St Peter's of Eaton Square C of E Primary School Y4 Curriculum Overview

IMPLEMENTATION – How We Will Deliver Our Curriculum

Our children are receptive to learning and have great potential and every adult will continue to promote high standards and a true love of learning. Our teachers will always attempt to use local learning opportunities within walking distance from the school (museums and galleries) to provide meaningful enrichment opportunities for the children.

IMPACT – How We Will Evaluate Our Curriculum

Children at St Peter's will develop detailed knowledge and skills across the whole curriculum taught and given regular opportunities to articulate their learning through opportunities for retrieval practice; to showcase that their fluency and mastery is incrementally improving. They will demonstrate a love of learning through pride in all that they do with the ability to persevere when challenges arise. The quality and breadth of work seen in books and learning environments will showcase their learning over time.

Service, hope, love, forgiveness, faith and wisdom will be integral to their values and relationships.

INTENT - Our Curriculum Intent

The curriculum at St Peter's aims to inspire children to learn, celebrating the rich diversity across St Peter's school, church and wider local community. Our curriculum places every child at the centre of learning. We endeavour to nurture our children's individuality, supporting their development of interpersonal skills and resilience to become creative, critical thinkers.

St Peter's curriculum works in parallel with the national curriculum and provides opportunities for all children including those with SEND and aims to break barriers and challenge stereotypes.

We pride ourselves on having a curriculum that gives a voice to all pupils which enables them to build important life skills, knowledge and cultural capital required for successful life opportunities.

			YEAR 4		YEAR 4								
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2							
Learning Project / Key Idea	Who am I?	Who are you?	What is conflict?	What is tolerance?	What is Westminster like?	How can we make changes?							
Theme	Identity Diversity	Environment	Climate Change Inventors/tions	Creativity	Health Sustainability	Independence Resilience							
Core Texts	Contraction of the second		PRIME DURING AUTON		RIOELLA BENJAMIN Coming to England	Image: Construction of the construc							
Cross-Curricular	English - <u>Non-Fiction:</u> Persuasive	English- <u>Non-Fiction:</u> Letter based on a visit	English- <u>Non-</u> <u>Fiction:</u> Explanation text	English- <u>Non-Fiction:</u> Information text	English- <u>Non-</u> <u>Fiction:</u> Letter	English- <u>Non-</u> <u>Fiction:</u> Biography							
	<u>Fiction:</u> 3 rd person narrative	<u>Fiction:</u> Diary	<u>Fiction:</u> Missing chapter	Fiction: 1 st person narrative	<u>Fiction:</u> Adventure story	<u>Fiction:</u> Myth							
Cross-Curricular	Science- Animals, including humans	Science- Living Things and their Habitats	Science- Classifying living things	Science- Electricity	Science- States of Matter	Science- Sound							
Cross-Curricular	Computing –	Computing –	Computing –	Computing –	Computing –	Computing –							

	How can I be safe with technology and be a good digital citizen?	How can I use devices to create digital media?	How can I use my skills to create a project?	What can I build with code?	How can I create, store and use information?	How do I use an algorithm?
Cross-Curricular	PE - Games Basic skills Swimming and Water Safety	PE - Gymnastics Bridges Swimming and Water Safety	PE - Dance & Fitness Space Swimming and Water Safety	PE - Team Games Racket/Bat sports skills Swimming and Water Safety	PE - Invasion & Team Games Basketball, football, netball skills Swimming and Water Safety	PE - Athletics Swimming and Water Safety
Cross-Curricular	R.E. – How did belief in God affect the actions of people from the Old Testament?	R.E. – 1. What are the beatitudes and what do they mean to Christians? 2. What do Christians mean by peace at Christmas?	R.E. – Hinduism – How do Hindus worship?	R.E. – 1. Do fame and the Christian faith go together? 2. What is Holy Communion and how does it build a Christian community?	R.E. – Hinduism - What does it mean to be a Hindu?	R.E. – Why is liturgy important to many Christians?
Cross-Curricular	History – The Roman Empire and its impact on Britain –	Geography – A comparison between Mexico and the UK	History- The Mayans	Geography- How do people across the world earn a living?	History- The Industrial Revolution	Geography- Volcanoes
Cross-Curricular	Art- Self-portraits	D.T Designing a slingshot car	Art- Formal elements of art	D.T Designing a pavilion structure	Art- Every picture tells a story	D.T Food: Following a recipe
Cross-Curricular	Music - Violin	Music - Violin	Music - Violin	Music - Violin	Music - Violin	Music - Violin
Cross-Curricular	Latin - Deepening understanding of Latin verbs. Roman Gods and Religion	Latin - Deepening understanding of Latin verbs. Roman Gods and Religion	Latin - Deepening understanding of Latin verbs. Roman household and	Latin - Deepening understanding of Latin verbs. Roman household and	Latin - Translating more complex sentences.	Latin - Translating more comple sentences.
Cross-Curricular	PSHE - Being Me in My World	Religion PSHE - Celebrating Difference	cookery PSHE - Dreams and Goals	cookery PSHE - Healthy Me	PSHE - Relationships	PSHE - Changing Me
periences / Visits						

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National Curriculum /	Science –	Science –	Science –	Science –	Science –	Science –
Knowledge	Describe the basic	Explore and use	Explore and use	Construct a simple series	Compare and group	Recognise that sounds get
	functions of the main	classification keys to help	classification keys to	electric circuit,	materials together,	fainter as the distance
	parts of the digestive	group, identify and name	help find, identify and	identifying and naming	according to whether	from the source increases.
	system in humans.	a variety of living things	name a variety of living	the basic parts, including	they are solids, liquids	
	Identify the different	in their local and wider	things in their local and	cells wires, bulbs,	or gases	Identify how sounds are
	teeth in humans and	environment and identify	wider environment	switches and bulbs.	Observe that some	made, associating some of
	their simple functions.	how the habitat changes			materials change	them with something
	· · · · · · · · · · · · · · · · · · ·	throughout the year.	Raise and answer	Recognise some	state when they are	vibrating.
	Describe the basic		questions based on	common conductors and	heated or cooled, and	
	functions of the main	Explore and use	their observations of	insulators and associate	measure or research	Find patterns between
	parts of the digestive	classification keys to help	animals and what they	metals with being good	the temperature at	the pitch of a sound and
	system in humans	group, identify and name	have found out about	conductors	which this happens in	features of the object that
	Animals, including	a variety of living things	other animals that they		degrees Celsius (°C).	produced it.
	humans (non-statutory) -	in their local and wider	have researched	Identify common	Identify the part	
	be introduced to the	environment and identify		appliances that run on	played by evaporation	Recognise that vibrations
	main body parts	how the habitat changes	Recognise that living	electricity	and condensation in	from sounds travel
	associated with the	throughout the year.	things can be grouped		the water cycle and	through a medium to the
	digestive system, for		in a variety of ways.	Pupils should be taught	associate the rate of	ear.
	example: mouth, tongue,	Recognise that	Put vertebrate animals	about precautions for	evaporation with	
	teeth, oesophagus,	environments can	into groups, for	working safely with electricity.	temperature.	
	stomach, and small and	change and that this can sometimes pose dangers	example: fish, amphibians, reptiles,	electricity.		
	large intestine.	to living things and	birds, and mammals;		States of matter (non-	
	· · · · · · · · · · · · · · · · · · ·	explore examples of	and invertebrates into		statutory) - observe and record	
	Identify that animals,	human impact (both	snails and slugs, worms,		evaporation over a	
	including humans, need	positive and negative) on	spiders, and insects.		period of time, for	
	the right type and	environments.	· · · · · · · · · · · · · · · · · · ·		example, a puddle in	
	amount of nutrition, and				the playground or	
	that they cannot make				washing on a line, and	
	their own food, they get				investigate the effect	
	nutrition from what they				of temperature on	
	eat.				washing drying	
	/ '				Observe that some	
	Construct and interpret a				materials change state when they are heated	
	variety of food chains, identifying producers,				or cooled.	
	predators and prey					
National Curriculum /		Computing-	Computing-	Computing-	Computing-	Computing-
Knowledge	Recognise	Recognise common uses of	Understand computer	Design, write and debug	Select and use a variety of	Design, write and debug
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	acceptable/unacceptable behaviour online Identify a range of ways to report concerns about content and contact Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	information technology beyond school Use technology to create, retrieve, store and manipulate digital content. Use technology safely, respectfully and responsibly.	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) to accomplish given goals including collecting, analysing, evaluating and presenting data and information	programs that accomplish specific goals Solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs	software to accomplish given goals, including collecting, analysing, evaluating and presenting data and information	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
National Curriculum / Knowledge	Games Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	<u>Gymnastics</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise	Dance & Fitness Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to	Team Games Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and	Team Games Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and	Athletics Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils

	Pupils should use running, jumping, throwing and catching in isolation and in combination. <u>Swimming & Water</u> <u>Safety</u> Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations.	their own success. Pupils should develop flexibility, strength, technique, control and balance. <u>Swimming &</u> <u>Water Safety</u> Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations.	evaluate and recognise their own success. Pupils should perform dances using a range of movement patterns. <u>Swimming & Water</u> <u>Safety</u> Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of strokes effectively and perform safe self- rescue in different water-based situations.	sports and learn how to evaluate and recognise their own success. Pupils should apply basic principles suitable for attacking and defending. <u>Swimming & Water</u> <u>Safety</u> Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations.	sports and learn how to evaluate and recognise their own success. Pupils should apply basic principles suitable for attacking and defending. <u>Swimming & Water</u> <u>Safety</u> Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of strokes effectively and perform safe self- rescue in different water-based situations.	should develop flexibility, strength, technique, control and balance. Pupils should take part in outdoor and adventurous activity challenges both individually and within a team. <u>Swimming & Water</u> <u>Safety</u> Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations.
National Curriculum / Knowledge	 R.E. – Key concepts/ideas: People of God God's plan What does it mean to have faith? What can we learn from the stories of Abraham, Moses, David, Ruth and Solomon about following God's call? How do people determine what God is calling them to do? How do understand the word 'vocation?' Where do we get our strength from? 	 R.E. – Key concepts/ideas: What do the Beatitudes mean? What do the Beatitudes mean for Christians? What moral decisions might a person make based on the teachings of the Beatitudes? What impact did the Beatitudes have on that time and on the life of Christians today? What do they tell us about God, Jesus, humanity and our 	R.E. – Key concepts/ideas: •Belief. •Worship. •Religious practices. •What does it mean for a Hindu to believe in God?	R.E. – Key concepts/ideas: •What are the key values that Christian people hold? •Is possible to be a Christian and famous or is there a conflict in the value system? Key concepts/ideas: •Salvation •Koinonia •What Jesus said about Communion? •How Christians share in the Body and Blood of Jesus at Church. •How the act of sharing	 R.E. – Key concepts/ideas: What are the key beliefs of Hinduism and how are these applied to daily life for some Hindus? What are the key practices and how do the values and ideals influence and underpin behaviour and attitude? 	 R.E. – Key concepts/ideas: The meaning of the liturgy. Different styles of liturgy. The meaning of the sacrament. Prayer, psalms, word, silence, art, ritual, symbol, sacrament, etc. structure of liturgy, purpose, place of liturgy.

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	What helps us to make	responsibilities to each		Communion		
	the right choices for our	other and the world?		demonstrates God's		
	lives?	Key concepts/ideas:		Peace.		
		 Incarnation 		• The legacy of Jesus and		
		•What is peace?		how it may help		
		•How do we find peace		Christians today.		
		within ourselves?				
		•What does the Bible				
		tell us about peace?				
		•How does the Church				
		live out its message of				
		peace at Christmas?				
National Curriculum /	History -	Geography –	History -	Geography –	History -	Geography –
Knowledge	Chronology	Identify the position	Chronology	Identify the position	Chronology	Identify the position and
	Understand BC and AD.	and significance of	Understand BC and	and significance of	Understand BC and	significance of latitude,
	Use common words	latitude, longitude,	AD.	latitude, longitude,	AD.	longitude, Equator,
	and phrases relating to	Equator, Northern	Use common words	Equator, Northern	Use common words	Northern Hemisphere,
	the passing of time (e.g.	Hemisphere, Southern	and phrases relating	Hemisphere, Southern	and phrases relating	Southern Hemisphere,
	'recently', 'before',		to the passing of time		to the passing of time	
	'after', 'now' and	Hemisphere, the	(e.g. 'recently',	Hemisphere, the	(e.g. 'recently',	the Tropics of Cancer
	'later').	Tropics of Cancer and	'before', 'after', 'now'	Tropics of Cancer and	'before', 'after', 'now'	and Capricorn, Arctic
	Use words and phrases	Capricorn, Arctic and	and 'later').	Capricorn, Arctic and	and 'later').	and Antarctic Circle, the
	to describe periods of	Antarctic Circle, the	Use words and	Antarctic Circle, the	Use words and	Prime/Greenwich
	time: "millenia",	Prime/Greenwich	phrases to describe	Prime/Greenwich	phrases to describe	Meridian and time zones
	"century" and	Meridian and time	periods of time:	Meridian and time	periods of time:	(including day and
	"decade". Establish narratives	zones (including day	"millenia", "century" and "decade".	zones (including day	"millenia", "century" and "decade".	night).
	within and across	and night).	Establish narratives	and night).	Establish narratives	Understand
	periods studied.	Understand	within and across	Understand	within and across	geographical similarities
	Understand the	geographical	periods studied.	geographical	periods studied.	and differences through
	concept of change over	similarities and	Understand the	similarities and	Understand the	the study of human and
	time.	differences through the	concept of change	differences through the	concept of change	physical geography of a
	Identify changes within	study of human and	over time.	study of human and	over time.	region of the United
	and across historical	physical geography of a	Identify changes	physical geography of a	Identify changes	Kingdom, a region in a
	periods.	region of the United	within and across	region of the United	within and across	European country, and a
		Kingdom, a region in a	historical periods.	Kingdom, a region in a	historical periods.	region within North or
	Knowledge and	European country, and		European country, and		South America.
	Understanding	a region within North	Knowledge and	a region within North	Knowledge and	Describe and understand
	Identify key features /	or South America.	Understanding	or South America.	Understanding	key aspects of physical
	events of a period.	Describe and	Identify key features /	Describe and	Identify key features /	
			events of a period.	understand key aspects	events of a period.	geography, including:
		understand key aspects		understand key aspects		climate zones, biomes

