<br><br>**Communicating: text and images**<br><br>Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and | range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | the world-wide web; and the opportunities they offer for communication and collaboration<br><br>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content<br><br>Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and | the world-wide web; and the opportunities they offer for communication and collaboration<br><br>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content<br><br>Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and | parts<br><br>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output<br><br>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | parts<br><br>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output<br><br>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs |

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| | content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | | information | information | | |
| **British values**<br><br>Mutual respect<br>Identify and combat discrimination<br>Tolerance of faith and cultures<br>Personal responsibility<br>Democracy<br>Rule of Law<br><br>**CURRIC LINKS:**<br>Links throughout the curriculum | Growth Mindset established as classroom ethos<br>Getting along<br>Respect for all<br>Classroom/ school rules/ monitor jobs allocated.<br>School councillor elections<br>Class diplomat appointed<br>Class charity chosen<br>School debate<br>Learning buddies changed every 2 weeks – friendship and support<br>Swim safety<br>Weekly KS2 assembly<br>House points system | Anti-Bullying week<br>Children in Need activities<br>Hanukah, Christmas activities.<br>Armistice day awareness<br>St Andrew's Day<br>Learning buddies changed every 2 weeks – friendship and support<br>Swim safety<br>Circle time activities<br>Personal target reviews.<br>Reflection times<br>Weekly KS2 assembly<br>House points system | Chinese New year<br>Religious displays<br>Swim safety<br>Learning buddies changed every 2 weeks – friendship and support<br>Rules of society – plus display in foyer<br>School debate<br>Reflection times<br>Circle time activities<br>Weekly KS2 assembly<br>House points system | Pancake day<br>Lent<br>Easter<br>World book day<br>Commonwealth day<br>Learning buddies changed every 2 weeks – friendship and support<br>St Patrick's Day<br>St David's day<br>Swim safety<br>Reflection times<br>Circle time activities<br>Weekly KS2 assembly<br>House points system | Ramadan – fasting – Eid<br>Swim safety<br>Learning buddies changed every 2 weeks – friendship and support<br>School debate<br>Reflection times<br>Circle time activities<br>Weekly KS2 assembly<br>House points system | Swim safety<br>Sports day<br>Learning buddies changed every 2 weeks – friendship and support<br>Reflection times<br>Circle time activities<br>Weekly KS2 assembly<br>House points system |
| **MFL** | **Y3 continuation**<br><br>20: Age | 25: C'est, Qui and Aussi<br><br>26: Numbers 1-15 | **Y4 scheme of work**<br><br>1: Animals and | 6: Colours<br><br>7: Monsters! | 11: Opinions about food<br><br>12: Goldilocks | 17: Personal descriptions |

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| 21: Definite and Indefinite Articles<br><br>22: Je Voudrais<br><br>23: The Conjunction 'Mais'<br><br>24: C'est | 27: Days of the Week<br><br>28: Revision and Raps<br><br>29: Assessment and Rap Performance<br><br>30: Paris | classroom instructions<br><br>2: Animals and a poem<br><br>3: Monsieur Gentil's day out<br><br>4: Talk4Writing: learning a story<br><br>5: Parts of the body | 8: Adjective agreements<br><br>9: The hungry monster<br><br>10: Food | story<br><br>13: Shopping for food and pronunciation<br><br>14: Numbers 1-15 revision and months<br><br>15: Numbers 1-31 and French maths<br><br>16: Dates, birthdays and name days | 18: Personal descriptions 2<br><br>19: Celebrity descriptions<br><br>20: Little red riding hood<br><br>21: Family |

**Covered in each half term**

FL2/1.1    Listening & Comprehension
FL2/1.1a    listen attentively to spoken language and show understanding by joining in and responding

FL2/1.1b    explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

FL2/1.2    Speaking
FL2/1.2a    engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*

FL2/1.2b    speak in sentences, using familiar vocabulary, phrases and basic language structures

