**Year: 4 Cambridge Road C P & N School Curriculum**

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|  | Autumn 1 | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Literacy**  **Linked Texts**  **English Reading**  **English Spoken Language**  **English Writing**  **Pathways to Poetry Text**  **Linked Texts**  **Poetry Reading**  **Poetry Spoken Language**  **Poetry Writing** | **Gorilla by Anthony**  **Browne** | **Leon and the place between by Graham Baker-Smith** | **Escape From Pompeii by**  **Christina Balit** | **When the Giant stirred by**  **Celia Godkin** | **Where the Forest Meets**  **the Sea by Jeannie Baker**  **& Jungle Explorer by The**  **Literacy Company** | **Blue John by Berlie**  **Doherty** |
| **A world full of animals Stories**  **By Angela McAllister**  **Read for a range of purposes**  **Identify themes and conventions**  **Discuss words and phrases that capture the reader’s interest and imagination**  **Check text makes sense**  **Explain meaning of words in context.**  **Ask questions to improve understanding of a text.**  **Draw inferences (characters’ feelings, thoughts and motives); justify with evidence.**  **Predict what might happen from what is stated and implied.**  **Retrieve and record information from non-fiction.**  **Participate in discussion about books**  **Listen and respond**  **Maintain attention and participate actively in collaborative conversations.**  **Ask relevant questions.**  **Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and**  **Debates.**  **Consider and evaluate different viewpoints**  **Plan writing by discussing the structure, vocab and grammar of similar writing**  **Discuss and record ideas.**  **Compose and rehearse sentences orally.**  **Proof-read for spelling and punctuation errors.**  **Build an increasing range of sentence structures.**  **In narratives, create settings, characters and plot.**  **Assess the effectiveness of own and others’ writing.**  **Family Album**  Me and My Brother & other poems  online by Michael Rosen  Tricks in Quick, Let’s get Out of Here by  Michael Rosen  Tricks in Quick, Let’s get Out of Here by  Michael Rosen  Prepare poems and play  scripts to read aloud and to  perform  Show understanding through  intonation, tone, volume and  action  Ask questions to improve  understanding of a text  Identify how language,  structure, and presentation  contribute to meaning  Listen and respond  Give well-structured  descriptions, explanations and  narratives  Participate in discussions  Gain, maintain and monitor  the interest of the listener(s)  Select and use appropriate  registers for effective  communication.  Plan writing by discussing the  structure, vocabulary and  grammar of similar writing  Discuss and record ideas.  Propose changes to grammar  and vocabulary to improve  consistency  Read aloud own writing using  appropriate intonation and  controlling the tone and  volume so that the meaning is  clear | **The Train to Impossible Place**  **By PG Bell**  Read for a range of purposes.  Discuss words and phrases that capture the reader’s interest and imagination.  Draw inferences (characters’ feelings, thoughts and motives); justify with evidence.  Predict from details stated and implied.  Identify main ideas drawn from more than one paragraph and summarise.  Identify how language, structure, and presentation contribute to meaning.  Build vocabulary.  Articulate and justify answers  Maintain attention and participate actively in collaborative conversations.  Use spoken language: speculating, hypothesising, imagining and exploring ideas.  Use Standard English  Participate in discussions, presentations, performances, role play, improvisations and  Debates.  Consider and evaluate different viewpoints  Plan writing by discussing the structure, vocab and grammar of similar writing.  Discuss and record ideas  In narratives, create settings, characters and plot  Assess the effectiveness of own and others’ writing  Proof-read for spelling and punctuation errors  **The Lost lost- Property Office** by Roger Mcgough  Words Are Ours by Michael Rosen  Use dictionaries to check the  meaning of words  Prepare poems and play  scripts to read aloud and to  perform  Show understanding through  intonation, tone, volume and  action  Recognise different forms of  poetry  Discuss words and phrases  that capture the reader’s  interest and imagination  Explain meaning of words in  context  Ask questions to improve  understanding of a text  Build vocabulary  Use spoken language:  speculating, hypothesising,  imagining and exploring ideas  Speak audibly and fluently  Participate in discussions  Plan writing by discussing the  structure, vocab and grammar  of similar writing  Discuss and record ideas  Compose and rehearse  sentences orally  Read aloud own writing using  appropriate intonation and  controlling the tone and  volume so that the meaning is  clear | Pompeii: A Roman Girl’s Diary  by Sue Reid  Read for a range of purposes  Discuss words and phrases that capture the reader’s interest  Check text makes sense  Ask questions to improve understanding of a text  Draw inferences (characters’ feelings, thoughts and motives); justify with evidence  Predict from