Year 4/5: Curriculum 2022 - 2023

Topic	1	2	3	4	5	6
History **Geography** **Art** **DT**	**Climate Change** Question: How is climate change affecting the world? Outcome: Children to create a gallery of art work to present to the school. **Geography:** ○ Understand geographical similarities and differences through the study of the human and physical geography of a region within South America. ○ Focus on countries of North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ○ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. **Art:** **Drawing** ○ Improve their mastery of art and design techniques, including drawing, with a range of materials ○ Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching	**Victorians: Industrial Revolution** Question: Why is Victoria remembered as a significant monarch in British history? Outcome: Children to create a timeline of significant events from Victoria's reign. **History:** ○ Link to a local study of Victorian Rochester and changes over time. ○ Explain what Rochester would have been like in Victorian times. ○ Compare and contrast Rochester today to Rochester of the past. ○ Understand how the history of Rochester has had an impact on Rochester today. **DT:** Food technology: ○ Understand the main food groups and the different nutrients that are important for health ○ Understand how a variety of ingredients are grown, reared, caught and processed ○ Select appropriate ingredients and use a wide range of techniques to combine them	**Fairtrade** Question: Why is Fairtrade Fair? Outcome: Children to understand the impact of fair trade and create posters to explain this. **Geography:** ○ Describe and understand key aspects of human geography, including: land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. ○ Understand geographical similarities and differences through the study of the human and physical geography of a region within South America. ○ Focus on countries of North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. **Art:** **Painting** ○ Improve their mastery of art and design techniques, including painting with a range of materials ○ Create a colour palette	**Anglo Saxon – invasion by sea** Question: Who were the Anglo Saxons and how do we know what was important about them? Outcome: Children to create a drama piece to demonstrate the difference between Anglo Saxon and modern life today. **History:** ○ Explain what happened in Rome in AD 410 that convinced the Romans to leave Britain. ○ Understand who the Anglo Saxons were and where they came from. ○ Describe and explain why the Anglo Saxons settled in England after the Romans began to leave. ○ Explain why the Anglo Saxons chose to live in villages rather than towns left behind by the Romans. ○ Understand why the Anglo Saxons were referred to as 'pagan'. ○ Describe and explain why England began to convert to Christianity after the arrival of Constantine in AD 597. ○ Explain and reach a judgement regarding how ordinary people were affected by England's conversion to Christianity. ○ Explain why Sutton Hoo is one of the most important archaeological sites ever discovered in Britain. **DT:**	**Mayan Civilisation History:** ○ Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. ○ Undertake an in-depth study of a non-European society that provides contrasts with British history - The Maya civilization. • Understand how our knowledge of the past is constructed from a range of sources. ○ Identify and locate the countries and cities of the modern-day region of Central America ○ Describe and explain the way of life of modern Maya people of Central America ○ Explain who the ancient Maya were and evaluate some of their achievements ○ Reach an informed judgement based on evidence of the features and purpose of the structures of the ruined Maya city of Chichen Iltza ○ Hypothesise about the purpose of a range of ancient Maya artefacts from the city and justify their views ○ Explain the likely social and religious importance of the ball game pok-a-tok ○ Explain how the ancient Maya farmed using mountain terraces ○ Evaluate the range of likely causes of the gradual abandonment of the ancient Maya jungle cities between AD 900-1100 ○ Reach an informed judgement regarding the most significant factors and justify their views **Art:**	**Rivers** Question: What is a river? Outcome: Create a fact file about rivers. **Geography:** ○ Describe and understand key aspects of physical geography, including: mountains and rivers ○ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ○ 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. **DT:** **Food technology** ○ Understand the main food groups and the different nutrients that are important for health ○ Understand how a variety of ingredients are grown, reared, caught and processed ○ Select appropriate ingredients and use a wide range of techniques to combine them

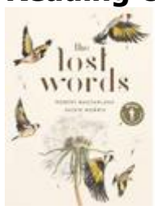
				• To build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable. • To produce step by step plans to guide my making, demonstrating that I can apply my knowledge of different materials, tools and techniques. • To make careful and precise measurements so that joins, holes and openings are in exactly the right place.	**<u>Painting</u>** • Improve their mastery of art and design techniques, including painting with a range of materials • Create a colour palette	
Visits and Experiences	**Local visit: Climate Change**	**Vicar to visit to talk about God/Christianity.**		**Royal Opera House - Cinderella**	**MexiColor**	**Horton Kirby**
Values	**Community**	**Respect**	**Diversity**	**Happiness**	**Resilience**	**Teamwork/Aspiration**

