

# Year 4 Curriculum

2020 – 2021



## Year 4 Yearly National Curriculum, Knowledge and Skills Overview

Autumn 1 (1a)	Autumn 1 (1b)	Autumn 2 (2)	Spring 1 (3)	Spring 2 (4)	Summer 1 (5)	Summer 2 (6)
Leon and the place between	Raging Romans		Wonderful World		Anglo Saxons	
<b>Key to understanding this document: Black = National Curriculum objectives   Red = Knowledge/Skills to be taught   Green = Resources to be used</b>						

	<p>The Discovery School curriculum this year will look and feel different up until December 2020. There will be initially a stronger focus on English and Maths in order to close any gaps in learning that may have occurred as a result of the national COVID 19 lock down in the previous academic year. This will be done through both discreet and focused teaching. During this time, the foundation subjects of: Science, RE, PSHE, PE must be taught. The other subjects can be touched upon but do not need to be a focus. From January 2021 the full curriculum will resume with the expectation that all subjects will be taught; including the new sex and relationships curriculum from term 5.</p>
<b>English</b>	See English Year 4 progression of skills for reading, writing and SPaG
<b>Phonics</b>	See Phonics progression of skills for those children who need to continue with their phonics
<b>Maths</b>	See Maths Year 4 progression of skills (White Rose) also follow times table programme of study
<b>PSHE</b>	See PSHE and Sex and Relationships curriculum – Year 4

<b>Science</b> <b>(Please see the</b> <b>full science plan</b> <b>for teaching</b> <b>ideas)</b>	<u>Sound</u>	<u>States of matter</u>	<u>Animals including humans</u>	<u>Electricity</u>	<u>Living things and their habitats</u>
	Working scientifically: Setting up simple practical enquiries. Making systematic, careful observations. Reporting on findings from enquiries.	Working scientifically: Making systematic and careful observations.	Working scientifically: Setting up simple practical enquires.	Working scientifically: Gathering, recording, classifying and presenting data to answer questions.	Working scientifically: Gathering and classifying data to answer questions.
	S1: Identify how sounds are made, associating some of them with something vibrating.	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	Making systematic and careful observations.	E1: Identify common appliances that run on electricity.	LT1: recognise that living things can be grouped in a variety of ways.
	Working scientifically: Setting up simple practical enquiries. Making systematic and careful observations. Reporting on findings from enquiries. Using results to draw simple conclusions.	SM1: Compare and group materials together, according to whether they are solids, liquids or gases.	To use written explanations to present findings.	Working scientifically: Setting up simple practical enquiries.	Working scientifically: Making systematic and careful observations using equipment.
	S2: Recognise that vibrations from sounds travel through a medium to the ear.	Working scientifically: Setting up practical enquiries, comparative and fair tests.	AH1 describe the simple functions of the basic parts of the digestive system in humans.	Record findings using labelled diagrams.	Gathering, recording and classifying data to answer questions.
	Working scientifically: Setting up simple practical enquiries. Making systematic and careful observations. Gathering, recording and presenting data to help answer questions.	Making systematic and careful observations.	Working scientifically: Identifying differences, similarities or changes related to simple scientific ideas and processes.	Using results to draw conclusions and make predictions for new values.	Recording findings using keys.
	S3: Find patterns between the pitch of a sound and features of the object that produced it.	Using a range of scientific equipment.	Record findings using simple labelled diagrams.	E2: Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.	LT2: explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
	Cross curricular link to music using instruments - Use some 'Boomwackers' to demonstrate pitch	Gathering and recording data using a table.	AH2 Identify the different types of teeth in humans and their simple functions.	Working scientifically: Setting up simple practical enquiries.	Working scientifically: Gathering and presenting data in a variety of ways to help in answering questions. Report on findings from enquiries using displays or presentations.
	Working scientifically: Setting up simple practical enquiries. Making systematic and careful observations. Reporting on findings from enquires. Using results to draw simple conclusions,	SM2: 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).	Working scientifically: Record findings using simple labelled diagrams.	Reporting on findings from enquiries, including oral or written explanations. Using straightforward scientific evidence to answer questions to support findings.	LT3: recognise that environments can change and that this can sometimes pose dangers to living things.
		Working scientifically: Setting up a simple practical enquiries.	AH3 Construct and interpret a variety of food chains identifying producers, predators and prey.	E3: 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. E4: Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	
		Making systematic and careful observations.		Working scientifically: Setting up simple practical enquiries.	
		Identifying differences, similarities or changes related to simple scientific ideas and processes.			
		Recording findings using simple scientific language and a table.			
		SM3: Identify the part played by evaporation and condensation in the			