Identify key changes over a period of time and give reasons for these. Explain how the lives of people in the time studied compares with our life today. Explain how people / events from the past have influenced life today. Use appropriate historical vocabulary e.g. culture, social, economic and political. Interpretation Understand that the past has been represented in different ways. Give reasons for different ways in which the past is presented. Begin to evaluate the usefulness of different sources. Consider the ways of	of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Identify key changes over a period of time and give reasons for these. Explain how the lives of people in the time studied compares with our life today. Explain how people / events from the past have influenced life today. Use appropriate historical vocabulary e.g. culture, social, economic and political. Interpretation Understand that the past has been represented in different ways. Give reasons for different ways in which the past is presented. Begin to evaluate the usefulness of different	of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Identify key changes over a period of time and give reasons for these. Explain how the lives of people in the time studied compares with our life today. Explain how people / events from the past have influenced life today. Use appropriate historical vocabulary e.g. culture, social, economic and political. Interpretation Understand that the past has been represented in different ways. Give reasons for different ways in which the past is presented. Begin to evaluate the usefulness of different	and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Interpretation	natural resources	political.	natural resources	political.	and water.
past has been represented in different ways. Give reasons for different ways in which the past is presented. Begin to evaluate the usefulness of different	minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe	Understand that the past has been represented in different ways. Give reasons for different ways in which the past is presented.	minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe	Understand that the past has been represented in different ways. Give reasons for different ways in which the past is presented.	and digital/computer mapping to locate countries and describe
checking the accuracy of interpretations: fact, fiction and opinion. Identify primary /secondary sources and		sources. Consider the ways of checking the accuracy of interpretations: fact, fiction and		sources. Consider the ways of checking the accuracy of interpretations: fact, fiction and	
how this affects reliability. Begin to use evidence to formulate own interpretation/opinion of historical events and people.		opinion. Identify primary /secondary sources and how this affects reliability. Begin to use evidence to formulate own interpretation/opinion		opinion. Identify primary /secondary sources and how this affects reliability. Begin to use evidence to formulate own interpretation/opinion	

Examine different types of evidence and draw conclusions. Analyse the experiences of others and apply the lessons learnt to one's own life/today's world. Discern how and why contrasting arguments and interpretations of the past have been constructed. Identify and explain change and continuity within and across periods.

Enquiry

Ask questions such as "how did people...?". "what did people do for...?" etc. Use evidence to build up a picture of a past events. Select and organise relevant historical information. Use a variety of documents (e.g. printed sources, the internet, databases, photographs, music, artefacts, historic buildings) to collect information about the past. Begin to evaluate the reliability of different sources of evidence.

of historical events and people. Examine different types of evidence and draw conclusions. Analyse the experiences of others and apply the lessons learnt to one's own life/todav's world. Discern how and why contrasting arguments and interpretations of the past have been constructed. Identify and explain change and continuity within and across periods.

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	Organisation and		Begin to evaluate the		Begin to evaluate the	
	Communication		reliability of different		reliability of different	
	Discuss different ways		sources of evidence.		sources of evidence.	
	of presenting					
	information for		Organisation and		Organisation and	
	different purposes.		Communication		Communication	
	Communicate		Discuss different ways		Discuss different ways	
	knowledge and		of presenting		of presenting	
	understanding in a		information for		information for	
	variety of ways (e.g.		different purposes.		different purposes.	
	discussions, pictures,		Communicate		Communicate	
	writing, annotations		knowledge and		knowledge and	
	etc.		understanding in a		understanding in a	
	Contribute keenly and		variety of ways (e.g.		variety of ways (e.g.	
	, confidently in class		discussions, pictures,		discussions, pictures,	
	discussions.		writing, annotations		writing, annotations	
	Present written work in		etc.		etc.	
	an organised and		Contribute keenly and		Contribute keenly and	
	clearly structured		confidently in class		confidently in class	
	manner.		discussions.		discussions.	
	Summarise the most		Present written work		Present written work	
	important points in a		in an organised and		in an organised and	
	short and clear form,		clearly structured		clearly structured	
	using own words.		manner.		manner.	
	Use dates and historical		Summarise the most		Summarise the most	
	terms accurately.		important points in a		important points in a	
	Work independently		short and clear form,		short and clear form,	
	and in groups, showing		using own words.		using own words.	
	initiative.		Use dates and		Use dates and	
			historical terms		historical terms	
			accurately.		accurately.	
			Work independently		Work independently	
			and in groups,		and in groups,	
			showing initiative.		showing initiative.	
			_		-	
National Curriculum /	Art -	D.T	Art-	D.T	Art-	D.T
Knowledge	To use drawing,	To use drawing, painting	To use drawing,	To use drawing, painting	Learn about the work of	To use a range of
	painting and sculpture	and sculpture to develop	painting and sculpture	and sculpture to develop	a range of artists, craft	materials creatively to
	to develop and share	and share their ideas,	to develop and share	and share their ideas,	makers and designers,	design and make products
	their ideas, experiences	experiences and	their ideas, experiences	experiences and	describing the	design and make products
	and imagination				-	
		imagination	and imagination	imagination	differences and	Learn about great artists,
			to improve their	to improve their mastery	similarities between	architects and designers

	To develop a wide	To improve their mastery	mastery of art and	of art and design	different practices and	in history.
	range of art and design techniques in using	of art and design	design techniques,	techniques, including	disciplines, and making	
	line, shape, form and	techniques, including	including drawing,	drawing, painting and	links to their own work	
	space.	drawing, painting and	painting and sculpture	sculpture with a range of		
	space.	sculpture with a range of	with a range of	materials [for example,		
	Be taught about the work	materials [for example,	materials [for example,	pencil, charcoal, paint,		
	of a range of artists, craft	pencil, charcoal, paint,	pencil, charcoal, paint,	clay]		
	makers and designers,	clay]	clay]			
	describing the					
	differences and		Learn about the work			
	similarities between		of a range of artists,			
	different practices and		craft makers and			
	disciplines, and making		designers, describing			
	links to their own work.		the differences and			
			similarities between			
			different practices and			
			disciplines, and making			
			links to their own work.			
National Curriculum /	Music –	Music –	Music –	Music –	Music –	Music –
Knowledge	Develop facility in the	Develop facility in the	Develop facility in the	Develop facility in the	Develop facility in the	Develop facility in the
	basic skills of a selected	basic skills of a selected	basic skills of a selected	basic skills of a selected	basic skills of a selected	basic skills of a selected
	musical instrument over	musical instrument over	musical instrument	musical instrument over	musical instrument	musical instrument over a
	a sustained learning	a sustained learning	over a sustained	a sustained learning	over a sustained	sustained learning period.
	period. Play and perform	period. Play and perform	learning period. Play and perform	period. Play and perform	learning period. Play and perform	Play and perform melodies following staff
	melodies following staff	melodies following staff	melodies following	melodies following staff	melodies following staff	notation using a small
	notation using a small	notation using a small	staff notation using a	notation using a small	notation using a small	range (e.g., Middle C–
	range (e.g., Middle C–	range (e.g., Middle C–	small range (e.g.,	range (e.g., Middle C–	range (e.g., Middle C–	G/do–so) as a whole-class
	G/do-so) as a whole-	G/do-so) as a whole-	Middle C–G/do–so) as	G/do-so) as a whole-	G/do-so) as a whole-	or in small groups.
	class or in small groups.	class or in small groups.	a whole-class or in	class or in small groups.	class or in small groups.	Perform in two or more
	Perform in two or more	Perform in two or more	small groups.	Perform in two or more	Perform in two or more	parts (e.g., melody and
	parts (e.g., melody and	parts (e.g., melody and	Perform in two or more	parts (e.g., melody and	parts (e.g., melody and	accompaniment or a
	accompaniment or a	accompaniment or a	parts (e.g., melody and	accompaniment or a	accompaniment or a	duet) from simple
	duet) from simple	duet) from simple	accompaniment or a	duet) from simple	duet) from simple	notation using
	notation using	notation using	duet) from simple	notation using	notation using	instruments played in
	instruments played in	instruments played in	notation using	instruments played in	instruments played in	whole class teaching.
	whole class teaching.	whole class teaching.	instruments played in	whole class teaching.	whole class teaching.	Identify static and moving
	Identify static and	Identify static and	whole class teaching.	Identify static and	Identify static and	parts.
	moving parts.	moving parts.	Identify static and	moving parts.	moving parts.	Copy short melodic
	Copy short melodic	Copy short melodic	moving parts.	Copy short melodic	Copy short melodic	phrases including those
	phrases including those	phrases including those		phrases including those	phrases including those	

	using the pentatonic scale (e.g., C, D, E, G, A).	using the pentatonic scale (e.g., C, D, E, G, A).	Copy short melodic phrases including those	using the pentatonic scale (e.g., C, D, E, G, A).	using the pentatonic scale (e.g., C, D, E, G,	using the pentatonic scal (e.g., C, D, E, G, A).
			using the pentatonic		A).	
			scale (e.g., C, D, E, G,			
			A).			
National Curriculum /	PSHE –	PSHE –	PSHE –	PSHE –	PSHE –	PSHE –
Knowledge	(R7)-Know how important	(R11)-Know how to	(R12)-Know the	(R7)-Know how important	(R2)-Know the	(R1)-Know that families are
	friendships are in making us	recognise who to trust	importance of repecting	friendships are in making us	characteristics of healthy	important for children
	feel happy and secure, and	and who not to trust,	others, even when they	feel happy and secure, and	family life, commitment to	growing up because they ca
	how people choose and	how to judge when a	are very different from	how people choose and	each other, including in	give love, security and
	make friends	friendship is making them	them (for example,	make friends	times of difficulty,	stability
	(R8)-Know the	feel unhappy or	physically, in character,	(R8)-Know the	protection and care for	(R2)-Know the characteristi
	characteristics of	uncomfortable, manage	personally or	characteristics of	children and other family	of healthy family life,
	friendships, including mutual respect,	conflict, how to manage these situations and how	backgrounds), or make different choices or have	friendships, including mutual respect,	members, the importance of spending time together	commitment to each other including in times of
	truthfulness,	to seek help or advice	different preferences or	truthfulness,	and sharing each other's	difficulty, protection and
	trustworthiness, loyalty,	from others, if needed	beliefs	trustworthiness, loyalty,	lives	care for children and other
	kindness, generosity, trust,	(R12)-Know the	(R14)-Know the	kindness, generosity, trust,	(R4)-Know that stable,	family members, the
	sharing interests and	importance of respecting	conventions of courtesy	sharing interests and	caring relationships, which	importance of spending tin
	experiences and support	others, even when they	and manners	experiences and support	may be of different types,	together and sharing each
	with problems and	are very different from	(R16)-Know that in school	with problems and	are at the heart of happy	other's lives
	difficulties	them (for example,	and in wider society they	difficulties	families, and are	(R3)-Know that others'
	(R9)-know that healthy	physically, in character,	can expect to be treated	(R9)-know that healthy	important for children's	families, either in school or
	friendships are positive and	personally or	with respect by others,	friendships are positive and	security as they grow up	the wider world, sometime
	welcoming towards others,	backgrounds), or make	and that in turn they	welcoming towards others,	(R6)-Know how to	look different from their
	and do not make others feel	different choices or have	should show due respect	and do not make others feel	recognise if family	family, but that they should
	lonely or excluded	different preferences or	to others, including those	lonely or excluded	relationships are making	respect those differences
	(R11)-Know how to	beliefs	in positions of authority	(R10)-Know that most	them feel unhappy or	and know that other
	recognise who to trust and	(R13)-Know the practical	(H2)-Know that there is a	friendships have ups and	unsafe, and how to seek	children's families are also
	who not to trust, how to	steps they can take in a	normal range of emotions	downs, and that these can	help or advice from others	characterised by love and
	judge when a friendship is	range of different context	(e.g. happiness, sadness,	often be worked through so	if needed	care
	making them feel unhappy	to improve or support	anger, fear, surprise,,	that the friendship is	(R7)-Know how important	(R4)-Know that stable, cari
	or uncomfortable, manage	respectful relationships	nervousness) and scale of	repaired or even	friendships are in making	relationships, which may be
	conflict, how to manage	(R15)-know the	emotions that all humans	strengthened, and that	us feel happy and secure,	of different types, are at th
	these situations and how to	importance of self-	experience in relation to	resorting to violence is	and how people choose	heart of happy families, and
	seek help or advice from	respect and how this links	different experiences and	never right	and make friends	are important for children's
	others, if needed (R12)-Know the importance	to their own happiness (R16)-Know that in school	situations (H3)-Know how to	R11)-Know how to recognise who to trust and	(R8)-Know the characteristics of	security as they grow up (R12)-Know the importance
	of respecting others, even	and in wider society they	recognise and talk about	who not to trust, how to	friendships, including	of respecting others, even
	when they are very	can expect to be treated	their emotions, including	judge when a friendship is	mutual respect,	when they are very differer
	different from them (for	with respect by others,	having a varied vocabulary	making them feel unhappy	truthfulness,	from them (for example,
	example, physically, in	and that in turn they	of words to use when	or uncomfortable, manage	trustworthiness, loyalty,	physically, in character,
	character, personally or	should show due respect	talking about their own	conflict, how to manage	kindness, generosity, trust,	personally or backgrounds)
	backgrounds), or make	to others, including those	and other people's	these situations and how to	sharing interests and	or make different choices of
	different choices or have	in positions of authority	feelings	seek help or advice from	experiences and support	have different preferences
		(R17)-Know about		others, if needed	, and support	beliefs

different preferences or beliefs (R13)-Know the practical steps they can take in a range of different context to improve or support respectful relationships (R14)-Know the conventions help of courtesy and manners (R16)-Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should not show due respect to others, including those in positions of authority (R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults (R25)-Know what sort of boundaries are appropriate in friendships with peers and others (including in a digital context) (H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise,, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other people's feelings

different types of bullving (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get (R20)-Know that people sometimes behave differently online, including by pretending to be someone they are (R21)-Know that the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous (R22)-Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact. and how to report them (R25)-Know what sort of boundaries are appropriate in friendships with peers and others (including in a digital context) (R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31)-Know how to report concerns or abuse, and the vocabulary and confidence to do so (R32)-Know where to get advice e.g. family, school and/or other sources

(R12)-Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personally or backgrounds), or make different choices or have different preferences or beliefs (R13)-Know the practical steps they can take in a range of different context to improve or support respectful relationships (R14)-Know the conventions of courtesy and manners (R15)-know the importance of selfrespect and how this links to their own happiness (R16)-Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults (R20)-Know that people sometimes behave differently online. including by pretending to be someone they are not (R21)-Know that the same principles apply to online relationships as face-to-face relationships, including

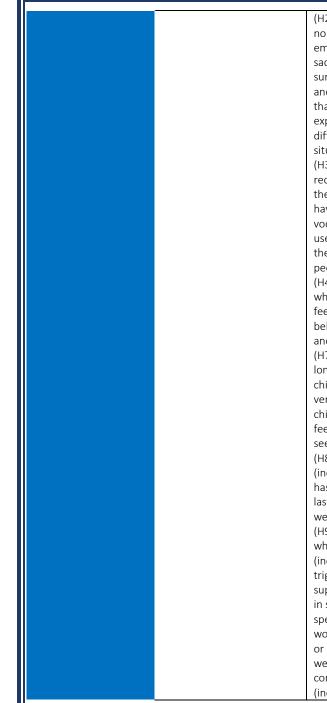
with problems and difficulties (R9)-know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10)-Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right R11)-Know how to recognise who to trust and who not to trust, how to iudge when a friendship is making them feel unhappy or uncomfortable, manage conflict, how to manage these situations and how to seek help or advice from others. if needed (R12)-Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personally or backgrounds), or make different choices or have different preferences or beliefs (R13)-Know the practical steps they can take in a range of different context to improve or support respectful relationships (R14)-Know the conventions of courtesv and manners