details stated and implied  Participate in discussion about books  Listen and respond  Ask relevant questions  Build vocabulary  Articulate and justify answers  Give well-structured descriptions, explanations and narratives  Speak audibly and fluently  Use Standard English  Participate in discussions, presentations, performances, role play, improvisations and  Debates  Plan writing by discussing the structure, vocabulary and grammar of similar writing  Discuss and record ideas  Propose changes to grammar and vocabulary to improve consistency  Proof-read for spelling and punctuation errors  Read aloud own writing using appropriate intonation and controlling the tone and  volume so the meaning is clear  The Roaman Centurion’s Song by Rudyard Kipling  The Fossil by Ogden Nash  Prepare poems and play  scripts to read aloud and to  perform  Discuss words and phrases  that capture the reader’s  interest and imagination  Explain meaning of words in  context  Identify how language,  structure, and presentation  contribute to meaning  Build vocabulary  Use spoken language:  speculating, hypothesising,  imagining and exploring ideas  Speak audibly and fluently  Participate in discussions  Plan writing by discussing the  structure, vocab and grammar  of similar writing  Discuss and record ideas  Propose changes to grammar  and vocabulary to improve  consistency  Proof-read for spelling and  punctuation errors  Read aloud own writing using  appropriate intonation and  controlling the tone and  volume so that the meaning is  clear | Ariki and The Island of  Wonders by Nicola Davies  Use dictionaries to check the meaning of words  Identify themes and conventions  Check text makes sense  Draw inferences  (characters’ feelings, thoughts and motives); justify with evidence  Predict from details stated and implied  Identify main ideas drawn from more than one paragraph and summarise  Participate in discussion about books  Build vocabulary  Articulate and justify answers  Use spoken language: speculating, hypothesising, imagining and exploring ideas  Speak audibly and fluently  Participate in discussions, presentations, performances, role play, improvisations and  Debates  Plan writing by discussing the structure, vocab and grammar of similar writing  Build an increasing range of sentence structures  In narratives, create settings, characters and plot  Propose changes to grammar and vocabulary to improve consistency, including the  accurate use of pronouns in sentences  Windrush Child by John Agard  Windrush Child by John Agard  December by Valerie Bloom  Use dictionaries to check the  meaning of words  Prepare poems and play  scripts to read aloud and to  perform  Show understanding through  intonation, tone, volume and  action  Recognise different forms of  poetry  Discuss words and phrases  that capture the reader’s  interest and imagination  Explain meaning of words in  context  Ask questions to improve  understanding of a text  Build vocabulary  Use spoken language:  speculating, hypothesising,  imagining and exploring ideas  Gain, maintain and monitor  the interest of the listener(s)  Select and use appropriate  registers for effective  communication  Plan writing by discussing the  structure, vocab and grammar  of similar writing  Discuss and record ideas  Compose and rehearse  sentences orally  Assess the effectiveness of  own and others’ writing  Propose changes to grammar  and vocabulary to improve  consistency  Read aloud own writing using  appropriate intonation and  controlling the tone and  volume so that the meaning is  clear | **The Boy Who Biked the**  **World: Part 1 by Alastair**  **Humphreys**  **Read for a range of purposes**  **Use dictionaries to check the meaning of words**  **Explain meaning of words in context**  **Predict from details stated and implied**  **Identify main ideas drawn from more than one**  **paragraph and summarise**  **Identify how language, structure and presentation contribute to meaning**  **Retrieve and record information from non-fiction**  **Build vocabulary**  **Listen and respond**  **Ask relevant questions**  **Give well-structured descriptions, explanations and narratives**  **Maintain attention and participate actively in collaborative conversations**  **Gain, maintain and monitor the interest of the listener(s)**  **Consider and evaluate different viewpoints**  **Select and use appropriate registers for effective communication**  **Plan writing by discussing the structure, vocab and grammar of similar writing**  **Discuss and record ideas**  **Compose and rehearse sentences orally**  **In non-narrative material, use simple organisational devices**  **Proofread for spelling and punctuation errors**  **Read aloud own writing using appropriate intonation and controlling the tone and**  **volume so that the meaning is clear**  **Look!** By Grace Nichols  The Tree in the Wood (Trad.)  