	<p>make predictions for new values, suggest improvements and raise further questions.</p> <p>S4: Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Working scientifically: Setting up simple practical enquiries, comparative and fair tests. Taking accurate measurements using scientific equipment (e.g. data loggers). Gathering and recording data in a table. Use results to draw simple conclusions and make predictions for new values.</p> <p>S5: Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>water cycle and associate the rate of evaporation with temperature.</p>		<p>Using results draw simple conclusions.</p> <p>E5: Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	
	<p><b><u>Key Vocabulary and resources</u></b></p> <p>Pitch Sound vibrations Volume Medium Faint Insulator</p> <p>Balloons Tuning forks Boomwackers / range of musical instruments Metal coat hanger Plastic bowls Paper or plastic cups and string for telephones Beakers Plastic bottles</p>	<p><b><u>Key Vocabulary and resources</u></b></p> <p>States of matter Liquid Solid Gas Evaporation Condensation Water cycle Particles Freeze Melt</p> <p>Balloons Ice Lemon juice Vinegar Thermometers Data loggers Plastic bowls Clingfilm Plasticine Mirrors</p>	<p><b><u>Key Vocabulary and resources</u></b></p> <p>Predator, producer, consumer, prey, digestive system, mouth, tongue, teeth, stomach, small intestine, large intestine, rectum anus, carnivores, herbivores, decay, canines, molars.</p> <p>Tights, orange juice, cornflakes, banana plastic cups, bucket.</p>	<p><b><u>Key Vocabulary and resources</u></b></p> <p>Bulb Switch Battery Light Circuit Insulator Conductor Motor</p> <p>Circuit components e.g. – bulb, wires, batteries, motor etc materials to make torch/ lantern .</p>	<p><b><u>Key Vocabulary and resources</u></b></p> <p>Classification Flowering plants Non-flowering plants Vertebrates Invertebrates Pollution</p> <p>Living things pictures. Discovery walk Classification keys I-pads/laptops</p>

PE	<u>Invasion games</u>	<u>Tactics</u>	<u>Gymnastics</u>	<u>Dance</u>	<u>Yoga</u>	<u>Athletics</u>	<u>Outdoor and Adventurous activities</u>	<u>Feedback</u>
	<p>Change the pace, length and direction, when throwing, striking or kicking a ball to outwit an opponent. (Invasion games, striking and fielding, net games)</p> <p>Choose and use a range of ball skills with consistent accuracy. (Invasion games, striking and fielding, net games)</p> <p>Appreciate that rules need to be consistent and fair.</p>	<p>Use a variety of tactics to attack and keep possession and score.</p>	<p>Perform a range of gymnastic actions with increased consistency and fluency.</p> <p>Combine actions and show clarity of shape, control and balance in longer sequences alone or in a partners.</p> <p>Understand how strength and suppleness can improve gymnastic performance.</p>	<p>Perform movement patterns with increased consistency and fluency.</p> <p>Combine actions and show clarity of shape, control and balance in longer sequences alone or in a partners.</p>	<p>Describe how exercise helps the body and mind.</p> <p>Create routines using yoga poses, linking them in different ways.</p> <p>Shapes created using the body and children can describe how the shape stretches their body.</p> <p>Copy and remember different breathing techniques which can calm the body and mind.</p>	<p>Show some control when using a range of basic running, jumping and throwing actions, knowing when it's appropriate to change their technique.</p> <p>Perform a range of jumps showing contrasting techniques.</p> <p>Throw with some accuracy and power into a target area.</p> <p>Work in groups cooperatively, to use different techniques, speeds and effort to meet challenges.</p>	<p>Orientate themselves with accuracy around a short trail.</p> <p>Create a short trail for others with a physical challenge.</p> <p>Communicate clearly with other people in a team and with other teams.</p> <p>Experience a range of roles within a team.</p> <p>Try a range of equipment for creating and completing an activity.</p> <p>Make an informed decision on the best equipment to use for an activity.</p> <p>Begin to use a map to complete an</p>	<p>Describe their own and others' work, identify good performances and suggest ideas on how to improve.</p> <p>Understand how different activities affect their health and fitness, and how it affects their heart rate, breathing and temperature.</p> <p><b><u>Key vocabulary and Resources:</u></b></p> <p>Invasion Games: Pace Tactics Outwit Rules Fair play</p> <p>Tactics: Possession Awareness</p> <p>Gymnastics: Consistency Fluency Shape Independently Performance Confidence</p> <p>Athletics: Contrast Power Cooperation Effort Desire</p> <p>Dance: Consistency Fluency Combine Shape Balance</p>