(R26)-Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe

(R27)-Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise,, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

(H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other people's feelings

(H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H34)-Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11. including physical and emotional changes (H35)-Know about menstrual wellbeing including the key facts about the menstrual cycle



(H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise,, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other people's feelings (H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7)-Know isolation and loneliness can affect children and that it is verv important for children to discuss their feelings with an adult and seek support (H8)-Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9)-Know where and when to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own, or someone else's mental wellbeing or ability to control their emotions (including issues arising

the importance of respect for others online including when we are anonymous (R22)-Know the rules and principles for keeping safe online. how to recognise risks, harmful content and contact, and how to report them (R25)-Know what sort of boundaries are appropriate in friendships with peers and others (including in a digital context) (R29)-Know how to recognise and report feelings of being unsafe or feeling bad about any adult (R30)-Know how to ask for advice or help for themselves or others. and to keep trying until they are heard (R31)-Know how to report concerns or abuse, and the vocabulary and confidence to do so (R32)-Know where to get advice e.g. family, school and/or other sources (H1)-Know that mental wellbeing is a normal part of daily life, in the same way as physical health (H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise,, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

(R16)-Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R19)-Know the importance of permissionseeking and giving in relationships with friends, peers and adults (R25)-Know what sort of boundaries are appropriate in friendships with peers and others (including in a digital context) (R32)-Know where to get advice e.g. family. school and/or other sources (H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise,, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3)-Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other people's feelings (H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7)-Know isolation and

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effect on literature, cosmology and language.religions in ancient Rome.nominative, accusative, genitive and dativeRoman slavery.revise Latin verbs, translating the presentTo understand and compose Latin sentences		their mythology, their	alternative polytheistic	nouns, including: the	Roman dining habits and	English and Latin. To	
cosmology and language. Rome. genitive and dative translating the present compose Latin sentences				_		-	To understand and
			-			-	
		seemology and language.		-			
						and future tenses.	1

	To increase lunguidades of	To introduce a series of	l devision tisone e company	To introduce a conice of		in the context of a
	To increase knowledge of Latin verbs, including:	spoken Latin	derivatives, complex noun phrases and	To introduce a series of spoken Latin	To understand	in the context of a continuous narrative.
	identification of person	conversations featuring	compound words.	conversations featuring	subject/verb agreement	continuous narrative.
	and number, revision of	the gods.	compound words.	food and the household.	in English and Latin.	
	the present tense,	the Sous.	To learn about Roman	Tood and the household.		
	learning 2nd conjugation	To study attitudes to	diet, sources of food,			
	verbs and the principle	, Christianity in ancient	the geography and			
	parts.	Rome at different times	politics of food			
		in the Empire.	distribution in ancient			
			Rome.			
Skills	Science -	Science -	Science -	Science -	Science -	Science -
	Key concepts/ideas:	Key concepts/ideas:	Key concepts/ideas:	Key concepts/ideas:	Key concepts/ideas:	Key concepts/ideas:
	Understand salivary	Know about the balance	Understand habitats	Identify when a lamp	Compare and group	Describe how sound
	glands and taste buds	of nature	Possible scientific	will light in a simple	solids, liquids and	travels
	Possible scientific	Possible scientific	enquiry: Making	series circuit	gases	Possible scientific enquiry:
	enquiry: Gathering and	enquiry: Making systemic	systemic and careful	Possible scientific	Possible scientific	Making systematic and
	recording data in a	and careful observations	observations and	enquiry: Identifying	enquiry: Identifying	careful observations and,
	variety of ways to help in	and recording findings	recording findings using	differences and	differences and	where appropriate ,
	answering questions.	using diagrams or keys	diagrams or keys	similarities or changes	similarities or changes	taking accurate
	Know the different types	Describe ecosystems and	Know how scientists	related to scientific	related to scientific	measurements using
	of teeth	how they are affected by	classify animals	ideas and processes. Explore how electricity	ideas and processes. Investigate the effect	standard units, using a
	Possible scientific	changes in the	Possible scientific	is transported	temperature has on	range of equipment,
	enquiry: Group and	environment	enquiry: Making	Possible scientific	changing state	including data loggers.
	classifying things,	Possible scientific	systemic and careful	enquiry: Identifying	Possible scientific	Explain what causes
	conducting a	enquiry: Observing	observations	differences and	enquiry: Making	sound
	comparative and fair test	changes over time	Understand the	similarities or changes	systematic and careful	Possible scientific enquiry:
	Understand the	Understand human	difference between	related to scientific	observations and,	Identifying differences,
	intestines	impact on the	vertebrate and	ideas and processes.	where appropriate,	similarities or changes
	Possible scientific	environment	invertebrate	Understand the	taking accurate	related to simple scientific
	enquiry: Setting up	Possible scientific	Possible scientific	difference between a	measurements using	ideas and processes;
	practical enquiries	enquiry: Recording	enquiry: Identifying	series and parallel	standard units, using a	Setting up simple practical
	Understand the food	findings using simple	differences, similarities	circuit Possible scientific	range of equipment, including	enquiries, comparative
	pyramid and why it is	scientific language,	or changes related to	enquiry: Identifying	thermometers and	and fair tests
	important	drawings, labelled	simple scientific ideas	differences and	data loggers	Compare the speed of
	Possible scientific	diagrams, keys, bar,	and processes	similarities or changes	Understand diluting	sound and the speed of
	enquiry: Asking relevant	charts and tables	Know about cold-	related to scientific	and dissolving	light
		Explore air pollution	blooded bird and	ideas and processes.	Possible scientific	Possible scientific enquiry:
	questions Know about vitamins and	Possible scientific	mammals	Explain how to	enquiry: Identifying	Use knowledge to explain
				recognise electrical	differences and	
	minerals	enquiry: Setting up	Possible scientific			different phenomena