Recognise different forms of  poetry  Discuss words and phrases  that capture the reader’s  interest and imagination  Explain meaning of words in  context  Identify how language,  structure, and presentation  contribute to meaning  Listen and respond  Build vocabulary  Maintain attention and  participate actively in  collaborative conversations  Use spoken language:  speculating, hypothesising,  imagining and exploring ideas  Plan writing by discussing the  structure, vocab and grammar  of similar writing  Discuss and record ideas  Assess the effectiveness of  own and others’ writing  Proof-read for spelling and  punctuation errors | **Clockwork by Phillip Pullman**  **or alternative Berlie Doherty**  **novel**  **Identify themes and conventions**  **Discuss words and phrases that capture the reader’s interest and imagination**  **Explain meaning of words in context**  **Draw inferences (characters’ feelings, thoughts and motives); justify with evidence**  **Predict from details stated and implied**  **Identify main ideas drawn from more than one paragraph and summarise**  **Identify how language, structure, and presentation contribute to meaning**  **Retrieve and record information from non-fiction.**  **Ask relevant questions**  **Build vocabulary**  **Articulate and justify answers**  **Give well-structured descriptions, explanations and narratives**  **Use spoken language: speculating, hypothesising, imagining and exploring ideas**  **Speak audibly and fluently**  **Participate in discussions, presentations, performances, role play, improvisations and**  **Debates**  **Plan writing by discussing the structure, vocab and grammar of similar writing**  **Discuss and record ideas**  **Compose and rehearse sentences orally**  **In non-narrative material, use simple organisational devices**  **Assess the effectiveness of own and others’ writing**  **Proof-read for spelling and punctuation errors**  **Look closely**  Various haiku by Arakida Moritake  Icy Morning Haiku by James Carter  Acorn Haiku by Kit Wright  Seeds by Walter de La Mare  Use dictionaries to check the  meaning of words  Recognise different forms of  poetry  Discuss words and phrases  that capture the reader’s  interest and imagination  Identify how language,  structure, and presentation  contribute to meaning  Listen and respond  Ask relevant questions  Build vocabulary  Articulate and justify answers  Use spoken language:  speculating, hypothesising,  imagining and exploring ideas  Plan writing by discussing the  structure, vocab and grammar  of similar writing  Discuss and record ideas  Compose and rehearse  sentences orally  Assess the effectiveness of  own and others’ writing  Proof-read for spelling and  punctuation errors  Read aloud own writing using  appropriate intonation and  controlling the tone and  volume so that the meaning is  clear |
| **Mathematics** | **Unit 1: Place Value**  Identify, represent and  estimate numbers using  different representations  Count in multiples of 6, 7, 9, 25 and 1,000  Recognise the place value  of each digit in a four-digit number (thousands,  hundreds, tens, and ones)  Order and compare  numbers beyond 1,000  Round any number to the  nearest 10, 100 or 1,000  Read roman numerals to  100 (i to c) and know that  over time, the numeral  system changed to include the concept of zero and place value  **Unit 2: Place Value**  Identify, represent and  estimate numbers using  different representations  Count in multiples of 6, 7, 9, 25 and 1,000  Find 1,000 more or less  than a given number  Count backwards through  zero to include negative  numbers  Order and compare  numbers beyond 1,000  Round any number to the nearest 10, 100 or 1000  Solve number and  practical problems that  involve all of the above  and with increasingly large positive numbers  Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero | **Unit 3: Addition and Subtraction**  Round any number to the nearest 10, 100 or 1000  Solve number and practical problems that involve all of the above and with increasingly large positive numbers  Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate  Estimate and use inverse operations to check answers to a calculation  Solve addition and  subtraction two-step  problems in contexts,  deciding which operations and methods to use and  why  **Unit 4: Measure - perimeter**  Convert between different units of measure [for example, kilometre to metre; hour to minute]  Measure and calculate the perimeter of a rectilinear figure (including squares)  in centimetres and metres | **Unit 5: Multiplication and Division**  Recall multiplication  and division facts for  multiplication tables up to 12 × 12  Use place value, known  and derived facts to  multiply and divide  mentally, including:  multiplying by 0 and 1;  dividing by 1; multiplying together three numbers  Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days  **Unit 6: Multiplication and Division**  Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers  Recognise and use factor pairs and commutativity in mental calculations  Multiply two-digit and three-digit numbers  by a one-digit number using formal written  layout  Solve problems involving multiplying and adding, including using the distributive  law to multiply two digit numbers by one  digit, integer scaling problems and harder  correspondence problems such as n objects are connected to m objects  Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign | **Unit 7: Measurement- Area**  Find the area of rectilinear shapes by  counting squares  Estimate, compare and calculate different  measures, including money in pounds and  pence  **Unit 8: Fractions (1)**  Recognise and show, using diagrams, families of common equivalent fractions  Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten  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  **Unit 9: Fractions (2)**  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  Add and subtract fractions with the same denominator  **Unit 10: Decimals (1)**  Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten  Recognise and write decimal equivalents of any number of tenths or hundredths  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  Solve simple measure and money problems involving fractions and decimals to two decimal places | **Unit 11: Decimals (2)**  Add and subtract fractions with the same denominator  Recognise and write decimal equivalents of any number of tenths or hundredths  Recognise and write decimal equivalents to 1/4; 1/2; 3/4  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  Round decimals with one decimal place to the nearest whole number  Compare numbers with  the same number of  decimal places up to two decimal places  Compare numbers with the same number of decimal places up to two decimal places  Solve simple measure and money problems involving fractions and decimals to two decimal places  **Unit 12: Money**  Solve simple measure and money problems involving fractions and decimals to two decimal places  Estimate, compare and calculate different measures, including money in pounds and pence  **Unit 13: Time**  Convert between  different units of  measure [for example,  kilometre to metre; hour  to minute] | **Unit 14: Statistics**  Interpret and present  discrete and continuous  data using appropriate  graphical methods,  including bar charts and  time graphs  Solve comparison, sum  and difference problems using information presented in bar charts, pictograms, tables and  other graphs  **Unit 15: Geometry** **angles and 2D shapes -**  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 two 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  **Unit 16: Geometry- Position and direction**  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 |
| **Science** | **Animals Inc. Humans**  To describe how the human digestive system works  To identify different human teeth and describe their function  To identify differences, similarities or changes to simple scientific ideas and processes | **Living Things and Habitats**  To use classification keys to help group, identify and name a variety of living things  To recognize that environments can change over time and that this can pose dangers to living things  To ask relevant questions and use different types of scientific enquiries to answer them  To gather, record, classify and present data in a variety of ways | **States of Matter**  To observe how some materials change state when they are cooled or heated and measure the temperature at which this happens  To identify the role of evaporation and condensation in the water cycle and associate the rate of evaporation with temperature  To set up simple scientific enquiries and fair tests  To take accurate observation and measurements with a variety of equipment | | **Electricity**  To build electrical circuits which include wires, bulbs, cells, switches and buzzers  To recognize common conductors and insulators and associate metals with being good conductors  To report findings using oral and written explanations  To use results to draw conclusions, suggest improvements and raise further questions | **Sound**  To identify how sounds are made and how they travel to the ear  To explain the difference between pitch and volume and what can affect them both  To use straight forward scientific evidence to support their findings  To use clear diagrams to show their results |
| **Computing** | **The Internet**  Understand computer networks, including the internet; how they can provide multiple services,  such as the World Wide Web, and the opportunities they offer for communication and collaboration  Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  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 information  Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable  behaviour; identify a range of ways to report concerns about content and contact | **Audio Production**  Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  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 information  Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable  behaviour; identify a range of ways to report concerns about content and contact | **Repetition In Shapes**  Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  Use sequence, selection, and repetition in programs;  work with variables and various forms of input and output  Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  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 information | **Data Logging**  Use sequence, selection, and repetition in programs;  work with variables and various forms of input and output  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 information | **Photo Editing**  Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  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 information  Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable  behaviour; identify a range of ways to report concerns about content and contact | **Repetition In Shapes**  Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  Use sequence, selection, and repetition in programs;  work with variables and various forms of input and output  Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  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 information |