						<p>orienteeing course.</p> <p>Start to improve trails to increase the challenge of the course.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve better results.</p>	<p>Feedback: Peer-feedback Positivity Heart-rate Breathing Temperature</p> <p>Yoga: Link Stretches Shape Breathing techniques</p> <p>OAA: Physical challenge roles decision modify</p>
<b>Geography</b>	<p><b><u>Locational Knowledge</u></b></p> <p>Locate and name the main counties in the south of England.</p> <p>Kent, Surrey, Essex and East Sussex (Link to Roman invasion)</p> <p>Simple outline map of the UK counties marked and some major county towns.</p> <p>Using maps to focus on Europe (including Russia) concentrating on their environmental regions, Key physical and human characteristics, countries and major cities.</p>	<p><b><u>Place Knowledge</u></b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country.</p> <p>(this could be linked to counties of UK with Saxon Borders in History)</p> <p>Holland – reclaimed land</p> <p>Eiffel tower</p> <p>Alps</p> <p>Seine</p> <p>Rhine</p> <p>Pyrenees</p>	<p><b><u>Human and Physical Geography</u></b></p> <p>Types of settlements in modern Britain: villages, towns, cities (Saxons)</p> <p>This could be linked to counties of UK with Saxon borders in History and within locational knowledge link in geography.</p>	<p><b><u>Geographical Skills and Field work</u></b></p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Study a section of ordnance survey symbols not covered in the Year 3 curriculum such as: bridges, school, picnic area, visitor centres, houses, toilets, post office, and museums.</p> <p>Begin to use the eight points of a compass, and four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features (compare Kings Hill/Maidstone with another area of using a range of methods, including</p>	<p><b><u>Key vocabulary:</u></b></p> <p>Europe</p> <p>Russia</p> <p>Counties/County</p> <p>Equator</p> <p>North Hemisphere</p> <p>South Hemisphere</p> <p>Boarder</p>		

	<p>Italy – Rome, Germany, Denmark, Holland, (link to Anglo Saxons)</p> <p>Simple outline of Europe and Russia Map showing the outlines of the different countries.</p> <p>Identify the position and significance of the equator and the Northern and Southern hemispheres.</p> <p>Simple world map showing the 7 main continents and 5 oceans and equator</p>	<p>Black Forest</p>		<p>sketch maps, plans and horizontal bar graphs, and digital technologies.</p>	
<p><b>History</b></p>	<p><b><u>Chronological understanding</u></b></p> <p>Uses words and phrases: century, decade, BC, AD, after, before, during.</p> <p>Plots the periods being studied on a horizontal timeline that also shows more recent key events: Stone Henge built 3000BC, 43AD, Birth of Jesus, Fire of London 1666, First Moon landing 1966, birth of Queen Elizabeth II 1926, own birth.</p> <p><i>Encourage all children to learn these key dates by heart.</i></p>	<p><b><u>Knowledge and understanding</u></b></p> <p><u>Anglo Saxons and Scots</u></p> <p>Scots invasions from Ireland to the North (now Scotland)</p> <p>Anglo Saxon invasions</p> <p>Anglo Saxon settlements and kingdoms (place names and village life)</p> <p>Example Key questions:</p> <p>Why did the Saxons come to England?</p> <p>How did the Anglo Saxons live?</p> <p>Why was a ship on dry land? (Sutton Hoo)</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p>	<p><b><u>Interpretation</u></b></p> <p><u>Roman Britain</u></p> <p>Julius Caesar attempts to invade 55 – 54 BC The power of the Roman army AD42</p> <p>British Resistance e.g. Boudicca</p> <p>The Romanisation of Britain e.g. Colchester, Bath or Caerwent.</p> <p>Study the impact of the Romans on technology (underfloor heating, roads, viaducts) and art (Mosaics)</p> <p>Example key questions:</p> <p>How were the Romans so powerful?</p> <p>Why did a queen rebel against the Romans?</p> <p>What have we learnt from the Romans?</p> <p>Gives reasons why there may be different accounts of history.</p>	<p><b><u>Enquiry</u></b></p> <p>Understands the difference between primary and secondary sources of evidence.</p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p>	<p><b><u>Organisation and communication</u></b></p> <p>Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills.</p> <p>Discusses most appropriate ways to present information, realising that it is for an audience.</p> <p><b><u>Key Vocabulary and resources</u></b></p> <p>Uses subject specific words such as monarch, settlement, or invader.</p>

