**F****ederation of Penny Acres and Wigley Primary School**

**Curriculum Map Year 4 2021-2022**

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|  | Autumn 1Autumn 2 | Spring 1Spring 2 | Summer 1Summer 2 |
| Termly topics | Finding our way – The Stone Age | Out of this World | The Tudors |
| Key Questions/Focus of the topic | What was life like in prehistoric times?What is the same and what is different? | What is happening in space at the moment?History of space travel.What are the planets in our solar system? | What was life like in the Tudor times?What influences are there on today’s society? |
| Resources, visits and visitors |
| Hook/wow/visits: | Creswell Crags | Space Centre at Leicester | Gainsborough Hall |
| Class novel:extracts | Stig of the DumpStonehengeStone, Bronze and Iron Ages exploredStone Age Sentinel  | Cosmic – Frank Cottrell-BoyceNon-fiction books about space – Dr Maggie’s Grand Tour of the Solar System | My Friend WalterAnimated Tales - Shakespeare |
| Modern British Values, Respect and Community Links |
| Modern British Values/PSHE | Exploring different kinds of responsibilities at school and in the community.Identify what being part of a community means.  | Women in space – mutual respect and tolerance. | Democracy and individual liberty.How has today’s society changed since the start of the Church of England? |
| Core Subject Teaching – Cross Curricular |
| English | Creating characters and settingsUsing language devises for creating poetry for effectFeatures of a non-chronological report | Explanation texts - debatePersuasive writing Science fiction/fantasy (Cosmic)Black out poetry using pages from Cosmic or Dr Maggie’s Grand Tour of the Solar System | biography/autobiographyrecountchronological reportsclassic fiction/stories with familiar settings.Scripts |
| Mathematics  | **Number – Number and Place Value****Y3**Counting on in multiples. Recognise the place value in a 3-digit number.Read and write numbers to 1000 and solve problems.**Y4**Count on and back in multiples, including negatives.Recognise the place value in a 4-digit number.Order, compare, identify, round and estimate numbers to 1000.Solve number problems.Read Roman Numerals to 100.**Y5**Read, write and order numbers to a million including counting forwards and backwards, negative numbers and rounding.Solve number problems.Read Roman Numerals to 1000.**Y6**Read, write and order numbers to a million including counting forwards and backwards, negative numbers and rounding.**Number – Addition and Subtraction****Y3**Add and subtract numbers mentally including a 3-digit number and ones, tens and hundreds.Use formal methods of columnar addition and subtraction, estimating using inverse operations and solve problems including missing number problems.**Y4**Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate, using estimates and inverse operations to check answers. Solve addition and subtraction two-step problems.**Y5**Add and subtract whole numbers with more than 4 digits, including using formal written methods. Use rounding and mental calculations to solve and check answers.Solve addition and subtraction multi-step problems, deciding which operations to use.**Y6**Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.Use estimations to check answers to calculations.**Multiplication and division****Y3**Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.Write mathematical statements including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.Solve problems, including missing number problems.**Y4**Recall multiplication and division facts for multiplication tables up to 12 × 12.Multiplying by 0 and 1; dividing by 1.Recognise and use factor pairs.Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems.**Y5**Identify multiples and factors.Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers.Multiply numbers up to 4 digits by a one- or two-digit number.Divide numbers up to 4 digits by a one-digit number.Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.Recognise and use square numbers and cube numbersUse their knowledge of factors and multiples, squares and cubes.Solve problems.**Y6**Multiply multi-digit numbers up to 4 digits by a two-digit whole number.Divide numbers up to 4 digits by a two-digit whole number.Perform mental calculations.Identify common factors, common multiples and prime numbers.Use their knowledge of the order of operations to carry out calculations.**Statistics****Y3**Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.**Y4**Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.**Y5**Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables.**Y6**Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average.**Statistics****Y3**Interpret and present data using bar charts, pictograms and tables. 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Calculate and interpret the mean as an average. | **Fractions****Y3**Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.Recognise unit fractions and non-unit fractions with small denominators.Recognise equivalent fractions with small denominators.equivalent fractions with small denominators.Compare and order unit fractions, and fractions with the same denominators. Solve problems that involve all of the above.**Y4**Recognise and show equivalent fractions.Count up and down in hundredths and divide tenths by ten.Solve problems to calculate quantities, and fractions to divide quantities.Add and subtract fractions with the same denominator.Solve simple measure and money problems.**Y5**Compare and order fractions whose denominators are all multiples of the same number.Identify, name and write equivalent fractions.Recognise mixed numbers and improper fractions and convert from one form to the other.Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers.**Y6**Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1.Add and subtract fractions with different denominators and mixed numbers.Multiply simple pairs of proper fractions.Divide proper fractions by whole numbers.**Decimals and Percentages****Y4**Recognise and write decimal equivalents.Find the effect of dividing a one- or two-digit number by 10 and 100,Round and compare decimals.**Y5**Read and write decimal numbers as fractions. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.Round decimals with two decimal places to the nearest whole number and to one decimal place.Read, write, order and compare numbers with up to three decimal places.Solve problems involving number up to three decimal places.Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal.Solve problems which require knowing percentage and decimal equivalents and those fractions with a denominator of a multiple of 10 or 25.**Y6**Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.Multiply one-digit numbers with up to two decimal places by whole numbers. Use written division methods in cases where the answer has up to two decimal places.Solve problems which require answers to be rounded to specified degrees of accuracy.Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.**Measurement****Y3**Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2-D shapes. Add and subtract amounts of money to give change.Tell and write the time.**Y4**Convert between different units of measurement.Measure and calculate the perimeter of a rectilinear figure.Find the area of rectilinear shapes by counting squares.Estimate, compare and calculate different measures, including money. Read, write and convert time between analogue and digital clocks and solve problems involving time.**Y5**Convert between different units of metric measurements.Understand and use approximate equivalences between metric units and common imperial units.Calculate and compare the area of rectangles.Estimate volume.Solve problems involving converting between units of time.**Y6**Solve problems involving the calculation and conversion of units of measurement.Use, read, write and convert between standard units, converting measurements of length, mass, volume and time.Convert between miles and kilometres. Recognise that shapes with the same areas can have different perimeters and vice versa.Recognise when it is possible to use formulae for area and volume of shapes.Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids. | **Geometry – Properties of Shape****Y3**Draw 2D shapes and make 3D shapes.Recognise angles as a property of shape or a description of a turn.Identify right angles.Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.**Y4**Compare and classify geometric shapes including quadrilaterals and triangles.Identify acute and obtuse angles.Identify lines of symmetry in 2-D shapes.Complete a simple symmetric figure.**Y5**Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees.**Y6**Draw 2-D shapes.Recognise, describe and build simple 3-D shapes, including making nets.Compare and classify geometric shapes.Illustrate and name parts of circles.Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.**Geometry – Position and Direction****Y4**Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down.Plot specified points and draw sides to complete a given polygon.**Y5**Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.**Y6**Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.**Measurement****Y3**Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2-D shapes. Add and subtract amounts of money to give change.Tell and write the time.**Y4**Convert between different units of measurement.Measure and calculate the perimeter of a rectilinear figure.Find the area of rectilinear shapes by counting squares.Estimate, compare and calculate different measures, including money. 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Calculate, estimate and compare volume of cubes and cuboids.**Ratio and Proportion****Y6**Solve problems involving the relative sizes of two quantities.Solve problems involving the calculation of percentages.Solve problems involving similar shapes where the scale factor is known or can be found.Solve problems involving unequal sharing and grouping.**Algebra****Y6**Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables. |
| Science | **Wigley** – Electricity and electric circuitsMagnets and motion/gravity**Penny Acres** **LKS2 - Living Things and their Habitats and How Plants Grow**- Asking relevant questions and using scientific enquiries to answer them- Setting up simple practical enquiries, comparative and fair tests- Gathering, recording, classifying and presenting data and findings- Reporting on findings- Identifying differences and similarities- Using evidence to answer questions and support findings - Using results to draw simple conclusions- Using classification keys to group, identify and name living things- Looking at changing environments and the dangers they pose to living things- Functions of different plant parts- What plants need to grow- Pollination, seed formation and seed dispersal**UKS2 - Classifying Organisms and Life Cycles**- Identifying scientific evidence that has been used to support or refute ideas or arguments - Recording data and results of increasing complexity - Reporting and presenting findings from enquiries- Describing differences in the life cycles of different types of animals- Describing the life process of reproduction in some plants and animals- Classifying animals, micro-organisms, and plants based on observable characteristics and giving reasons for this | **Penny Acres****LKS2 – Rocks**- Asking relevant questions and using scientific