FL2/1.2c    develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*

FL2/1.2d    present ideas and information orally to a range of audiences*

FL2/1.3    Reading & Comprehension

| | FL2/1.3a read carefully and show understanding of words, phrases and simple writing<br><br>FL2/1.3b appreciate stories, songs, poems and rhymes in the language<br><br>FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | | | | | |
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| **PSHE**<br><br>CURRIC LINKS:<br>Science<br>PE<br>Computing<br>Maths | <mark>New Beginnings</mark><br><br>Citizenship<br><br>E Safety<br><br>Growth Mindset | <mark>Getting on and falling out</mark><br><br>E Safety | <mark>Going for goals</mark><br><br>Keeping Healthy<br><br>E Safety<br><br>Road Safety | <mark>Good to be me</mark><br><br>Drugs<br><br>E Safety | <mark>Relationships</mark><br><br>Financial capability<br><br>E Safety | <mark>Changes</mark><br><br>SRE<br><br>E Safety |

| **RE**<br><br>**Delivered for 50% of each half term alternating with PSHE** | **Inspirational people in today's world**<br><br>What can we learn from great leaders and inspiring examples in today's world?<br><br>☐ experience well told storytelling, and **develop their own skills** as story tellers in relation to 'great lives' in religious story (A2)<br>☐ **describe** the lives of some inspirational spiritual and leaders from the modern world (A2)<br>☐ **understand** how key leaders can be sources of wisdom for religious believers (A2)<br>☐ **explore** the lives of key religious leaders from contemporary life, describing the challenges they have faced and the commitments by which they lived (B2)<br>☐ **apply ideas** of their own by giving reasons for their views about how | **Symbols and religious expression:**<br><br>How do people express their religious and spiritual ideas?<br>Muslims and Christians<br><br>☐ **find out about** some interesting examples of religious pilgrimages, gathering knowledge and developing understanding (A1)<br>☐ **consider why** people go on pilgrimages. They use a range of exciting stimuli to find out about pilgrimages, and make some connections between Hajj for Muslims and pilgrimage to Lourdes, Iona or the 'Holy Land' for Christians, describing the motives people have for making spiritual journeys. They might imagine planning a pilgrimage in detail to show they can connect spiritual ideas with religious practice (A1);<br>☐ linking to English, pupils **find out** | **Inspirational people from long ago:**<br><br>What can we learn from inspiring leaders who started religions?<br>Moses, Jesus and Muhammad.<br><br>☐ **respond thoughtfully** to Jewish stories about Moses as the servant of God, learning from stories of the Exodus and the 10 Commandments about how Jewish ideas, festival (Pesach) and stories are connected (A2);<br>☐ **respond thoughtfully** to Christian beliefs about Jesus as God come down to earth, learning from stories of his life, teaching and example, connecting stories about Jesus to Christian beliefs (A2)<br>☐ **consider** how the meanings of a parable of Jesus are expressed in poetry, video, stained glass and drama, weighing up the effectiveness of the |
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| | leaders can provide wisdom and inspiration (C1) | **more** about different forms of worship, prayer and meditation in different communities, and write creatively and thoughtfully some songs, prayers or meditations suited to particular occasions and communities (B3); ☐ Linking with the expressive arts curriculum, pupils create works of art or music which **express their understanding** of what it means to belong to a religion or world view, reflecting on their work on pilgrimage, symbol and religious expression. For example, pupils might plan a pilgrimage / 'spiritual journey' for younger children around the school grounds (C1). | different media (A3) ☐ **respond thoughtfully** to Muslim teaching about Prophet Muhammad[PBUH] and the revelation of the Qur'an, learning from selected stories of his life (hadith), and making connections between Muslim teaching and Muslim practice (e.g. in the 5 Pillars) (A2); ☐ **respond thoughtfully** to stories about the birth, search and enlightenment of the Buddha (A2) ☐ use their thinking about stories of Moses, the Buddha, Jesus or Muhammad to **explore** how Jews, Christians and Muslims today celebrate key events from their history (e.g. in Passover, Lent or Ramadan) (B3) ☐ **discuss and present thoughtfully** their own and others' views about the ways in which leaders in religions inspire their followers, connecting to human rights (C1) | | |
| **Music** | **Refer to Anne Bennett's planning** | | | | | |
| **Trips & Experient -ial Learning** | Day of the dead video and activities | Mayan experience – History Van<br><br>Cooking - nachos | Water treatment station trip<br><br>Road Safety course | | Habitat Study – Local Park | Graves Park – map reading skills<br><br>Museum Day |