	<p><i>WT children to use the timeline from the previous year.</i></p> <p>- Names and places dates of significant events on a timeline, updating it throughout the topic.</p>	<p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Describes how some of the past events/people affect life today.</p>						
DT	<p><b><u>Key Vocabulary</u></b></p> <p>*circuit, switch, diagram, annotated drawings, mechanical system, electrical system, input, process, output</p> <p>*series circuit, fault, connection, toggle switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, input device, output device</p> <p>*fabric, names of fabrics, fastening, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance.</p> <p>*name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, fresh, savoury, hygienic, edible, reared, caught, frozen, seasonal, harvested healthy/varied diet.</p>							
	<p><b><u>Technical Knowledge</u></b></p> <p>Understand and use mechanical systems in their products and have an input process and output. e.g. pneumatics. How pneumatic systems create movement. ANIMAL</p> <p>To understand and use simple electrical systems in their products e.g. series circuits incorporating switches, bulbs, buzzers and motors.</p>	<p><b><u>Evaluate Existing Products</u></b></p> <p>Investigate and analyse a range of existing products:</p> <p><b>What is the product and how is it used?</b></p> <p><b>How well do products work, achieve their purpose and meet the user's needs and wants?</b></p> <p><b>Why materials have been chosen – what properties do they have?</b></p>	<p><b><u>Design:</u></b></p> <p><b><u>Understanding contexts, users and purpose</u></b></p> <p>Use research and develop design criteria that informs the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups: <b>Gather information, including web-based sources, about the intended user – self, group</b></p>	<p><b><u>Generating, developing, modelling and communicating ideas.</u></b></p> <p>Pupils should:</p> <p>Generate, develop, model and communicate their ideas through: discussion, annotated sketches, pattern pieces, prototypes and computer-aided design. e.g. to design a monster.</p> <p><a href="https://www.gamesolo.com/flash-game/create-a-monster.html">https://www.gamesolo.com/flash-game/create-a-monster.html</a></p> <p>Describe how the product is fit for purpose. Indicate the design features of their product that will appeal to the intended user.</p>	<p><b><u>Make: Planning/ Practical skills and Techniques</u></b></p> <p>Pupils should:</p> <p>Independently order the main stages of making.</p> <ul style="list-style-type: none"><li>•Follow procedures for safety and hygiene.</li><li>•Measure, mark out, cut and shape materials and components with more accuracy.</li><li>•Assemble, join and combine materials</li></ul>	<p><b><u>Evaluate: Own products and ideas</u></b></p> <p>Refer to their design criteria as they design and make.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p><b><u>Nutrition and Healthy Eating: Where food comes from</u></b></p> <ul style="list-style-type: none"><li>•To understand seasonality.</li><li>•Using a world map identify where different types of food are grown, reared and caught.</li></ul>	<p><b><u>Food preparation, cooking and nutrition</u></b></p> <p>That a recipe can be adapted by adding or substituting one or more ingredients</p> <ul style="list-style-type: none"><li>•How to prepare and cook a savoury dish safely and hygienically using a heat source and <b>baking to make pizza.</b></li></ul> <p>How to use the techniques <b>slicing and grating</b></p>

	LIGHT	How have key events and individuals helped shape the world? <b>Focus:</b> <b>Robert William Thomson of Scotland; the inventor of the pneumatic tyre.</b> <b>What was the impact of the pneumatic tyre?</b>	<b>outdoors, wildlife campaigner</b>  Develop and use own design criteria  Work in a range of relevant contexts:  Wider environment, leisure, culture	Explain how particular parts of their product will function. Generate realistic ideas focusing on needs of user. To communicate ideas through discussion and sketches.	and components with some accuracy.  •Use a wider range of materials and components including, food ingredients, pneumatic and electrical components.  •Use simple finishing techniques accurately.			
<b>Key Vocabulary</b> Acrylic, Back stitch, Chain stitch, Chalk, Clay, Collage, Construct, Cross stitch, Embellish, Fineliners, ,Form, , fresco, Implements, Impressed print, Malleable, Marbelling, Model, Overlays, Pastels, Pattern, Pencils, rigid, Running stitch, Shades, Shape, Stitched, Texture, Third dimension, Tints, Tones , Wash, Watercolour,								
<b>Art</b>	<b><u>Drawing</u></b>	<b><u>Colour</u></b>	<b><u>Sculpture</u></b>	<b><u>Printing</u></b>	<b><u>Textiles and collage</u></b>	<b><u>Developing and exploring ideas/ evaluating and developing work</u></b>	<b><u>Artist or architect and designer studies</u></b>	
	make marks and lines with a wide range of drawing implements, chalk pastels, pencils, fine liners, felt tips, paint  apply and use simple pattern and texture to a drawing  show an awareness of	Colour mix to match tints, tones and shades in existing works.  Mix and use, tints, tones and shades and apply to work. Use paints and chalk pastels.  Compare watercolour and acrylic	Shape, form, model and construct malleable and rigid materials – clay tiles	Print with two overlays using an impressed print – lino cut	Use a wide variety of stitches (running, back, blanket, over, cross stitch, chain stitch) to join materials and to create pattern and texture.  Develop their own materials for collage – marbelling etc  Embellish work using a variety of techniques and materials.	To create sketch books to record their observation and use them to review and revisit ideas.  Compare ideas, methods and approaches used by themselves and others.  Discuss how they feel about their own and others work. What might they change? Adapt work accordingly.  Use a sketchbook to record observations and other visual information from different sources.	Terms 1 and 2 – The Roman topic  Michelangelo (sculptor, artist and architect) Leonardo Di Vinci  Terms 3 and 4 – Around the World topic  M.C. Escher (graphic artist)  Hokusai (Japanese printer and artist)  Terms 5 and 6 – The Anglo Saxons	

	objects have a third dimension	tints, tones and shades.				Annotate ideas.  Question, discuss and make observations about starting points/artists and artworks.  What can they magpie for their own work?	Illuminated letters and other work by Anglo-Saxon artists
Computing	<u>Using Technology</u>  To use collaborative software <b>padlet</b> and <b>googledocs</b> .  To use copy, paste and cut keys to move information. Use shorthand keys too ( <b>Ctrl+C, Ctrl+V and Ctrl+Z</b> ).  To independently use a variety of hardware for different purposes e.g. creating videos using tablet software.  To use data within spreadsheets to create graphs or present data in different ways – <b>pie charts and line graphs</b>  To select and a manipulate sound and images using a digital device. <b>Use iMovie on the iPad to manipulate sound and images simultaneously</b> .	<u>Using the Internet</u>  To be able to navigate a search engine using key search terms e.g. What did the Romans eat?  To be able to skim read for relevant information and modify search key words if necessary.  To understand that search results are ranked in order of relevance but may include advertising etc.  To begin to create basic website ( <b>using google apps</b> ). <b>These should include hyperlinks, insert, print screen, crop and previously learnt skills from other program</b> .  <b>Copy and paste from the internet within research.</b>	<u>Programming &amp; Control</u>  To design, write and debug (correct errors) more complex algorithms that accomplish specific goals.  To be able to work with an increasing number of variables and forms of input and output  To sequence algorithms to enable effective program function.  <b>The above objectives will be covered by complete the following compulsory projects:</b>  <b>1) Choose from Lego Wedo Projects 9, 10, 11, 12, 13, 14, 17, 21, 22, 23 or 24 (120 minutes each) to build and move a physical system, combining variables for a purpose with a more complex physical resource.</b> <b>2)Use Scratch on the iPad to incorporate speech, sensor blocks, repeat until/if/when blocks.</b>	<u>Online Safety</u>  To have an understanding that information published online is public and permanent and be aware of privacy settings on certain websites/apps.  To know the meaning of ‘cyberbullying’ and how to be an up stander. Know who to tell or what to do if they see something upsetting on line. <b>E.g. a trusted adult or use the report/block features</b>  To develop an understanding on why there are age restrictions within apps/games and that people online may not be who they say are.  To further understand the digital consent age of 13 is related to sponsored advertising and not just the content of the app itself and the use of photos on social media.  To demonstrate an age-related understanding of E-safety when communicating online. <b>Ensure that this is appropriate to your class e.g.</b>	<u>Key Vocabulary</u>  search engine  Google  <i>debug</i>  <i>algorithm</i>  spreadsheets  copy  paste  cut  cloud  Google Doc  collaborative  privacy settings  up-stander		

	<p>WITHIN SCIENCE use <b>makey makey</b> hardware (linked to electricity topic) to understand how a physical system works.</p>			<p>only chat to people online that you know and ensure an adult is around.</p>	
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RE Christianity + Hinduism  *Refer to prior learning of Islam and Judaism	<b><u>BELIEVING - Understand and know about a range of religions and worldviews</u></b>		<b><u>EXPRESSING -Express ideas and insights about nature, significance and impacts of religions and worldviews</u></b>	<b><u>LIVING -Gain and deploy skills needed to engage seriously with religions and worldviews</u></b>	<b><u>Key Vocabulary and resources</u></b>	
	<ul style="list-style-type: none"><li>*Make connections between some of Jesus’ teachings and the way Christians live today.</li><li>*Describe how Christians celebrate Holy Week and Easter Sunday.</li><li>*Give simple definitions of some key Christian terms (gospels, incarnations, salvation) and illustrate them with events from Holy Week and Easter.</li><li>* Suggest why some people see life as a journey and identify some of the key milestones on this journey.</li><li>*Describe what happens in Christian, Hindu (and Jewish) ceremonies of commitment and what these rituals mean.</li><li>*Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.</li><li>*Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</li><li>* Make connections between stories of temptation and why people can find it difficult to be good.</li></ul>		<ul style="list-style-type: none"><li>* Identify the most important parts of Easter for Christians and say why they are important.</li><li><b>REVISIT:</b> *Describe and comment on similarities and differences between how Christians, Hindus and Muslims pray.</li><li>*Explain similarities and differences about how people pray.</li><li>Suggest reasons why marking the milestones of life are important to Christians, Hindus (and Jewish people).</li><li>* Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</li><li>* Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</li><li>* Give examples of ways in which some inspirational people have been guided by their religion.</li></ul>	<ul style="list-style-type: none"><li>Link some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</li><li>*Discuss links between actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</li><li>* Discuss their own and others’ ideas about how people decide right and wrong.</li></ul>	Holy week, Easter, Palm Sunday, Good Friday, death and resurrection, Holy Spirit, Je sus, baptism, sacred thread ceremony (Hinduism), life after death.	
MUSIC	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Improvise and compose music for a range of purposes using the inter-related dimensions of music.  <i>Compose</i> music that combines several <i>layers</i> of sound.	Listen with attention to detail and recall sounds with increasing aural memory.  <i>Notice, analyse and explore the way sounds can be combined and used expressively.</i>	Use and understand staff and other musical notations.  <i>Learn to read music during ukulele lessons.</i>  <i>Use staff and other musical notation when composing work. Know how many beats in a <i>minim, crotchet</i> and</i>	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and	Develop an understanding of the history of music.  <i>Describe the different purposes of music</i>

	<p>Sing in tune with awareness of others.</p> <p>Perform simple <b>melodic</b> and <b>rhythmic</b> parts with awareness of others.</p> <p><b>Improvise</b> repeated patterns growing in sophistication.</p> <p>Sing songs from memory with accurate <b>pitch</b>.</p> <p>Maintain a simple part within a group.</p> <p>Understand the importance of pronouncing the words in a song well.</p> <p>Show <b>control</b> in voice. Play notes on instruments with care so they sound clear.</p> <p>Perform with control and awareness of what others in the group are singing or playing.</p>	<p>Show awareness of the effect of several layers of sound.</p> <p>Compose and perform melodies and songs. (Including using ICT). Use sound to create abstract <b>effects</b>.</p> <p>Recognise and create repeated patterns with a range of instruments.</p> <p>Create accompaniments for tunes.</p> <p>Carefully choose order, combine and control sounds with awareness of their combined effect.</p>	<p>Comment on musicians' use of technique to create effect.</p> <p><b>semibreve</b> and recognise their symbols. Know the symbol for a <b>rest</b> in music, and use silence for effect in music</p>	<p>from great composers and musicians.</p> <p>Begin to recognise and identify instruments and numbers of instruments and voices being played.</p> <p>Compare music and express growing tastes in music.</p> <p>Explain how musical elements can be used together to compose music.</p>	<p>throughout history and in other cultures.</p> <p>Understand that the sense of occasion affects the performance.</p>
	<p><b>Key vocabulary and Resources:</b></p> <p>Melodic, rhythmic, control, improvise, compose, effect, phrase, layers, pattern, notation, crotchet, quaver, minim, semibreve Charanga, <b>ukuleles</b>, a range of tuned and untuned instruments.</p>				