enquiries to answer them- Setting up simple practical enquiries, comparative and fair tests- Gathering, recording, classifying and presenting data and findings- Reporting on findings- Identifying differences and similarities- Using evidence to answer questions and support findings- Using results to draw simple conclusions- Comparing and grouping rocks based on their appearance and physical properties- Describing how fossils are formed - Recognising that soils are made from rocks and organic matter**UKS2 – Earth and Space**- Identifying scientific evidence that has been used to support or refute ideas or arguments (Geocentric and Heliocentric models)- Describing the movement of the Earth and other planets relative to the Sun- Describing the movement of the moon relative to the Earth- Describing the Sun, Earth and moon as approximately spherical bodies- Using the idea of the Earth’s rotation to explain day and night- Identifying the 8 planets in our solar system | **Wigley** – Living this and their habitats. Plants. **Penny Acres** **LKS2 - Electricity and Forces** - Asking relevant questions and using scientific enquiries to answer them- Setting up simple practical enquiries, comparative and fair tests- Reporting on findings- Using evidence to answer questions and support findings- Using results to draw simple conclusions- Identifying appliances that run on electricity - Constructing simple series circuits, and naming the basic parts- Identifying whether a lamp will light or not based on whether or not the lamp is part of a complete loop with a battery- Opening and closing circuits with switches- Recognising conductors and insulators- Comparing how things move on different surfaces- Exploring forces between two objects and magnetic forces at a distance - Repelling and attracting, poles of magnets. **UKS2 – Electricity and Forces**- Planning different scientific enquiries- Controlling variables- Recording data- Reporting and presenting findings - Voltage of cells and the effect these have on bulbs and buzzers- Comparing and giving reasons for variations in how components function (including bulbs, buzzers and switches)- Using recognised symbols when representing a simple circuit in a diagram- Explaining that unsupported objects fall towards the Earth because of gravity- Identifying the effects of air resistance, water resistances and friction- Exploring how some mechanisms allow smaller forces to have a greater effect |
| Computing | **Email and Networks**- Understanding computer networks including the internet- Uses of the internet - Use technology safely, respectfully and responsibly- Select and use email software- History of communication | **Graphing Data****Internet Safety**- Using search technologies safely and effectively- Evaluating digital content - Select and use software to present data - Use technology safely, respectfully and responsibly | **Presentations**- Using search technologies safely and effectively- Evaluating digital content - Select and use software to present information- Use technology safely, respectfully and responsibly |
| Foundation Subjects |
| RE | **Key Question U2.1 Why do some people believe God exists?**Outline clearly a Christian understanding ofwhat God is like, using examples andevidence.• Give examples of ways in which believing inGod is valuable in the lives of Christians, and ways in which it can be challenging.• Express thoughtful ideas about the impact of believing or not believing in God onsomeone’s life.• Present different views on why peoplebelieve in God or not, including their ownideas.**Key Question L2.4 Why do people pray?**Describe the practice of prayer in the religions studied.• Make connections between what people believe about prayer and what they do when they pray.• Describe ways in which prayer can comfort and challenge believers.• Describe and comment on similarities anddifferences between how Christians, Muslims and Hindus pray. | **Key Question U2.6 What does it mean to be a Muslim in Britain today?**Make connections between Muslim practiceof the Five Pillars and their beliefs aboutGod and the Prophet Muhammad.• Describe and reflect on the significance of the Holy Qur’an to Muslims.• Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.• Make connections between the keyfunctions of the mosque and the beliefs of Muslims.**Key Question U2.7 What matters most** to Christians and Humanists?Describe what Christians mean abouthumans being made in the image of Godand being ‘fallen’, giving examples.• Describe some Christian and Humanistvalues simply.• Express their own ideas about some bigmoral concepts, such as fairness,honesty etc., comparing them with theideas of others they have studied.• Suggest reasons why it might be helpfulto follow a moral code and why it mightbe difficult, offering different points ofview. | **Key Question L2.7 What does it mean to be a Christian in Britain today?**Describe some examples of what Christians doto show their faith, and make connections withsome Christian beliefs and teachings.• Describe some ways in which Christian express their faith through hymns and modern worship song.• Suggest at least two reasons why being aChristian is a good thing in Britain today, andtwo reasons why it might be hard sometimes.• Discuss links between the actions of Christians in helping others and ways in which people ofother faiths and beliefs, including pupilsthemselves, help others.**Key Question U2.5: Is it better to express your religion in arts and architecture or in charity and generosity?**Describe and make connections betweenexamples of religious creativity (buildings and art).• Show understanding of the value of sacredbuildings and art.• Suggest reasons why some believers seegenerosity and charity as more important thanbuildings and art.• Apply ideas about values and from scriptures to the title question. |