		<u> </u>		conductors and	similarities or changes	
	Possible scientific	simple practical	enquiry: Grouping and	insulators	similarities or changes related to scientific	Compare sounds in solids,
	enquiry: Asking relevant	enquiries, comparative	classifying	Possible scientific	ideas and processes.	liquids and gases
	questions	and fair tests	Know about warm-	enquiry: Identifying	Understand	Possible scientific enquiry:
	Understand the food	Understand water	blooded bird and	differences and	evaporation and	Using straightforward
	chain, know how natural	pollution	mammals		condensation	evidence to answer
	cycles work	Possible scientific	Possible scientific	similarities or changes related to scientific	Possible scientific	questions or to support
	Possible scientific	enquiry: Gathering,	enquiry: Asking relevant	ideas and processes.		their findings.
	enquiry: Identifying	recording, classifying and	questions and using	Describe the basic parts	enquiry: Reporting on findings from	Describe different sounds
	differences, similarities	presenting data in a	different types of	of a circuit	enquiries, including	sible scientific enquiry:
	or changes related to	variety of ways to help	scientific enquiries to	Possible scientific	oral and written	porting on findings from
	-			enquiry: Identifying	explanations, displays,	
	simple scientific ideas	answer questions	answer them.	differences and		uiries, including oral and
	and processes	Explore methods that	Understand how fish	similarities or changes	results and	tten explanation
		can be used to conserve	are different from	related to scientific	conclusions.	Explain how to protect
		water	amphibians	ideas and processes.	Understand the water	your ears
		Possible scientific	Possible scientific	Know how to work	cycle	Possible scientific enquiry:
		enquiry: Gather and	enquiry: Making	safely with electricity	Possible scientific	Using results to draw
		record information to	systemic and careful	Possible scientific	enquiry: Reporting on	simple conclusions.
		suggest improvements	observations and	enquiry: Identifying	findings from	
			recording findings using	differences and	enquiries, including	
			diagrams or keys	similarities or changes	oral and written	
			diagrams of keys	related to scientific	explanations, displays,	
				ideas and processes.	or presentations of	
				ideas and processes.	results and	
					conclusions.	
					Describe freezing and	
					melting	
					Possible scientific	
					enquiry: To describe	
					and explain findings from an evaporation	
					-	
					investigation, and	
					grouping and	
					classifying a variety of	
Chille	Commuting		Computing	Computing	different materials.	Computing
Skills	Computing -	Computing -	Computing - Cross-Curricular	Computing -	Computing -	Computing -
	Online Safety	Using Google for		Working with Code	Working with Databases	Programming
	How can a strong	Education	Projects	How do we create	How can we collect and	What do we do to create
	password protect our	Joining a classroom	How can I use refining	sequences, using events,		repetition in games?
	privacy?	Turning in an assignment	tools with search	looping, debugging and	log information?	
	l		engines?			

		1	1	I		
	What should we do when	Creating: WordDoc,	How can I use drawings	introducing conditionals		
	someone uses mean and	Slide, Drawing, Creating	to create posters or	(ifthen)?		
	harmful language on the	Folders	infographics?			
	internet?					
	Digital Citizenship					
	How can we good digital					
	citizens in our					
	community and world?					
	What is my online					
	identity?					
	Foundational Skills					
	Keyboard skills: where to					
	find the keys on the					
	, keyboard (finding Home					
	Row)					
Skills	PE –	PE –	PE-	PE –	PE-	PE –
	Consolidate and	Consolidate and	Improvise freely on	Consolidate and	Consolidate and	They should develop an
	improve the quality of	improve the quality of	their own and with a	improve the quality of	improve the quality of	understanding of how to
	their techniques and	their actions, body	partner, translating	their techniques and	their techniques and	improve in different
	their ability to link	shapes and balances,	ideas from a stimulus	their ability to link	their ability to link	physical activities and
	movements. Develop	and their ability to link	into movement.	movements. Develop	movements. Develop	sports and learn how to
	the range and	movements. Improve	Create and link dance	the range and	the range and	evaluate and recognise
	consistency of their	their ability to select	phrases using a simple	consistency of their	consistency of their	their own success. Take
	, skills in all games.	appropriate actions	dance structure or	skills in all games.	skills in all games.	part in outdoor and
	Improve their ability	and use simple	motif. Perform dances	Improve their ability to	Improve their ability	adventurous activity
	to choose and use	compositional ideas.	with awareness of	choose and use simple	to choose and use	, challenges both
	simple tactics and	Recognise and	rhythmic, dynamic	tactics and strategies.	simple tactics and	individually and within a
	strategies.	describe the short	and expressive	Keep, adapt and make	strategies.	, team.
	Keep, adapt and make	term effects of	qualities, on their	rules for net games,	Keep, adapt and make	
	rules for net games,	exercise on the body	own, with a partner	passing and receiving.	rules for net games,	
	passing and receiving.	during different	and in small groups.	Know and describe the	passing and receiving.	
	Know and describe the	activities, know the	Keep up activity over	short term effects of	Know and describe the	
	short-term effects of	importance of	a period of time and	different exercise	short term effects of	
	different exercise	suppleness and	know they need to	activities on the body,	different exercise	
	activities on the body,	strength. Describe and	warm up and cool	know how to improve	activities on the body,	
	know how to improve	evaluate the	down for dance.	stamina. Begin to	know how to improve	
	stamina.	effectiveness and	Describe and evaluate	understand the	stamina. Begin to	
	Begin to understand	quality of a	some of the	importance of warming	understand the	
	the importance of	performance and	compositional	up. Recognise good	importance of warming	
	warming up. Recognise	recognise how their	features of dances	performance and	up. Recognise good	
		own performance has	performed with a		performance and	
	good performance and identify the parts of a			identify the parts of a performance that need	identify the parts of a	
	identify the parts of a	improved.	partner and in a group	performance that need	identity the parts of a	

	performance that need improving and use what they have learned to improve their work.		talk about how they might improve their dance.	improving and use what they have learned to improve their work.	performance that need improving and use what they have learned to improve their work.	
Skills	RE – See National Curriculum Knowledge & Skills above	RE – See National Curriculum Knowledge & Skills above	RE – See National Curriculum Knowledge & Skills above	RE – See National Curriculum Knowledge & Skills above	RE – See National Curriculum Knowledge & Skills above	RE – See National Curriculum Knowledge & Skills above
Skills	Geography - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Describe and understand key aspects of physical geography, including: climate zones, biomes and	History - Chronology Understand BC and AD. Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later'). Use words and phrases to describe periods of time: "millenia", "century" and "decade". Establish narratives within and across periods studied. Understand the concept of change over time. Identify changes within and across historical periods. Knowledge and Understanding Identify key features / events of a period. Identify key changes over a period of time and give reasons for these.	Geography - Identify the position and significance of Iatitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Describe and understand key	History - Chronology Understand BC and AD. Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later'). Use words and phrases to describe periods of time: "millenia", "century" and "decade". Establish narratives within and across periods studied. Understand the concept of change over time. Identify changes within and across historical periods. Knowledge and Understanding Identify key features / events of a period. Identify key changes over a period of time and give reasons for these.	Geography - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Describe and understand key	History - Chronology Understand BC and AD. Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later'). Use words and phrases to describe periods of time: "millenia", "century" and "decade". Establish narratives within and across periods studied. Understand the concept of change over time. Identify changes within and across historical periods. Knowledge and Understanding Identify key features / events of a period. Identify key changes over a period of time and give reasons for these. Explain how the lives of people in the time studied compares with

vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Explain how the lives of people in the time studied compares with our life today. Explain how people / events from the past have influenced life today. Use appropriate historical vocabulary e.g. culture, social, economic and political. Interpretation Understand that the past has been represented in different ways. Give reasons for different ways in which the past is presented. Begin to evaluate the usefulness of different sources. Consider the ways of checking the accuracy of interpretations: fact, fiction and opinion. Identify primary /secondary sources and how this affects reliability. Begin to use evidence to formulate own interpretation/opinion of historical events and people. Examine different types of evidence and draw conclusions. Analyse the	aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Explain how the lives of people in the time studied compares with our life today. Explain how people / events from the past have influenced life today. Use appropriate historical vocabulary e.g. culture, social, economic and political. Interpretation Understand that the past has been represented in different ways. Give reasons for different ways in which the past is presented. Begin to evaluate the usefulness of different sources. Consider the ways of checking the accuracy of interpretations: fact, fiction and opinion. Identify primary /secondary sources and how this affects reliability. Begin to use evidence to formulate own interpretation/opinion of historical events and people. Examine different types of evidence and draw conclusions. Analyse the	aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	our life today. Explain how people / events from the past have influenced life today. Use appropriate historical vocabulary e.g. culture, social, economic and political. Interpretation Understand that the past has been represented in different ways. Give reasons for different ways in which the past is presented. Begin to evaluate the usefulness of different sources. Consider the ways of checking the accuracy of interpretations: fact, fiction and opinion. Identify primary /secondary sources and how this affects reliability. Begin to use evidence to formulate own interpretation/opinion of historical events and people. Examine different types of evidence and draw conclusions. Analyse the experiences of others and apply the lessons learnt to one's own life/today's world.
	experiences of others		experiences of others		Discern how and why

and apply the lessons learnt to one's own life/today's world. Discern how and why contrasting arguments and interpretations of the past have been constructed. Identify and explain change and continuity within and across periods.