French	<b>Unit 7: Encore!</b> <ul style="list-style-type: none"> <li>Revise ways to describe people, using <i>avoir</i> and <i>être</i> phrases.</li> <li>Describe people's nationality.</li> <li>Revision of a variety of <i>avoir</i> phrases.</li> <li>Use <i>être</i> phrases with adjectives.</li> <li>Recognise and use third person singular (<i>il/elle</i>) with both <i>avoir</i> and <i>être</i>.</li> <li>Recognise different adjective endings.</li> </ul>	<b>Unit 8: Quelle heure est-il?</b> <ul style="list-style-type: none"> <li>Talk about free-time activities.</li> <li>Learn to tell the time.</li> </ul> <p>Say what activities you do at certain times.</p> <ul style="list-style-type: none"> <li>Use several present tense verbs to describe activities.</li> <li>Produce short phrases orally and in writing.</li> </ul> <p>Express the time separately or in phrases with other verbs.</p>	<b>Unit 9: Les fêtes</b> <ul style="list-style-type: none"> <li>Say the names and dates of several French festivals.</li> <li>Identify and ask for certain presents at festivals.</li> <li>Recognise and use numbers 31-60.</li> </ul> <p>Give and understand more instructions.</p> <ul style="list-style-type: none"> <li>Give more dates for festivals through the year.</li> <li>Ask for various presents.</li> <li>Count up to 60.</li> <li>Understand and give imperative instructions.</li> </ul> <p>Recognise plural forms.</p>	<b>Unit 10: Où vas-tu?</b> <ul style="list-style-type: none"> <li>Names and recognise various French cities.</li> <li>Give and understand basic directions.</li> <li>Talk about the weather.</li> </ul> <p>Talk about the weather in a particular city.</p> <ul style="list-style-type: none"> <li>Recognise various French cities.</li> <li>Ask and answer questions about where you are going, using <i>je vais à...</i></li> <li>Understand and give imperative instructions for directions.</li> <li>Form weather expressions using impersonal <i>il...</i> expressions.</li> </ul> <p>Describe the weather in a certain location in a short sentence.</p>	<b>Unit 11: On mange!</b> <ul style="list-style-type: none"> <li>Ask for food in a shop.</li> <li>Ask and understand how much something costs.</li> <li>Talk about activities at a party.</li> </ul> <p>Give opinions about activities and food.</p> <ul style="list-style-type: none"> <li>Ask what someone wants.</li> <li>Say what you want.</li> <li>Talk about food using the partitive article.</li> <li>Use <i>on</i> to talk about first-person plural activities.</li> </ul> <p>Give basic opinions about activities and food.</p>	<b>Unit 12: Le cirque</b> <ul style="list-style-type: none"> <li>Identify various francophone countries.</li> <li>Talk about which languages you speak.</li> <li>Identify different items of clothing.</li> </ul> <p>Describe the colour of items of clothing.</p> <ul style="list-style-type: none"> <li>Give the names of various French speaking countries.</li> <li>Use positive and negative phrases to talk about speaking languages.</li> </ul> <p>Describe various items of clothing, using colour adjectives.</p>
	<b>Key vocabulary and Resources:</b>  <b>Rigolo 1</b> <ul style="list-style-type: none"> <li>Descriptive vocabulary: <i>il/elle a</i> (he/she has)... <i>les cheveux courts/longs</i> (short/long hair), <i>les yeux bleus</i>, (blue eyes) (etc), <i>un chien</i> (a dog), <i>un frère/une sœur</i> (brother/sister), <i>il/elle a sept ans</i> (he/she is seven years old).</li> </ul>	<b>Key vocabulary and Resources:</b>  <b>Rigolo 1</b> <ul style="list-style-type: none"> <li>Activities: <i>je regarde</i> (I am watching)... <i>la télé</i> (TV), <i>un DVD</i> (a DVD) ; <i>j'écoute</i> (I am listening to)... <i>mes CD</i> (my CDs), <i>la radio</i> (the radio); <i>je joue</i> (I'm playing)...<i>au football</i> (football), <i>au tennis</i> (tennis).