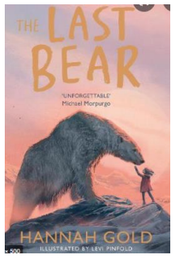
English	**Reading:**
	Word Reading
	Pupils should be taught to:
	• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet
	• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
	• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet
	
	Reading:
	Comprehension
	Pupils should be taught to:
	• develop positive attitudes to reading, and an understanding of what they read, by:
	  ◦ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	  ◦ reading books that are structured in different ways and reading for a range of purposes
	  ◦ using dictionaries to check the meaning of words that they have read
	  ◦ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
	  ◦ identifying themes and conventions in a wide range of books
	  ◦ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
	  ◦ discussing words and phrases that capture the reader's interest and imagination
	  ◦ recognising some different forms of poetry [for example, free verse, narrative poetry]
	• understand what they read, in books they can read independently, by:
	  ◦ checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
	  ◦ asking questions to improve their understanding of a text
	  ◦ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	  ◦ predicting what might happen from details stated and implied
	  ◦ identifying main ideas drawn from more than 1 paragraph and summarising these
	  ◦ identifying how language, structure, and presentation contribute to meaning
	• retrieve and record information from non-fiction
	• 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
	• maintain positive attitudes to reading and an understanding of what they read by:					

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

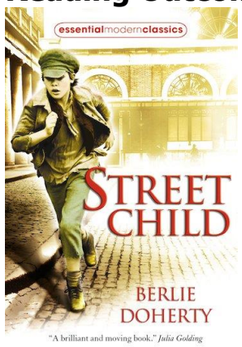
Reading Outcome:





Why? Poetry Collection – Robert MacFarlane
David Attenborough – Extinction (Big Issues) - Linked to Topic
Hannah Gold – Linked to topic - climate change

Reading Outcome:



Why? Modern Classic – Berlie Doherty (Female Author)
Linked to Topic - Victorians.

Reading Outcome:

Why? Text from other cultures – Beverly Naidoo (Author from around the World)
Liked to Topic - Fairtrade

Reading Outcome:

Why? Children's Choice - Ross Welford (Fiction/British Author)
Linked to Topic

Reading Outcome:

Why? Historical World Culture J&P Voelkel (Action/Adventure Story)
Linked to Topic – Mayans

Reading Outcome:

Why? Children's Classic - C.S Lewis (Fantasy/Conflict Story)
Linked to Science – Animals & Habitats

Writing (From NC Objectives):

Transcription

- use further prefixes and suffixes and understand how to add them.
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

- spell some words with 'silent' letters [for example, knight, psalm, solemn]

- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Composition

- Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- In narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

- plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by: assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

Vocabulary, Grammar and Punctuation

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4.
- indicate grammatical and other features by: using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology accurately and appropriately when discussing their writing.

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6
- indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity

	▪ using brackets, dashes or commas to indicate parenthesis ▪ using semi-colons, colons or dashes to mark boundaries between independent clauses ▪ using a colon to introduce a list ▪ punctuating bullet points consistently ▪ use and understand the grammatical terminology accurately and appropriately in discussing their writing.					
	Writing outcomes: ▪ Poetry using Imagery ▪ Scene Setting ▪ Descriptive Commentary	**Writing outcomes:** • Informal Letter • Non-Chronological report (Fact-File)	**Writing outcomes:** • Diary Entry • Narrative Writing	**Writing outcomes:** • Newspaper Article • Explanation	**Writing outcomes:** • Portal/Flashback Story • Playscript	**Writing outcomes:** • Narrative Writing • Formal Letter
Maths	**Number:** Place Value Addition and Subtraction **Year 4** ○ Count in multiples of 6, 7, 9, 25 and 1000 ○ Find 1000 more or less than a given number ○ Count backwards through zero to include negative numbers ○ Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) ○ Order and compare numbers beyond 1000 ○ 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 numbers with up to four digits using the formal method of column addition ○ Subtract numbers with up to four digits using the formal method of column subtraction ○ Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why Methods: part-whole models, Singapore bar method and column method. ○ **Year 5** ○ Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit e.g. what is the value of the '7' in	**Number:** Multiplication And Division **Measurement:** Length perimeter and area **Year 4** ○ 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 ○ 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 object ○ Find the area of rectilinear shapes by counting squares Methods: grid method, expanded method, formal written method of short and long **(once secure with the expanded method)**, grouping, concrete resources and visual representations, formal method of short division (bus stop method) **Year 5** ○ Identify multiples and factors, including finding all factor pairs of a	**Number:** Multiplication and Division Fractions **Year 4:** ○ 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 ○ 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, ¾ ○ 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 ○ Solve simple measure and money problems involving fractions and decimals to two decimal places ○ 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 ○ 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	**Number:** Decimals/Percentages **Year 4:** ○ Recognise and write decimal equivalents of any number of tenths or hundredths ○ Recognise and write decimal equivalents to 1/4, 1/2, ¾ ○ 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 ○ Solve simple measure and money problems involving fractions and decimals to two decimal places **Year 5:** ○ Read and write decimal numbers as fractions e.g. 0.71 = 71/100, 8.09 = 8 + 9/? ○ Round decimals with two decimal places to the nearest whole number and to one decimal place ○ Read, write, order and compare numbers with up to three decimal places ○ Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal ○ Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25	**Number:** Decimals Statistics **Year 4:** ○ 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 **Year 5:** ○ Solve comparison, sum and difference problems using information presented in a line graph ○ Complete, read and interpret information in tables, including timetables **Measurement:** Time **Year 4:** ○ Convert between different units of measure e.g. kilometre to metre; hour to minute ○ Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days **Year 5:** ○ Solve problems involving converting between units of time ○ Solve problems involving converting between units of time	**Geometry:** Properties Of Shape **Year 4:** ○ 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 **Year 5:** ○ Identify 3-D shapes, including cubes and other cuboids, from 2-D representations ○ Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles ○ Draw given angles, and measure them in degrees (°) ○ Distinguish between regular and irregular polygons based on reasoning about equal sides and angles

	276,541? Find the difference between the largest and smallest whole numbers that can be made from using three digits ○ Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 ○ Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero ○ Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 ○ Solve number problems and practical problems that involve ordering and comparing numbers to 1 000 000, counting forwards or backwards in steps, interpreting negative numbers and rounding ○ Add and subtract whole numbers with more than 4 digits, including using formal written methods (column addition and subtraction) ○ Add and subtract numbers mentally with increasingly large numbers ○ Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Methods: part-whole models, Singapore bar method and column method.	number, and common factors of two numbers ○ Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers ○ Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context ○ Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 ○ Recognise and use square numbers and the notation for squared (2) ○ Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes ○ Recognise and use cube numbers and the notation for cubed (3) ○ Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign ○ Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates ○ Measure and calculate the perimeter of composite rectilinear shapes in centimeters and meters Methods: formal written method of short multiplication and long multiplication, formal written method of short division (bus stop method), formal written method to convert remainders to more accurate decimals, divide whole numbers and those including decimals by 10, 100 and 1000 by moving the digits around a fixed decimal point on a place value grid	such as n objects are connected to objects **Year 5** ○ Compare and order fractions whose denominators are all multiples of the same number. ○ Identify and name equivalent fractions of a given fraction, represented visually, including tenths and hundredths ○ Write equivalent fractions of a given fraction, represented visually, including tenths and hundredths ○ Add and subtract fractions with the same denominator and denominators that are multiples of the same number ○ Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams ○ Read and write decimal numbers as fractions e.g. 0.71 = 71/100, 8.09 = 8 + 9/? ○ Round decimals with two decimal places to the nearest whole number and to one decimal place ○ Read, write, order and compare numbers with up to three decimal places ○ Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal ○ Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25 Methods: using materials and diagrams children will multiply	Methods: divide whole numbers and those including decimals by 10, 100 and 1000 by moving the digits around a fixed decimal point on a place value grid		