| Music | Penny Acres – fluteSinging – Young Voices | Penny Acres – fluteSinging – Young VoicesWigley – Holst – the Planets (musical appreciation) | Penny Acres – fluteListening and appraising |
| History | **Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.****Bronze age religion, technology and travel, for example, Stonehenge.****Iron Age Hill forts: tribal kingdoms, farming, art and culture.**Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives across the period.Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and devise historically valid questions against change, cause, similarity and difference, and significance.How our knowledge of the past is conducted from a range of sources.Develop the appropriate use of historical terms.Construct informed responses that involve thoughtful selection and organisation of relevant historical information. |  |  **A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.****The changing power of monarchs using case studies.**Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives across the period.Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and devise historically valid questions against change, cause, similarity and difference, and significance.How our knowledge of the past is conducted from a range of sources.Develop the appropriate use of historical terms.Construct informed responses that involve thoughtful selection and organisation of relevant historical information. |
| Geography |  | 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. | Name and locate countries and cities in the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. |
| Art and Design | **Painting – Street Art**- Generating ideas in sketchbooks- Appraising own and others’ work- Learn about great artists (Banksy, Pete Mckee, Jan Vormann)- Using different paints, painting tools and surfaces- Controlling line, shape and pressure with painting tools- Creating textures with painting techniques- Colour mixing (tertiary colours, hues, value and intensity) | **3D Design** **– Aliens**- Generating ideas in sketchbooks- Appraising own and others’ work- Learn about great artists (Yinka Shonibare)- Using different tools and surfaces- Transferring 2D shape and texture to 3D form- Moulding and joining techniques (wrapping and slots)- Creating Batik inspired patterns |  **Drawing – Buildings**- Generating ideas in sketchbooks- Appraising own and others’ work- Learn about great architects (Zaha Hadid, Tom Wright, Gaudi, Shigeru Ban, I.M Pei)- Using different tools and surfaces- Controlling line and shape to create form with drawing tools- Perspective, including one-point perspective  |
| Design technology | **Food and Nutrition – Soup**- Using a design criterion to create a design - Selecting ingredients- Peeling, chopping, slicing, grating and mixing - Where food comes from- Balanced diet - Seasonality and sustainability (UKS2)- Evaluating products- Working safely and hygienically | **Mechanisms – Pneumatics (LKS2) and Pulleys (UKS2)**- Research and develop design criterion to create a functional, appealing product- Selecting tools and materials- Measuring, marking, cutting and shaping and finishing materials- Creating movement with pneumatics and pulleys- Evaluating products- Working safely  | **Mechanisms – Levers and Linkages (LKS2) and Cams (UKS2)**- Research and develop design criterion to create a functional, appealing product- Selecting tools and materials- Measuring, marking, cutting and shaping and finishing materials- Creating movement with levers/linkages and cams- Evaluating products- Working safely |
| PSHE | **Being me**LKS2L7 -Exploring different kinds of responsibilities at school and in the community.L9 -Identify what being part of a community means.L11 – Appreciate the range of identities in the UK.R10 – Listen and respond respectfully. R13 - Identify that similarities and differences between people arise from a number of factors.UKS2L7 – Exploring different types of responsibilities at school and in the community.L9 – Identifying what being part of a community means.R13 – Identifying that differences and similarities between people arise from a number of factors.**Being safe** UKS2 –H2 -Understand how to make informed choices.H10 -Explore how to recognise, predict and express risks in different situations.H11 -Understand that increased independence brings increased responsibility to keep themselves safe.H15 - Explain how rules can keep them safe. H15 -Identify where and how to get help.H16 -Understand the term ‘habit’.H21 -Develop strategies for keeping physically and emotionally safe in different situations.H22 – Understand the importance of protecting information particularly online.H23, H24, H25 - Understand how to become digitally responsible. | **Difference and Diversity** LKS2R10- identifying how to listen and respond respectfully to a wide range of people.R13 – Recognising the differences and similarities between people, but understand that everyone is equal.R14- Recognise the nature and consequences of discrimination.R16- Recognising and challenging stereotypes.UKS2R10- identifying how to listen and respond respectfully to a wide range of people.R13 – Recognise the factures that make people the same or different.R14- Recognise the nature and consequences of discrimination.R16- Recognising and challenging stereotypes.R17 – Understanding the correct use of the terms sex, gender identity and sexual orientation.