</li> </ul>	<b>Key vocabulary and Resources:</b>  <b>Rigolo 1</b> <ul style="list-style-type: none"> <li><i>Festivals le Nouvel An</i> (New Year), <i>la Fête des Rois</i> (Feast of Kings/Epiphany), <i>la Saint-Valentin</i> (St Valentine's day), <i>Pâques</i> (Easter), <i>la Fête Nationale</i> (Bastille Day), <i>Noël</i> (Christmas)</li> <li>Presents: <i>un vélo</i> (bike), <i>un jeu</i> (a game),</li> </ul>	<b>Key vocabulary and Resources:</b>  <b>Rigolo 1</b> <ul style="list-style-type: none"> <li>Saying where are you going: <i>Je vais à</i> (I'm going to)... <i>Paris/Bordeaux/Strasbourg/Nice/Grenoble</i>.</li> <li>Directions: <i>tournez à droite</i> (right), <i>tournez à gauche</i> (left), <i>allez tout droit</i> (straight on), <i>arrêtez</i> (stop).</li> <li>Weather: <i>Quel temps fait-il?</i> (What's the weather like?), <i>Il fait beau</i>. (It's sunny), <i>Il fait froid</i> (It's cold), <i>Il fait chaud</i> (It's hot), <i>Il pleut</i>. (It's raining), <i>Il neige</i>. (It's snowing)</li> <li>Weather in a particular town: <i>À Paris/Bordeaux/Strasbourg/Nice/Grenoble, il</i></li> </ul>	<b>Key vocabulary and Resources:</b>  <b>Rigolo 1</b> <ul style="list-style-type: none"> <li>Asking and answering what you want: <i>Qu'est-ce que tu veux?</i> (What do you want?) <i>Je voudrais</i> (I'd like)...</li> <li>Food items: <i>du pain</i> (bread), <i>du fromage</i> (cheese), <i>de la limonade</i> (lemonade), <i>de la crème</i> (cream), <i>des fraises</i></li> </ul>	<b>Key vocabulary and Resources:</b>  <b>Rigolo 1</b> <ul style="list-style-type: none"> <li>Francophone countries: <i>la France</i> (France), <i>la Suisse</i> (Switzerland), <i>le Canada</i> (Canada), <i>la Martinique</i> (Martinique), <i>le Maroc</i> (Morocco), <i>le Sénégal</i> (Senegal)</li> <li>Talking about languages: <i>Je parle anglais/français</i> (I speak English/French), <i>Je ne</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Nationalities: <i>français(e)</i> (French), <i>canadien(ne)</i> (Canadian), <i>britannique</i> (British). Character adjectives: <i>intelligent(e)</i> (clever), <i>sportif/sportive</i> (sporty), <i>sévère</i> (strict).</li> </ul>	<ul style="list-style-type: none"> <li>• Telling the time: <i>il est... heure(s)</i>. Activities at certain times: <i>Je regarde la télé à cinq heures etc.</i></li> </ul>	<p><i>un livre</i> (a book), <i>un ballon</i> (a ball), <i>un Père Noël en chocolat</i> (chocolate Father Christmas), <i>un œuf de Pâques</i> (Easter egg).</p> <ul style="list-style-type: none"> <li>• Numbers 31-60. Instructions: <i>touchez le nez/ les pieds!</i> (touch your nose/feet!), <i>comptez!</i> (count!), <i>sautez!</i> (jump!), <i>levez les bras!</i> (raise your arms!), <i>tournez!</i> (turn around!), <i>hochez la tête!</i> (nod your head!)</li> </ul>	<p><i>fait beau/il fait froid/il fait froid/il fait chaud/il pleut/il neige.</i> (In Paris etc., it's sunny/cold/hot/raining/snowing).</p>	<p>(strawberries), <i>des tomates</i> (tomatoes).</p> <ul style="list-style-type: none"> <li>• Using money: <i>C'est combine?</i> (How much is it?): <i>C'est [cinq] euros.</i> (it's [five] euros).</li> <li>• Party activities: <i>On boit</i> (We are drinking), <i>On mange</i> (We are eating), <i>On danse</i> (We are dancing), <i>On chante</i> (We are singing), <i>On s'amuse</i> (We are having fun). Opinions: <i>C'est chouette</i> (it's great), <i>c'est nul</i> (it's rubbish), <i>c'est bizarre</i> (it's weird).</li> </ul>	<p><i>parle pas anglais/français</i> (I don't speak English/French).</p> <ul style="list-style-type: none"> <li>• Clothes: <i>un pantalon</i> (trousers), <i>une veste</i> (jacket), <i>une chemise</i> (shirt), <i>un t-shirt</i> (t-shirt), <i>un chapeau</i> (hat), <i>une jupe</i> (skirt).</li> <li>• Describing colour of clothes: colours met so far <i>plus blanc(he)</i> (white) and <i>noir(e)</i> (black).</li> </ul>
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