| **RE** | **Judaism**  I can explore belief in action and make connections with my own life and communities  I can discuss why worshippers choose to attend a particular place of worship and what it means to belong | **Incarnation**  I can describe religions and world views, connecting my ideas and prior learning  I can consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means | **Parables**  I can describe and understand links between stories and other aspects of the communities I have been investigating  I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. | **Easter**  I can describe and make connections between different features of the religions and worldviews we have studied.  I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas. | **Humanism**  To compare and contrast humanist and religious beliefs  To give a personal opinion on humanism | **Hinduism**  I can consider how beliefs and concepts in religion may be expressed through the creative and expressive arts. |
| **History** | **Ancient Greece**  To understand the concept of ‘Ancient’ by placing the Ancient Greece era on a timeline.  To study Ancient Greek pottery to make deductions about life in Ancient Greece.  Use dates and terms accurately in describing events.  Understand that no single source of information can provide a full picture of the past. | |  |  | **Roman Rule**  To use primary and secondary sources to find out about Caesar’s attempted invasion and the later successful invasion by Claudius.  To use evidence to ask questions and find answers about the decline and fall of the Western Roman Empire.  Evaluate sources of evidence.  Place events and historical figures on a timeline. | |
| **Geography** |  |  | **Britain from the Air**  To understand what a ‘Birds-eye’ view means.  To recognize features on an OS map using correct symbols.  To name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time.  Use 4-fig grid references to identify places on an OS map  Use a compass to build knowledge of the UK. | **World’s Kitchen**  To 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.  To understand and describe key aspects of human geography, including: settlements, land use, trade links, natural resources, food, minerals and water supplies.  Use maps, atlases, globes and digital mapping to locate countries and describe features. |  |  |
| **Art & Design** | **Greek Pottery**  To draw/ sketch Ancient Greek pots using observational drawing skills  Using sculpture, modelling to construct and decorate a clay pot. |  | **Landmark sculpture**  To use sculpture (construction with card, paper, wire etc) to create a 3D statue/ model of a new landmark to celebrate Britain today. |  |  | **Graphic design museum poster**  To design and create a poster to advertise a new museum attraction (photo/ graphic design). |
| **DT** |  | **Textiles-Greek Belt**  To make a belt (possibly by weaving) to secure a Greek tunic  To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work |  | **Cooking and nutrition**  To prepare and cook food from around the world  To understand and apply the principles of a healthy and varied diet  To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | **Electrical circuits**  To design a circuit to light up a museum display  To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] |  |
| **PE** | **Gym / Hockey**  Utilize changes of direction, speed & level during performances/competition to succeed  Display an understanding of fair play, working well with others and leading a small group | **Gym / Hockey**  Select and utilize appropriate tactics and techniques to cause problems for opponents  Plan, perform & repeat sequences of movements, experimenting with ways of travelling and complex movements | **Dance / Swimming**  Create movements that convey a clear stimulus, refining these movements into sequences | **Dance / Swimming**  Swim 25m unaided, proficient in a stroke | **Gym / Rounders**  Demonstrate a developed understanding of how the body changes/functions during exercise  Adapt throwing technique to ensure success in a variety of activities (distance, accuracy, control) | **Gym / Athletics**  Change running styles according to distance, with the intention of beating personal best's |