**Being Responsible** L1 – Research, discuss and debate topical issues.L2 – Identify why rules are needed in different situations.L3, L4 – Understanding that there are human rights to protect everyone.L7 – Explore rights and responsibilities, rights and duties at home, school, community, and the environment.L8 – Explore how to resolve differences and respect others’ points of view.L9 – Explore what being part of a community means and how they belong.UKS2L1 – Research, discuss and debate topical issues.L2- Identify why rules are needed in different situations.L3, L4 – Understanding that there are human rights to protect everyone.L5 – To understand that there are some cultural practices against British law.L7 – Explore rights and responsibilities at home, school, community and the environment.L7 – Develop skills to carry out responsibilities.L8 Explore others’ points of view.L9 – Explore what being part of a community means and how they belong. | **Relationships** LKS2R2 – Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships.R3 – Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.R4 – Recognising different types of relationship.R7 – Understanding that actions affect themselves and others.R9 – Understanding when it is right to ‘break a confidence’ or ‘share a secret’.R10 – Listening and responding respectfully.R21 – Understanding personal boundaries.UKS2R2 – Recognising what a healthy relationship is.R3 – Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.R4 – Recognising different types of relationship, including those between acquaintances, friends, relatives and family.R5, R6 – Understand the true meaning behind civil partnerships and marriage.R12- Resolving conflicts. R20 – Recognising that forcing anyone to marry is a crime.R22 – Understanding about confidentiality and about times when it is necessary to break confidence.**Money Matters** LKS2L10 – Identify the role of voluntary and charity groups.L12 – Understanding different values and customs.L13 – Exploring how to manage money.L13 – Explaining the importance of money in people’s lives and how money is obtained.L14 – Understand the concepts of interest, loan, debt and tax.L16 – Understanding enterprise and begin to develop enterprise skills.UKS2L13 – Understand how finance plays an important part in people’s lives.L13 – Understand about being a critical consumer.L14 – Developing an understanding of the concepts of interest, loan, debt and tax. |
| French / Languages | GreetingsMy familyCelebrations* listen attentively to spoken language and show understanding by joining in and responding
* explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
* engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
* present ideas and information orally to a range of audiences
* describe people, places, things and actions orally and in writing
 | The Planets * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
* present ideas and information orally to a range of audiences
* read carefully and show understanding of words, phrases and simple writing
* broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
* write phrases from memory, and adapt these to create new sentences, to express ideas clearly
 | The farmer’s in his denLunchtime* listen attentively to spoken language and show understanding by joining in and responding
* explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
* engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
* speak in sentences, using familiar vocabulary, phrases and basic language structures
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| Ongoing Skills:Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. |
| PESwimming | Football* play competitive games, modified where appropriate [for example, football], and apply basic principles suitable for attacking and defending

Multi-skills* play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
 | Movement * develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
* compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Rugby* play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
 | Net and Wall Games* play competitive games, modified where appropriate [for example, badminton, rounders and tennis], and apply basic principles suitable for attacking and defending

Striking and fielding games* play competitive games, modified where appropriate [for example, badminton, rounders and tennis], and apply basic principles suitable for attacking and defending
 |
| * swim competently, confidently and proficiently over a distance of at least 25 metres
* use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
* perform safe self-rescue in different water-based situations.
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| Homework Opportunities |
| Homework  | Using a range of materials, create a small model of a Stone Age dwelling. Use natural materials where possible, such as twigs, leaves, straw etc. Think about how else you could recreate Stonehenge – maybe you could use real bricks or clay.Imagine you can go back in time to the Stone Age. You can take one piece of modern technology. What would you take and why? | What would you take on a journey to space?You are going to meet some aliens on another planet. What 10 things would you take as presents for them? Draw them in a gift box.Make a planet theme acrostic poem.Facts about space missions.Make your own space themed biscuits.Design an alien. | Create a timeline showing the Tudor kings and queens. Include a short biography for each monarch. Make a model of a Tudor house. Write a character profile about Henry VIII.Practise drawing and painting a portrait of a Tudor monarch. Write, design and draw a comic strip about one of the inspiring lives from our topic.Borrow one of our (child-friendly) versions of a Shakespeare story, such as The Tempest, Romeo and Juliet or Midsummer Night’s Dream and create a comic strip or short story based on a section of the story. |