			fractions and mixed numbers by whole numbers			
Science	**Earth and Space** Scenario: Children to have a secure understanding of the Earth, Moon and Sun and their positions in the solar system. Outcome: Children to present their knowledge of the movement of the planets, moon and sun in groups as a news report. ○ Describe the movement of the Earth, and other planets, relative to the Sun in the solar system ○ Describe the movement of the Moon relative to the Earth ○ Describe the Sun, Earth and Moon as approximately spherical bodies ○ Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	**Forces** Scenario: What makes a strong bridge? Outcome: Children will investigate a bridge system and identify the related forces in action. Students will follow the Design and Production process, planning a class design brief and collaborate as a group to construct and build a strong bridge using available materials. ○ Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. ○ Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. ○ Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.		**Properties and changes of materials** Scenario: The Anglo-Saxons need a new ship for raiding. Outcome: Children to create a boat for the Anglo-Saxons. ○ Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ○ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ○ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	**Animals including humans.** Question: Who did this poo? Outcome: Children to create a life-size 'map of me' to show the process of digestion. ○ To describe the simple functions of the basic parts of the digestive system in humans ○ To identify the different types of teeth in humans and their simple functions ○ To construct and interpret a variety of food chains, identifying producers, predators and prey ○ Describe the changes as humans develop to old age	**Living things and their habitats** Question: How do the life cycles of different organisms differ? Outcome: Children to produce an informative collection of scientific illustrations to show life cycles of different organisms. ○ Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ○ Describe the life process of reproduction in some plants and animals

				○ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ○ demonstrate that dissolving, mixing and changes of state are reversible changes ○ explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda		
Computing	**Developing a simple educational game** Outcome: develop an educational computer game using selection and repetition. • Understand some of the risks in using the web • Develop an educational computer game using selection and repetition. • Understand and use variables. • Start to debug computer programs. • Recognise the importance of user interface design, including consideration of input and output. •	**Prototyping an interactive toy** Outcome: to design and make an on-screen prototype of a computer-controlled toy. • Understand some of the risks in using the web • Design and make an on-screen prototype of a computer-controlled toy. • Understand different forms of input and output (such as sensors, switches, motors, lights and speakers). • Design, write and debug the control and monitoring program for their toy.	**Producing digital music** Outcome: to design and make a digital piece of music • Understand some of the risks in using the web. • Use one or more programs to edit music. • Create and develop a musical composition, refining their ideas through reflection and discussion. • Develop collaboration skills. • Develop an awareness of how their composition can enhance work in other media.	**Editing and writing HTML** Outcome: learn to edit and write HTML, and then use this knowledge to create a web page • Understand some technical aspects of how the internet makes the web possible. • Use HTML tags for elementary mark up. • Use hyperlinks to connect ideas and sources. • Code up a simple web page with useful content. • Understand some of the risks in using the web	**Producing a wiki** Outcome: collaborate to create a 'mini Wikipedia'. They then go on to add or amend content on the real Wikipedia • Understand some of the risks in using the web • Understand the conventions for collaborative online work, particularly in wikis. • Be aware of their responsibilities when editing other people's work. • Become familiar with Wikipedia, including potential problems associated with its use. • Practise research skills. • Write for a target audience using a wiki tool. • Develop collaboration skills. • Develop proofreading skills.	**Presenting the weather** Outcome: this unit brings together data measurement, analysis and presentation, as the children take on the role of meteorologists and weather presenters. • Understand some of the risks in using the web • Understand different measurement techniques for weather, both analogue and digital. • Use computer-based data logging to automate the recording of some weather data. • Use spreadsheets to create charts • Analyse data, explore inconsistencies in data and make predictions • Practise using presentation software and, optionally, video
PE	Badminton Tag Rugby	Multi-skills Dance	Netball Gymnastics	Hockey Basketball	Tennis Handball	Cricket Athletics

<table>
<tr><td rowspan="2">RE</td><td>Christianity:

Question: What is it like to follow a God?</td><td>Buddhism:

Question: What does it mean to be a Buddhist in Britain today?</td><td>Hinduism:

Question: What do Hindu's teach about right and wrong?</td><td>Mayan Faith:

Question: What did the Mayans value the most?</td><td>Atheism and Humanist Movement:

Question: Is Atheism a belief or a religion?</td></tr>
<tr><td colspan="5">Religious Education:
Knowledge
<u>Year 4:</u>
• comment on connections between questions, beliefs, values and practices
• describe the impact of beliefs and practices on individuals, groups and communities
• describe similarities and differences within and between religions and beliefs
• gather, select, and organise ideas about religion and belief
• suggest answers to some questions raised by the study of religions and beliefs
• suggest meanings for a range of forms of religious expression, using appropriate vocabulary

<u>Year 5:</u>
• explain connections between questions, beliefs, values and practices in different belief systems
• recognise and explain the impact of beliefs and ultimate questions on individuals and communities
• explain how and why differences in belief are expressed.
• suggest lines of enquiry to address questions raised by the study of religions and beliefs
• suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence
• recognise and explain diversity within religious expression, using appropriate concepts.</td></tr>
<tr><td>PSHE</td><td>Feelings and Emotions:

Question: What is grief, and how can we cope with it?