| **Music** | **Mamma Mia**  *Listen & Appraise* – begin to recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss other dimensions of music  *Musical Activities* –  ● Games – continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Eventually explore the link between sound and symbol.  ● Singing – continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.  ● Playing – continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol.  *Perform & Share* – continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. | **Glockenspiel**  *Listen & Appraise* – begin to recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss other dimensions of music  *Musical Activities* –  ● Games – continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Eventually explore the link between sound and symbol.  ● Singing – continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.  ● Playing – continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol.  *Perform & Share* – continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. | **Stop**  *Listen & Appraise* – begin to recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss other dimensions of music  *Musical Activities* –  ● Games – continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Eventually explore the link between sound and symbol.  ● Singing – continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.  ● Playing – continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol.  *Perform & Share* – continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. | **Lean on Me**  *Listen & Appraise* – begin to recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss other dimensions of music  *Musical Activities* –  ● Games – continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Eventually explore the link between sound and symbol.  ● Singing – continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.  ● Playing – continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol.  *Perform & Share* – continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. | **Blackbird**  *Listen & Appraise* – begin to recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss other dimensions of music  *Musical Activities* –  ● Games – continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Eventually explore the link between sound and symbol.  ● Singing – continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.  ● Playing – continue to play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.  *Perform & Share* – continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. | **Reflect, Rewind and Replay**  **Listen & Appraise – recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss other dimensions of music**  *Listen & Appraise* – begin to recognise styles, ﬁnd the pulse, recognise instruments, listen, discuss other dimensions of music  *Musical Activities* –  ● Games – continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol.  ● Singing – continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.  ● Playing – continue to play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.  ● Improvisation – continue to explore and create your own responses, melodies and rhythms.  ● Composition – continue to create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.  *Perform & Share* – continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. |
| **RSE** | **Difference**  Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. | **Healthy Living**  Know the principles of planning and preparing a range of healthy meals.  Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). | **Appropriate touch**  Know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. | **Coming home on time**  Recognise the importance of behaving in a responsible manner in a variety of situations | **Jealousy**  Recognise that we can choose how we act on our emotions and that our actions can affect ourselves and other people  Demonstrate a range of strategies to help control and manage unpleasant emotions | **Online Bullying,**  **Breaking down barriers**  Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health  Know where and how to report concerns and get support with issues online |

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| **Languages** | **Questions, answers and sentence building**  e.g. Qui est-ce? C’est + name, Ce n’est pas + name, Dans le sac, il y a… et...  **Further adjectives**  e.g. blanc, brun, noir, orange, rose  **Vocabulary for a game**  Coin! Coin!  Encore!  **Masculine nouns**  e.g. un âne, un avion, un caméléon, un cochon,  un éléphant, un furet, un lion, un mouton, un  ours, un papillon, un perroquet  **Feminine nouns**  e.g. une abeille, une araignée, une baleine, une  chenille, une grenouille,une libellule, une  panthère, une perruche, une poule, une souri | **Adjectives that precede the noun**  e.g. Petit, grand  **Sentence starters**  e.g. Chez moi Dans ma chambre Dans mon placard  **Verbs**  e.g. danser, sauter, voler, nager  **Punctuation**  e.g. Point d’exclamation Point d’interrogation  **Months**  janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre  ce mois-ci, c’est… le mois dernier, c’était… le mois prochain, ce sera… | **Vocabulary from a song**  une culotte, une chemise, une veste, des lunettes  Que fais-tu?  **Questions and answers**  e.g. Combien de cochons y a-t-il ?  Il y a cinq cochons  Quelle est la date aujourd’hui?  C’est le + date.  **Phrases of celebration / greeting**  e.g. Bonnes vacances !  Joyeux anniversaire !  Bon anniversaire !  **Towns in France**  e.g. Amiens, Angers, Avignon, Bordeaux, Calais, Cherbourg, Dieppe, Dijon, Lyon, Marseille, Nantes, Nice, Paris, Reims, Tours. |