Enquiry

Ask questions such as "how did people...?", "what did people do for...?" etc. Use evidence to build up a picture of a past events. Select and organise relevant historical information. Use a variety of documents (e.g. printed sources, the internet, databases, photographs, music, artefacts, historic buildings) to collect information about the past. Begin to evaluate the reliability of different sources of evidence.

Organisation and Communication

Discuss different ways of presenting information for and apply the lessons learnt to one's own life/today's world. Discern how and why contrasting arguments and interpretations of the past have been constructed. Identify and explain change and continuity within and across periods.

Enquiry

Ask questions such as "how did people...?", "what did people do for...?" etc. Use evidence to build up a picture of a past events. Select and organise relevant historical information. Use a variety of documents (e.g. printed sources, the internet, databases, photographs, music, artefacts, historic buildings) to collect information about the past. Begin to evaluate the reliability of different sources of evidence.

Organisation and Communication Discuss different ways of presenting information for contrasting arguments and interpretations of the past have been constructed. Identify and explain change and continuity within and across periods.

Enquiry

Ask questions such as "how did people...?", "what did people do for...?" etc. Use evidence to build up a picture of a past events. Select and organise relevant historical information. Use a variety of documents (e.g. printed sources, the internet, databases, photographs, music, artefacts, historic buildings) to collect information about the past. Begin to evaluate the reliability of different sources of evidence.

Organisation and Communication

Discuss different ways of presenting information for different purposes. Communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures,

		different purposes. Communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations etc.		different purposes. Communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations etc.		writing, annotations etc. Contribute keenly and confidently in class discussions. Present written work in an organised and clearly structured manner. Summarise the most
		Contribute keenly and confidently in class discussions. Present written work in an organised and clearly structured manner. Summarise the most important points in a short and clear form, using own words. Use dates and historical terms accurately. Work independently and in groups, showing initiative		Contribute keenly and confidently in class discussions. Present written work in an organised and clearly structured manner. Summarise the most important points in a short and clear form, using own words. Use dates and historical terms accurately. Work independently and in groups, showing initiative		important points in a short and clear form, using own words. Use dates and historical terms accurately. Work independently and in groups, showing initiative
Skills	Art – Use sketchbooks to create a collection of observational drawings and to develop and revisit ideas. Use research to inspire development of drawings, display research in sketch books. Make informed choices when sketching.	 D.T. – Order the main stages of making. Explain their selection of tools and techniques for making their product. Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. 	Art – Use sketchbooks to create a collection of observational drawings and to develop and revisit ideas Explore relationships between line and tone, pattern and shape, line and texture. Use key sketching vocabulary to	D.T. – Model over a frame Use recycled, natural and manmade materials to create sculptures. Adapt work as and when necessary and explain why in sketchbooks. Photograph work for sketchbooks. Demonstrate awareness of local London and UK artist environmental sculpture. Show	Art – Use sketchbooks to create a collection of observational drawings and to develop and revisit ideas. Use research to inspire development of drawings, display research in sketch books. Make informed choices when sketching.	D.T. – Work in a safe, organised way, caring for equipment. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve. Adapt their work according to their views
	Alter and refine drawings and describe changes		demonstrate knowledge and	awareness of the effect of time upon sculptures.	Alter and refine drawings and describe	and describe how they might develop it further.

	using art vocabulary.	Join and combine	understanding in this		changes using art	
	Explore relationships	materials and	strand: portrait, light,		vocabulary. Explore	
	between line and tone,	components accurately	dark, tone, shadow,		relationships between	
	pattern and shape, line	in temporary and	line, pattern, texture,		line and tone, pattern	
	and texture.	permanent ways.	form, shape, tone,		and shape, line and	
			outline.		texture.	
Skills	Music –	Music –	Music –	Music –	Music –	Music –
	Pitch matching vocally	Pitch matching vocally	Pitch matching vocally	Pitch matching vocally	Pitch matching vocally	Pitch matching vocally
	using solfège	using solfège	using solfège	using solfège	using solfège	using solfège
	Co-ordination between	Matching the sound and	Matching the sound	Matching the sound and	Matching the sound	Matching the sound and
	left and right hand	pitch on their violin.	and pitch on their	pitch on their violin.	and pitch on their	pitch on their violin.
	Playing the open strings	Co-ordination between	violin.	Improvise rhythmic	violin.	Improvise rhythmic
	with pizzicato and with	left and right hand	Improvise rhythmic	patterns using the open	Improvise rhythmic	patterns using the open
	the bow.	Playing the open strings	patterns using the open	strings	patterns using the open	strings
	Giving helpful and	with pizzicato and with	strings	Play pieces using a range	strings	Play pieces using a range
	encouraging feedback to	the bow.	Co-ordination between	of dynamics.	Play pieces using a	of dynamics.
	peers.	Giving helpful and	left and right hand	, Co-ordination between	range of dynamics.	Feeling the groove of the
	, Awareness of dynamics	encouraging feedback to	Playing the open strings	left and right hand	Feeling the groove of	music and responding to
	and their musical terms.	peers.	with pizzicato and with	Playing the open strings	the music and	it.
		' Awareness of dynamics	the bow.	with pizzicato and with	responding to it.	Performance skills and
		and their musical terms.	Moving between the	the bow.	Co-ordination between	etiquette starting and
		Valuing and seeing the	strings fluently and	Moving between the	left and right hand	finishing in silence.
		effects and benefits of	accurately.	strings fluently and	Playing the open strings	Co-ordination between
		practice.	, Holding the bow and	accurately.	with pizzicato and with	left and right hand
		Careful listening to the	violin with a good	, Holding the bow and	the bow.	Playing the open strings
		music and using	posture.	violin with a good	Moving between the	with pizzicato and with
		imaginative words,	' Giving helpful and	posture.	strings fluently and	the bow. Moving between
		describing what the	encouraging feedback	, Giving helpful and	accurately.	the strings fluently and
		feelings are.	to peers.	encouraging feedback to	, Holding the bow and	accurately.
		Building a good	Awareness of dynamics	peers.	violin with a good	, Holding the bow and
		practice routine.	and their musical	' Awareness of dynamics	posture.	violin with a good
			terms.	and their musical terms.	' Reading the open	posture.
			Valuing and seeing the	Valuing and seeing the	strings and a few D	Reading the open strings
			effects and benefits of	effects and benefits of	strings fingers on the	and a few D strings fingers
			practice.	practice.	stave.	on the stave.
			Careful listening to the	Careful listening to the	Reading simple	Reading simple crotchet,
			music and using	music and using	crotchet, quaver and	quaver and minim
			imaginative words,	imaginative words,	minim rhythms in 4/4	rhythms in 4/4 and 2/4
			describing what the	describing what the	and 2/4.	Being able to relax in
			feelings are.	feelings are.	Giving helpful and	performance
			Building a good	Building a good practice	encouraging feedback	Performing to an
			practice routine.	routine.	to peers.	audience, managing
		1		1	I '	, , , , , , , , , , , , , , , , , , , ,

		Understanding how to make a good sound.	Understanding how to make a good sound. Listening to your own violin and others at the same time.	Awareness of dynamics and their musical terms. Valuing and seeing the effects and benefits of practice. Careful listening to the music and using imaginative words, describing what the feelings are. Building a good practice routine. Understanding how to make a good sound. Listening to your own violin and others at the same time. Playing as a group with the awareness of each other.	nerves and keeping relaxed. Giving helpful and encouraging feedback to peers. Awareness of dynamics and their musical terms. Valuing and seeing the effects and benefits of practice. Careful listening to the music and using imaginative words, describing what the feelings are. Building a good practice routine. Understanding how to make a good sound. Listening to your own violin and others at the same time.
Latin – Begin to apply grammatical rules to Latin verbs, such as person and number, which apply to English verbs. To build knowledge of an entirely new category of verbs, predicated on existing verb knowledge.	Latin – Build on knowledge of ancient polytheism by exploring its specific articulation in ancient Britain. To employ new technical and religious vocabulary within the preexisting scaffold of conversation. Site Christianity as a	Latin – To build on existing knowledge of and apply grammatical rules to Latin nouns, and understand the Latin cases can be expressed by prepositional phrases in English. Creation of an enhanced Latin visual noun dictionary.	Latin – Translation of Roman recipes; study and response to myths featuring food, building on pre-existing knowledge of myths about the gods.	Latin – To consolidate existing knowledge of Latin verbs and nouns and apply this knowledge in the translation of more complex sentences into English. Build on knowledge of the present tense by introducing the future	Playing as a group with the awareness of each other. Feeling a sense of pulse playing with a backing track and together as a group. Latin – Begin to understand that the rules of English syntax are heavily derived from the rules of Latin syntax. To begin to apply the deeper understanding of Latin sentence structure within story structure, and to take Latin sentences out of isolation and into a cohesive narrative.

	Creation of an enhanced	historical phenomenon			tense, with attendant	
	Latin visual verb	in the ancient world.	Study of Roman food,		endings.	
	dictionary; progression		the food of the Celts,			
	through a series of		cura annonae (the grain		To understand the	
	language-based games,		dole), Roman breakfast		grammatical rules that	
	online games and		and drinks.		underlie intuitive	
	dramatisations.				understanding of	
					subject/verb	
					agreement.	
	Begin to encounter					
	ancient polytheism					
Skills	PSHE-	PSHE-	PSHE-	PSHE-	PSHE-	PSHE-
SKIIIS	Know how individual	Know that sometimes	Know what their own	Know how different	Know some reasons	Know that personal
	attitudes and actions					characteristics are
		people make	hopes and dreams are	friendship groups are	why people feel	inherited from birth
	make a difference to a	assumptions about a	Know that berger and	formed and how they fit	jealousy	
	class	person because of the	Know that hopes and	into them		parents and this is
	Know about the different	way they look or act	dreams don't always	Koon and the first of the first	Know that jealousy can	brought about by an
	roles in the school	Know there are	come true	Know which friends they	be damaging to	ovum joining with a
	community	influences that can affect		value most	relationships	sperm
	• Know their place in the	how we judge a person	Know that reflecting			
	school community	or situation	on positive and happy	Know that there are	Know that loss is a	Know that babies are
		Know that some forms of	experiences can help	leaders and followers in	normal part of	made by a sperm joining
	• Know what democracy is	bullying are harder to	them to counteract	groups	relationships	with an ovum
	(applied to pupil voice in	identify e.g. tactical	disappointment			
	school)	ignoring, cyber-bullying	Know how to make a	Know that they can take	Know that negative	Know the names of the
	Know that their own		new plan and set new	on different roles	feelings are a normal	different internal and
	actions affect themselves	Know what to do if they	goals even if they have	according to the	part of loss	external body parts that
	and others	think bullying is, or might	been disappointed	situation		are needed to make a
	Know how groups work	be taking place			Know that memories	baby
	together to reach a	Know the reasons why	Know how to work out	Know the facts about	can support us when	
	consensus	witnesses sometimes	the steps they need to	smoking and its effects	we	Know how the female
		join in with bullying and	take to achieve a goal	on health	lose a special person or	and male body change
	Know that	don't tell anyone			animal	at puberty
	having a voice	Know that first	Know how to work as	Know some of the		
	and democracy		part of a successful	reasons some people	Know that change is a	Know that personal
	benefits the	impressions can	group	start to smoke	natural part of	hygiene is important
	school	change			relationships/	during puberty and as an
	community		Know how to share in	Know the facts about	friendship	adult
		Social and	the success of a group	alcohol and its effects		
	Social and	Emotional skills		on health, particularly	Know that sometimes it	Know that change is a
	Emotional Skills	Try to accept people for	Social and Emotional	the liver	is better for a	normal part of life and
		who they are	skills			
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Identify the feelings	Identify influences that	Can talk about their	Know some of the	friendship/ relationship	that some cannot be
associated with being	have made them think or	hopes and dreams and	reasons some people	to end if it is causing	controlled and have to
included or excluded	feel positively/negatively	the feelings associated	drink alcohol	negative feelings or is	be accepted
· Can make others feel	about a situation	with these		unsafe	
valued and included	Identify feelings that a		Know ways to resist		Know that change can
Be able to take on a role	bystander might feel in a	Can identify the feeling	when people are putting	Social and Emotional	bring about a range of
in a group discussion /	bullying situation	of disappointment	pressure on them	skills	different emotions
task and contribute to	Identify reasons why a			Can identify feelings	
the overall outcome	bystander might join in	Can identify a time	Know what they think is	and emotions that	Social and Emotional skills
	with bullying	when they have felt	right and wrong	accompany jealousy	Can appreciate their own
۲ Can make others feel	, .	disappointed			uniqueness and that of
cared for and welcomed			Social and Emotional	Can suggest positive	others
• Recognise the feelings o	f together' technique to	Be able to cope with	skills	strategies for managing	
being motivated or	practise conflict and	disappointment	Can identify the feelings	jealousy	Can express how they
unmotivated	bullying scenarios		that they have about		feel about having
· Understand why the	Identify their own	Help others to cope	their friends and	Can identify people	children when they are
school community	uniqueness	with disappointment	different friendship	who are special to them	grown up
benefits from a Learning	Be comfortable with the		groups	and express why	
Charter	way they look	Can identify what			Can express any concerns
		resilience is	Recognise how different	Can identify the	they have about puberty
Be able to help friends	Identify when a first	Have a positive	people and groups	feelings and emotions	
make positive	impression they had was	attitude	they interact with impact	that	Can say who they can talk
	right or wrong		on them	accompany loss	to about puberty if
	Be non-judgemental about	Enjoy being part of a			they are worried
	others who are different	group challenge	Identify which people	Can suggest strategies	
			they most want to be	for managing loss	Can apply the circle of
		Can share their success	friends with		change model to
		with others		Can tell you about	themselves to have
			Recognise negative	someone they no	strategies for managing
		Can store feelings of	feelings in peer pressure	longer	change
		success (in their	situations	see	
		internal	Consideration the star fronting		Have strategies for
		treasure chest) to be	Can identify the feelings	Can suggest ways to	managing the emotions
		used at another time	of anxiety and fear	manage relationship	relating to change
			associated with peer	changes including how	
			pressure	to negotiate	
			Can tap into their inner		
			strength and know how		
			o be assertive		