Inclusion.

Question: What does acceptance look like?</td><td>Computer Safety:

Question: How can I keep myself and others safe online?</td><td>Keeping/Staying Safe:

Question: What can I do to keep myself and others safe, and who can I trust to help me?</td><td>Relationships:

Question: Why is it important to care about others' feelings?

Our World:

Question: Why do we need to look after our planet?</td><td>Responsibility:

Question: Why is it wrong to steal?</td><td>Keeping/Staying Healthy:

Question: When is it right to take medicines?

Hazard Watch:

Question: What does a hazard look like?</td></tr>
</table>

	PSHE: **A World without Judgement: (inclusion and acceptance)** ○ Identify some of the ways in which we are different and unique. ○ Explain some of the elements which help us to have a diverse community. ○ Describe strategies to overcome barriers and promote diversity and inclusion **Feelings and Emotions: (anger)** ○ Recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant. ○ Explain how feelings can be communicated with or without words. ○ Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people. ○ Demonstrate a range of strategies to help control and manage unpleasant/ uncomfortable emotions, such as anger ○ Recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good ○ Describe how we can support others who feel lonely, jealous, or upset ○ Recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people ○ Demonstrate a range of strategies to help control and manage unpleasant/ uncomfortable emotions, such as loneliness and jealous	**Keeping/Staying Safe:** ○ Identify strategies we can use to keep ourselves and others safe. ○ Recognise ways to manage peer pressure. ○ Explain the potential outcomes that may happen when we take risks. ○ Recognise the impact and possible consequences of an accident or incident **Being Responsible:** ○ Recognise why we should take action when someone is being unkind. ○ Describe caring and considerate behaviour, including the importance of looking out for others. ○ Demonstrate why it is important to behave in an appropriate and responsible way. ○ Identify how making some choices can impact others' lives in a negative way.	**Computer Safety:** • List reasons for sharing images online. • Identify rules to follow when sharing images online. • Describe the positive and negative consequences of sharing images online. • Recognise possible influences and pressures to share images online. **Computer Safety:** ○ Recognise the key values that are important in positive online relationships ○ Identify the feelings and emotions that may arise from online bullying ○ Develop coping strategies to use if we or someone we know is being bullied online ○ Identify how and who to ask for help **First Aid:** • Complete a primary survey for first aid. • Demonstrate the recovery position for an unresponsive breathing casualty. • Know when to deliver CPR. • Demonstrate how to do CPR. • Know when to call for emergency help.	**Keeping/Staying Healthy:** - Explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc. - Describe how smoking can affect your immediate and future health and wellbeing. - Give reasons why someone might start and continue to smoke. - Identify and use skills and strategies to resist any pressure to smoke	**The Working World:** - Understand and explain why people might want to save money. - Identify ways in which you can help out at home. - Budget for items you would like to buy. - Recognise ways to make money and the early stages of enterprise.	**Growing and Changing:** - Explain what puberty means. - Describe the changes that boys and girls may go through during puberty. - Identify why our bodies go through puberty. - Develop coping strategies to help with the different stages of puberty. - Identify who and what can help us during puberty.
French		TBC – investigating a new scheme		TBC – investigating a new scheme		TBC – investigating a new scheme

Music	**Earth and Space** *Composing/performing* ○ Recall the use of sounds from a range of pieces and compare their effect in those pieces. ○ Make inferences from pieces of music. ○ Start to respond sensitively to other people's musical tastes. ○ Start to suggest reasons for different musical styles in different times, places and cultures. ○ Ask and answer musically valid questions with increasing depth & sophistication.		**Fairtrade** *Appreciating different types of music.* ○ Develop an increasing understanding of the history and context of music ○ Listen with attention to detail and recall sounds with increasing aural memory			**Living things and their habitats** *Reading music notation* ○ Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression ○ Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets