



www.shutterstock.com - 513634507



#### Roman Day

Science Fair - Show the school and Parents 'Amazing Science' experiments or water cycle posters, sound instruments.

**Class:**

**9 and 10**

#### **Trips/Experiences:**

Trip to Truro museum for a Roman workshop.  
Trip to explore Chysauster  
Camp Kernow  
Forest School  
Surfing lessons

**Experts:** The Science Dome  
Science Teacher (Lola's mum)



Magical Me!

Literacy

Maths

Understanding of the world

Arts and design

PSED

Moving and handling

Com and language

RE

MFL

Link sounds to letters - RWI  
Begin to read

Count reliably with numbers 2D and 3D shapes

Who is my family? Past events and traditions

Self portraits. Christmas and winter crafts

Settling in, rules, routines and expectations,

Apparatus PD  
Hall games  
Pencil grip

My family  
Likes and dislikes  
Family traditions

Being special.  
Why do Christians perform Nativity plays at Christmas?

Greetings  
Numbers and colours

English

Maths

Science

Computing

History

RE

Art and Design

Music

DT

MFL

PE

Year 1

London's Burning

Diary writing  
Fact file  
Instructions  
Letter Writing

Place value (within 10 and 20)  
Addition and subtraction

Everyday materials  
Seasonal changes

Poplet - factfile  
Green screen - house fire  
Pic collage - church

The Great Fire of London  
Gunpowder Plot

Who made the world?  
What does it mean to belong to a faith community?

Bayeux Tapestry:  
To use drawing, painting: James Patterson

Hey You!  
Rhythm in the way we walk

3 little pigs  
houses  
Making bread

Greeting, colours, numbers  
Bonfire night  
Xmas

Gymnastics  
Invasion  
Multi skills

Year 2

Castles

POR - Leaf  
POR - Egg Box  
Dragondragon

Place value Addition and subtraction  
Measurement/money

Use of everyday materials

Creating a 3D image of a castle

King Henry VIII  
Events beyond living memory

Who is a Muslim and how do they live?  
Why does Christmas matter to Christians?

To use a range of materials creatively to design and make products.

Hands, Feet, Heart  
Ho Ho Ho

Design, make and evaluate model of a Tudor house.

Harvest  
Body parts, Halloween

Gym, Dance  
Invasion

Year 3

Walk like an Egyptian

Instructions  
Story  
Poetry  
Fact File  
Persuasive text

Place value. Addition and subtraction.  
Multiplication and division

Animals including humans

Code sphero robots  
Use Tinkercard

Writing, Gods, Pyramids, Tutankhamen

What do Christians learn from the creation story?  
How do festivals and family life show what matters to Jewish people?

Improve their mastery of art and design including drawing, painting and sculpture.

Let your spirit fly  
Glockenspiel

Make Canopic jars  
Healthy menu  
Build pyramids

A new start  
Celebrations

Egyptian dance  
Football  
Swimming

Year 4

Rampaging Romans

Non-chronological report  
Story writing

Place value Addition and subtraction. Measure, Multiplication and division

Animals inc Humans - Digestion

Drawing on iPads  
Online safety

Roman Britain

What do Hindus believe God is like?  
What is trinity? Christmas

Improve their mastery of art and design including drawing, painting and sculpture.

Mama Mia  
Glockenspiel 2

Design, make evaluate shields.

My school, your school  
Local area, xmas

Gymnastics  
Hockey  
Swimming

Year 5

Who let the Gods out?  
Stone Age

Diary entry  
Story setting

Place value Addition and subtraction. Statistics, Multiplication and division.

Living things and their habitats  
Properties of materials

Research Greek Gods  
Online safety

Greeks  
Stone age

What does it mean to be a Muslim in Britain?  
Was Jesus the Messiah?

Improve their mastery of art and design including drawing, painting and sculpture.

Living on a prayer  
Classroom Jazz1

Greek food

My school  
Where I live  
Xmas

Football  
Gym  
Handball  
Swimming

Year 6

Wartime Britain

Diary writing  
Poetry  
Letter writing

Place value Addition, subtraction, Multiplication and Division, Fractions

Living things and their habitats  
Animals including humans

History of computing  
Online safety

A study of war in British history

Why do Hindus want to be good?

About great architects, artists and designers in history.

Happy Classroom  
Jazz2

Wartime food

Everyday life  
Where I live, xmas

Handball  
Play leader  
training  
Parkour



Literacy	Maths	Understanding of the world	Arts and design	PSED	Moving and handling	Com and language	RE
What is all around us?	Caption writing RWI groups Read simple sentences	Use quantities and objects to add and subtract 2 single digit numbers. Doubling and halving	Select and use technology for a particular purpose. Growth, decay and changes over time.	Art and dance from different countries. Making sunflowers and potato heads.	Playing together, taking turns, sharing. Working as a team.	Dance routine Letter formation	Talk about different cultures. What plants need to grow. Which stories are special and why?

	English	Maths	Science	Computing	Geography/ History	RE/PSHE	Art and Design	Music	DT	PE	
 Year 1	How does your garden grow?	Letter/story/ character description Poem, instructions	Addition/subtraction to 20. Place value - 50 Length/Height/weight	Plants Seasonal changes	Pic collage - church features Geoboard - shape	Seasonal and daily weather patterns	Who is Jewish and how do they live?	About the work of a range of artists and designers, making links to their own work.	In the Groove Round and round	Make up cycled plant pots Make pancakes	Dance, Health related exercise, Gym
 Year 2	Bees Knees	Information writing Writing questions	Multiplication, division Statistics Geometry, Fractions, measurement	Bees and flowers Pollination Transfer of pollen	Recognise use of technology outside school	Importance of bees Eco system	Who is Muslim and how do they live? Why does Easter matter to Christians?	patterns Printing sculpture	I wanna play in a band Zootime	Making a bee puppet Cooking with honey Create model of bee	Multi skills Invasion games, gym, Health related exercise
 Year 3	Hayle Rocks!	Traditional tales, Myths and legends	Multiplication and division Fractions, Length, Statistics	Rocks Magnets and forces	Use micro bits and Scratch	Local study	How do festivals and worship matter to a Muslim? How do festivals and family life matter to Jewish people?	Digital media Textiles	Three little birds The dragon song	3D plants linked to science	Gym, health related exercise Tennis, Swimming
 Year 4	Magic Matters	Explanations, Letters, Fantasy stories, Writing a setting, Instructions	Multiplication and division, Area, Fractions, Decimals	State of matter Sound	Using LEGO WeDo 2.0 and Scratch Design an invention and make using Tinkercard	Vikings/ Name and locate counties and cities of the UK	What does it mean to be Hindu in Britain?	Water /wave art. Weaving/ sewing	Stop! Lean on me	Design a wand Create magic potions.	Gymnastics Invasion games Tennis
 Year 5	May the force be with you	Debate - Leaving Earth? Writing a balanced argument/ persuasion/ Science fiction stories/Graphic novel	Multiplication and Division, Fractions, Decimals and percentages	Earth and Space Forces	AR makr, Keynote and clips. Alien podcast	Saxons and scots	Why do Christians believe Jesus was the Messiah? Why is the Torah important to Jewish People?	Create a sketch book Improve their mastery of art and design including drawing, painting and sculpture.	Make you feel my love Fresh prince os Bel- air	Making a force meter	Invasion games Health related exercise, Dance
 Year 6	Light it up!		Decimals, Percentages, Algebra, Converting units, Area, Perimeter, Ratio	Light Electricity	Use light to create long exposure pictures, Scratch to create programmes with LEDs	Mayan Civilization	Why do Hindus want to be good? What do Christians believe Jesus did to save people?	Improve their mastery of art and design including drawing, painting and sculpture.	A New Year Carol You've got a friend	Understand and use electrical systems in a product	Health related exercise, Dance, Swimming, Invasion



	Literacy	Maths	Understanding of the world	Arts and design	PSED	Moving and handling	Com and	RE
Under, in and above the sea	Read and write simple sentences. RWI groups	Size, weight, capacity, position time and money. Recap numbers.	Know similarities and differences in relation to places and objects. Communities and traditions.	Making jellyfish. Junk model boats. Beach scenes using oil pastel.	Sharing fairly. Showing sensitivity to others needs.	Athletics Team games Letter formation	Imaginary underwater lands Past experiences Planning a holiday	Which places are special and why?

Year 1

Do you think they saurus?
Are we there yet?

English	Maths	Science	Computing	Geography	RE	Art and Design	Music	DT	PE
Recount Safety poster	Multiplication and division Multiples 2, 5, 10 Fractions Geometry, Time	Seasonal changes Animals including humans Habitats	Google expeditions	Countries around the world. Using maps, Atlases and globes	Who do Christians say made the world? How should we care for the world?	To develop a wide range of art and design techniques, colour, pattern, text.	Your imagination Reflect, rewind and replay	Food and flags from around the world	Athletics Striking an fielding Invictus games Tennis

Year 2

Seas and Coasts
-----------------

English	Maths	Science	Computing	Geography	RE	Art and Design	Music	DT	PE
	Position/direction Problem solving Time/ Mass/Cap/Temp	Living things and their habitats Plants	Navigating Goggle Earth	Place Knowledge Skills and fieldwork Human and Physical	What is the good news Christians believe Jesus brings? What makes places sacred?	About the work of a range of artists and design techniques - local	Friendship song Reflect, rewind, replay	Cooking from the sea!	Athletics Striking an fielding Invictus games Tennis

Year 3

Raving Rainforests
--------------------

English	Maths	Science	Computing	Geography	RE	Art and Design	Music	DT	PE
Debate/poetry/ story/fact file	Fraction, Time, Shape, Mass and Capacity	Plants Light	Use Keynote and ARmakr - exploration through rainforest.	Maps, Atlases, Environmental impact	What kind of world did Jesus want? How and why do people try to make the	About great architects, artists and designers in history.	Bringing us together Reflect, rewind , replay	Animals shadow puppet, Design an eco friendly car	Multi skills, Athletics, Invictus games Rounders

Year 4

Africa
--------

English	Maths	Science	Computing	Geography	RE	Art and Design	Music	DT	PE
The boy who biked the world	Decimals, Money, Time, Statistics, Shape, Position/ direction	All living things Electricity	Spheros and drones to investigate how we monitor geographic events	Human and physical	What was the impact of the Pentecost? How do people mark significant events?	About great architects, artists and designers in history.	Blackbird Reflect, rewind, replay	Design , make and evaluate a volcano	Athletics, Swimming, Rounders

Year 5

Protect the future
--------------------

English	Maths	Science	Computing	Geography	RE	Art and Design	Music	DT	PE
	Decimals, Shape, Position and direction, converting units, Volume	Living things and their habitats	Micro:bits, LEGO WeDO 2.0, scratch	Human and physical Locational/field skills	Christians and how to live. What matters most to Humanists and Christians?	Local artists and designers.	Dancing in the street Reflect, rewind, replay	Making products from recycled/up cycled materials	Tennis, Cricket, Rounders, Swimming

Year 6

The world is my oyster
------------------------

English	Maths	Science	Computing	Geography	RE	Art and Design	Music	DT	PE
Kensukes Kingdom Description/story	Properties of shape, Problem solving, Statistics, Investigations	Evolution	Swift playgrounds - create programs for mini drones.	Locate the worlds countries Map work	What kind of king is Jesus? How does faith help people when things get hard?	Improve their mastery of art and design including drawing, painting and sculpture.	Music and me Reflect, rewind, replay	Food from around the world.	Athletics, Tennis, Cricket, Rounders



# Rampaging Romans



**55-54 BC**  
Julius Caesar's  
attempted invasion



**43 AD**  
Romans **invade** and  
Britain becomes part  
of the Roman Empire



**60-61 AD**  
Boudica leads the  
Iceni in revolt against  
the Romans



**122-128 AD**  
**Emperor** Hadrian  
builds a wall on the  
Scottish Border



**306 AD**  
Constantine the  
Great declared  
Emperor at York



**401-410 AD**  
The Romans withdraw  
from Britain:  
Anglo-Saxons migrants  
begin to settle

**How did the Britons/  
Celts react when the  
Romans arrived?**

Before the Romans arrived in Britain, the land was inhabited by Iron Age people. These people lived in small tribes, travelled little and lived in wooden roundhouses. The Romans would have seemed very strange to **Iron Age Britons** and their arrival and influence can still be felt today...

We **revolted**! When the Romans invaded, the Celtic tribes had to decide whether or not to fight back. If they made peace, they agreed to obey Roman laws and pay taxes. In return, they could keep their kingdoms. However, some Celtic leaders chose to fight.



**How does modern farming compare to farming in Roman times?**

Nearly everyone lived on a farm. They improved the soil with manure & lime. They ploughed using an ard pulled by oxen. Spelt wheat, rye, oats, barley and a few vegetables were grown. They kept Cows & sheep & some pigs



**Did you know?**

To bring water to their cities, the clever Romans built aqueducts – a system of channels and bridges -- to transport water for public baths and toilets.

# Rampaging Romans

## What was Britain like before the Romans arrived?

The **Celts** lived in Britain before the Romans, however, no-one called them Celts until the eighteenth century. In fact the Romans called these people **Britons**.

## Why did the Romans come to Britain?

Why the Romans came to Britain is not quite certain. Two reasons have been suggested:

- ★ The Romans were cross with Britain for helping the Gauls (now called the French) fight against the Roman general Julius Caesar.
- ★ They came to Britain looking for riches - land, slaves, and most of all, iron, lead, zinc, copper, silver and gold.

## What changes did the Romans bring to Britain?

- ★ Roads
- ★ Towns
- ★ Architecture
- ★ **Mosaics** - we will make some paper mosaics this term!

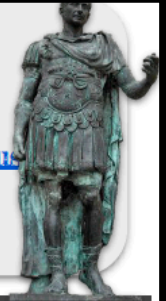
## Why did the Romans leave Britain?

The Roman **Empire** was being attacked in other countries so soldiers were called to fight elsewhere.



## Key websites & resources:

- I. <https://www.bbc.com/bitesize/articles/z9j4kqt>
- II. <https://www.bbc.com/bitesize/clips/zwjhfrd>
- III. <http://blog.english-heritage.org.uk/what-did-the-romans-do-for-us/>
- IV. There are a number of 'Romans' books in the school library (now in classrooms).



## Key Vocabulary

Empire	A group of countries ruled by a single person, government or country
Emperor	The ruler of an empire
Chronology	The arrangement of dates or events in the order in which they occurred
BC	Before Christ. A way of dating years before the birth of Jesus. The bigger the number BC, the longer ago in history it was
AD	Anno Domini - "in the year of our Lord". AD is used to show dates after the birth of Jesus. This year is 2019 AD
Celt / Iron Age Briton	A person who lived in ancient Britain in the time before the Romans
Invalidate / Invasion	To enter a place in a forceful way
Revolt	When a large number of people refuse to be ruled & take action against it
Mosaic	A pattern or picture made from small pieces of stone
Century	A period of 100 years
Legion	a large group of soldiers who form a part of an army

## writing

Week 1 sequence of teaching:

Non fiction writing

Week two-

Non-Fiction writing

Week 3 sequence of teaching:

To support class text - Escape from Pompeii

Description of Pompeii before the explosion using expanded noun sentences and fronted adverbials.

Week 4 sequence of teaching:

Escape from Pompeii

Description of Pompeii after the explosion using skills from last week as well as time conjunctions.

Week 5 sequence of teaching:

Newspaper report

Week 6 sequence of teaching:

Story writing

Initial working draft of story ending for Escape to Pompeii.

Week 7 sequence of teaching:

Edit improve to create final draft of story ending for Escape from Pompeii.

Week 8 sequence of teaching:

Poetry, looking at different forms of poetry and learning and reciting.

Week 9 sequence of teaching:

Poetry, looking at different forms of poetry and learning and reciting.

Week 10 sequence of teaching:

Instructions

How to build Hadrian's Wall

Week 11 sequence of teaching:

Instructions

How to make Roman Potage.

Week 12 sequence of teaching:

Story writing

Week 13 sequence of teaching:

Story writing

Week 14 sequence of teaching:

Recount



Capital letters  
Proper nouns  
Direct Speech  
expanded noun phrases  
Adverbial phrases



Romans on the Rampage  
Escape to Pompeii



Write a non - chronological report about the Romans.  
Who were they? What did they do for us?  
Where did they come from?  
Newspaper report Roman politics



A dig to find different teeth.  
Make the digestive tract with tights/  
sandwich bag and pass food through it.



Design and create Roman Helmet  
Cook Roman Pottage (dependent on social distancing)  
Make and design a Roman coin



RE/Virtues/PSHE

RE-  
The holy trinity  
The Romans belief in numerous gods.  
Explore the term “pagan” and what did the Celts believe.



Drawing on iPads  
Online safety



Gymnastics  
Hockey - Following Power of PE  
Swimming  
Parkour





## Year 4 Home Learning Challenges

Here's a selection of homework ideas to support the topics we are covering at school. This homework is optional, but we strongly encourage our pupils to share their knowledge and ideas with adults at home so that we can all inspire a love of learning.

<b>Speaking, Listening &amp; Writing</b> 	Research 5 facts about the Romans.	Write a poem as if you were a Roman soldier trying to boost morale.	Draw a diagram of a Roman Soldier and label the weapons and kit.	Imagine you are a Roman soldier and you have just arrived in Britain. Write a letter home, describing your first impressions.	Learn the Roman numeral song and sing at home. <a href="https://www.youtube.com/watch?v=z1UmAgekzbs">https://www.youtube.com/watch?v=z1UmAgekzbs</a>
<b>Problems, Science &amp; Maths</b> 	Create a timeline for Britain during the Roman period	Villa facts: How long did they take to build? What materials did they use?	Make a 100 grid of Roman numerals	Write out your times tables in Roman numerals	Create a poster encouraging young children to brush their teeth
<b>Art &amp; Design</b> 	Find out more about Roman food and recreate a Roman dish	Make your own Roman mosaic	Make your own Roman shield	Design your own Roman villa	Paint a picture of Pompeii with Mount Vesuvius behind
<b>Constructing &amp; Creating</b> 	Build your own Roman villa	Build your own Roman shield	Create a mould of an animal's tooth	Make your own Roman dish	Make a Roman bath



## writing

Week One sequence of teaching:  
*Character Descriptions - describe Characters in the book. Use expanded noun phrases and adventurous adjectives.*

Week Two sequence of teaching:  
Letter writing - features of a letter

Week Three sequence of teaching:  
Letter Writing-write to Harry Potter telling him that he is a wizard.

Week four sequence of teaching:  
Setting the scene / Descriptive writing  
Describing Hogwarts

Week five sequence of teaching:  
Create a magic potion and advertise it. Looking at persuasive language.  
Potion making, persuasive writing. Create an advert or write a poster

Week six sequence of teaching: Features of an explanation.  
Explanation - The Water Cycle.  
Spring 2 -  
How to Train your Dragon

Week one - Dragon description  
Write dragon descriptions  
create own dragons

Week two - Retell the cave capture

Week three - Report writing

Week four - Sound information Leaflet

Week five - Story  
Week six Story and edit



Fronted Adverbials  
Powerful verbs and adjectives  
Nouns  
Conjunctions  
*Beginning to use ellipses to build tension.*  
*Perfect present tense*



Harry Potter  
How to Train your Dragon  
Information books about Science and Vikings



Geography:  
Use maps and globes to locate countries around the world.  
Field work to map human and physical features.  
Trip to Chysauster to look at settlements.  
History:  
Vikings



Solids Liquids and Gases:  
Sort and describe materials  
Investigate gases  
Investigate materials as they change state.  
How water changes state.  
Evaporation. The Water Cycle  
Sound: Sources of sound  
How sound travels. Changing the pitch of sound. can be absorb. Make musical instruments



DT -making wands, potions, Weaving and sewing and Magic musical instruments.  
Art - Famous Wave paintings and artist  
Music - Guitar lessons



## RE/Virtues/PSHE

Spr 1  
Hinduism in Britain today. Families- community research faith and festivals.  
How do Hindu families celebrate Diwali? Story of Rama and Sita.  
Spr 2  
Why do Christians call the day Jesus died 'Good Friday?'  
What is Salvation?  
How do christians Mark Easter?



. LEGO WeDo2 building challenges to create robots to solve problems. STEM links.






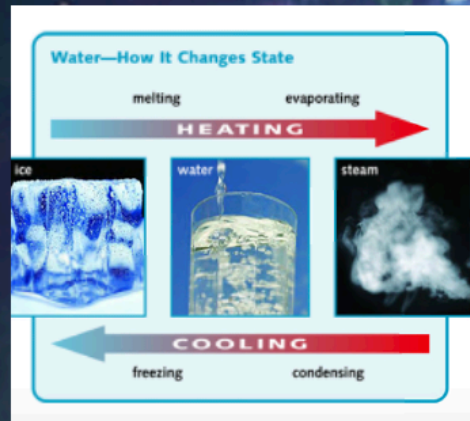
Gymnastics  
Invasion games  
Quidditch-  
Making own invasion games  
Swimming




# Magic Matters

## Spring Term 1

### Who: Scientific Influences

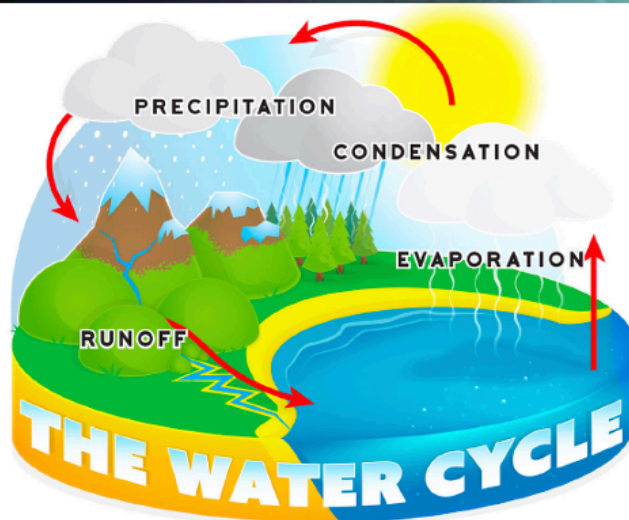
Name/Picture	Why significant
 Antoine Lavoisier 1743 - 1794	Most noted for his discovery of the role oxygen plays in combustion. He recognized and named oxygen (1778) and hydrogen (1783).
 Robert Boyle 1627-1691	Boyle discovered that the volume of a gas decreases with increasing pressure and vice versa—the famous Boyle's law
 John Dalton 1766 - 1844	In 1803 he proposed matter is made up of atoms that are indivisible and indestructible.



Key Knowledge	
Types of Materials	
<b>Solids</b> 	Stays the same shape Can be held in your hands Can be cut into a new shape
<b>Liquids</b> 	Examples - wood, metal, rock, ice Flows and can be poured Changes shape to its container Volume never changes
<b>Gases</b> 	Examples - water, juice, oil Often invisible Always fills its container Shape & volume change
What does changes of state mean?	When a material changes from one material type to another, we say 'it has changed state.'

### Extended Specialist Vocabulary

Word	Definition
New Vocabulary	
bond	joined securely to something else
condensation	turn a gas into a liquid.
evaporation	turn a liquid into a gas.
precipitation	liquid or solid particles that fall from a cloud as rain, sleet, hail or snow.
boiling point	the temperature at which a liquid boils and turns to vapour
melting point	the temperature at which a given solid will melt
states of matter	materials can be one of three states: solids, liquids or gases. Some materials can change from one state to another and back again.
liquid	a substance that flows freely but is of constant volume
gas	a substance which will expand freely to fill a whole container and has no fixed shape or volume
thermometer	an instrument for measuring and indicating temperature
water cycle	the cycle of processes by which water circulates between the earth's oceans, atmosphere, and land
transpiration	the exhalation of water vapour in plants
sublimation	When a substance changes from a solid to a gas, without going through the liquid change



### Sticky Knowledge

Know that things are composed of a material in one of three states of matter: solid, liquid or gas
Know that things are made of particles (tiny building blocks) and that these are organised differently in different states
Know that materials can change state when temperature changes
Know that when solids turn into liquids, this is called melting and the reverse process is called freezing
Know that when liquids turn into gases, this is called evaporation and the reverse process is called condensation
Know that when a solid turns into a gas without passing through the liquid state, this is called sublimation
Know that the melting point of water is 0°C and the boiling point 100°C
Know that water flows around our world in a continuous process called the water cycle
Know that, along with evaporation, water on the Earth's surface moves to the air in a process called transpiration, where water turns into water vapour (gas) on the surface of leaves on plants
Know that there are bonds between particles in a solid; as temperature increases, these bonds are partially overcome as the particles absorb energy and solids can change into liquids; with a further increase in temperature the particles become even more energetic and the bonds are overcome entirely so the liquid changes into a gas



# Magic Matters

## Spring Term 2

### **VIBRATIONS**

Sound is made when an object vibrates and therefore causes the air around it to vibrate too. These vibrations are carried to your ear for you to hear them.



Sound vibrations can travel through different materials:

SOLIDS: metals, stone, wood  
LIQUIDS: water  
GASES: air

Sound travels better through some materials than others. It travels very well through metal pipes for example.

The louder the volume, the bigger the vibrations. The size of the vibration is called the *amplitude*. Quieter volumes have smaller amplitudes and louder sounds have larger amplitudes.



Sounds travel in a *wave*. The vibrations make *air particles* closest to the object vibrate, which then passes the vibrations to the particle next to it and so on - like dominoes falling!



Outer Ear

Middle ear bones which include the hammer, anvil and stirrup. (The smallest bones in the human body!)

#### **DID YOU KNOW?**

Sounds get fainter (quieter) as the distance from the sound source increases.

#### **Nerve**

sends electrical signals to the brain.

#### **Cochlea**

contains thousands of tiny hair cells which change the vibrations to electrical signals.

Ear drum

which passes vibrations to the middle ear bones.



# SOUND

### **PITCH**

The pitch of a sound is how high or how low it sounds. A high pitch has a high sound and a low pitch has a low sound.

#### **Stringed Instruments**

Tighter, thinner or shorter strings make higher pitches. Faster vibrations make pitches high and slower vibrations make pitches low.



#### **Wind Instruments**

The column of air inside the instrument causes it to vibrate. Shortening this makes a higher sound, lengthening it makes a lower sound.



#### **Percussion Instruments**

The surface is struck and it therefore vibrates. Smaller instruments have higher sounds (smaller keys of a xylophone, hand bells etc.). The tighter or thinner the skin on a drum, the higher the pitch.









## Year 4 Home Learning Challenges

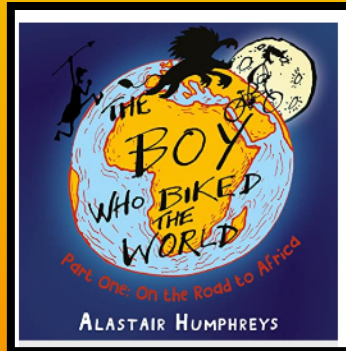
Here's a selection of homework ideas to support the topics we are covering at school. This homework is optional, but we strongly encourage our pupils to share their knowledge and ideas with adults at home so that we can all inspire a love of learning.

Year: 4 Term: **Spring** Topics: **Magic Matters**

<b>Speaking, Listening &amp; Writing</b> 	Research a card trick and learn it off by heart ready to show a friend	Learn a song or a poem that has been inspired by magic.	Learn a magic trick at home. When you have mastered the magic trick, show off your trick to a parent/ sibling. Were they spellbound by your trick? Film it to show the class	Create a digital presentation about a mythical creature you have invented. Remember to include expanded noun phrases and ambitious vocabulary	Write a song or a poem that has been inspired by magic. Perhaps use digital media to create it.
<b>Problems, Science &amp; Maths</b> 	<b>Mathletics</b> - all the children have personal log-ins for Mathletics. Over the course of the year, you can <b>work independently</b> through all the Y4 units available.	<b>Times tables</b> - pick up some <b>speed tables</b> or the <b>ultimate times table challenge</b> in class. Can you improve your time each week? Use <b>Times Tables Rock Stars</b> online. <a href="https://www.ttrockstars.com">ttrockstars.com</a>	<b>Sound - how is it created?</b> Find out about how sound travels. Create a series of sounds using different objects	Create your own song. Remember to record your song and share it with the rest of the class on Showbie.	Create a fact file on how sound is created.
<b>Art &amp; Design</b> 	Design your own mythical creature, remembering to label it.	Design a new front cover for Harry Potter, the Philosopher's Stone.	Using different materials, create a picture of a mythical creature. (you can use foil, textured paper, etc)	If you possessed magical powers, what would it be? Draw a picture of yourself using your magical powers and label your features.	Create a drawing of a mythical creature using only squares.
<b>Constructing &amp; Creating</b> 	Build your very own dragon friend. Think about the design and its temperament - would it be evil or would it be good?	If you have any electronic lego or meccano, can you build a moving mythical creature?	Can you make your own musical instrument using recyclable materials. Record the sound it makes and share it on showbie.	Design a uniform for your own school of magic. It can be a model-sized version or, if you are feeling brave, a full sized version for you to wear.	Create your own wand, using a variety of recyclable materials.



# Which Way To Africa?



## WHAT IS GEOGRAPHY

"Geography is the study of the Earth's landscapes, peoples, places and environments. It is, quite simply, the study of the world we live in"

Geography is part of your everyday life; you use it every day without even realizing!

## WHERE IS THE UK?



The United Kingdom (UK) is an Island country located in the continent of Europe, it is made up of four countries: England, Scotland, Northern Ireland and Wales.

## Map Skills

### TYPES OF GEOGRAPHY

**HUMAN GEOGRAPHY** The impact of people on the earth

**PHYSICAL GEOGRAPHY** The natural world without people

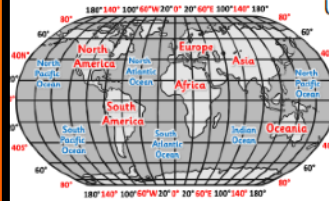
**ENVIRONMENTAL GEOGRAPHY** Human interaction with nature

"Education is the most powerful weapon you can use to change the world."

Nelson Mandela (1918 – 2013)



## LONGITUDE AND LATITUDE



Unlike grid lines where we go along the corridor and the stairs, here we go UP and ACROSS

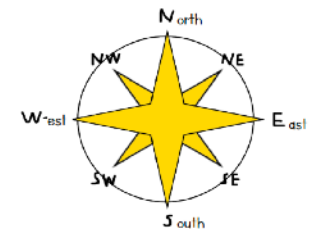
### LATITUDE

Flat lines. Flat-itude!

### LONGITUDE

Long lines – up and down

## COMPASS POINTS



Africa is a continent made up of lots of countries,

Kenya is a country in Africa,

Kenya has a range of different landscapes.

Different animals are suited to different landscapes.

The weather in Kenya is different from the weather in the UK.

There are many differences to how people live their life's in Kenya and the UK but there are also many similarities.

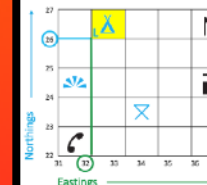
## MAP SYMBOLS

Symbols are useful for lots of reasons including, space saving on a map, multi-lingual (all languages can understand them), saves time, clear.



## 4 FIGURE GRID REFERENCES

Along the edges of each map there are numbers. These numbers help you work out where a location is on a map. Northings are numbers that go from bottom to top, Eastings go from left to right.



The first two numbers give the eastings.

32 26

The second two numbers give the northings.


Remember... eastings then northings!







Along the corridor and up the stairs!

# Classifying Living Things and their Habitats

A habitat is a natural environment for any type of living organism.

In 2018, scientists discovered 230 new species of animals and plants on earth.

 <b>ROCKET WORDS</b> Learn these words and their definitions.	
Key Word	Definition
<b>classify</b>	To arrange or group things into categories depending on characteristics.
<b>vertebrate</b>	An animal with a backbone.
<b>invertebrate</b>	An animal without a backbone.
<b>cold-blooded</b>	An animal whose body temperature varies with the environment they are in, i.e. fish.
<b>warm-blooded</b>	Animals that maintain a regular body temperature
<b>sample</b>	A small amount of something to show what the whole of it may be like.
<b>exoskeleton</b>	An external covering of the body found in some invertebrates such as arthropods.
<b>creature</b>	An animal, distinct from a human being.

Type	Food	Body	Blood
<b>Mammal</b> 	Can be carnivorous, omnivorous or herbivorous	<ul style="list-style-type: none"> <li>• Hair and fur</li> <li>• Four-chambered hearts</li> <li>• Females give milk</li> <li>• Have teeth</li> <li>• Vertebrates</li> </ul>	Warm-Blooded
<b>Insect</b> 	Can be carnivorous or herbivorous	<ul style="list-style-type: none"> <li>• Made up of a head, thorax and abdomen</li> <li>• Six legs</li> <li>• Invertebrates</li> </ul>	Cold-Blooded
<b>Bird</b> 	Can be carnivorous, omnivorous or herbivorous	<ul style="list-style-type: none"> <li>• Feathers</li> <li>• Wings</li> <li>• Beaks</li> <li>• Lays eggs</li> <li>• Vertebrates</li> </ul>	Warm-Blooded
<b>Fish</b> 	Mostly carnivorous	<ul style="list-style-type: none"> <li>• Breathe with gills</li> <li>• Scales</li> <li>• Fins</li> <li>• Can swim</li> <li>• Most are vertebrates</li> </ul>	Cold-Blooded
<b>Amphibian</b> 	Can be carnivorous or herbivorous	<ul style="list-style-type: none"> <li>• Live in water or land</li> <li>• Can breathe through gills or lungs</li> <li>• Vertebrates</li> </ul>	Cold-Blooded
<b>Reptile</b> 	Can be carnivores or omnivorous	<ul style="list-style-type: none"> <li>• Most lay eggs</li> <li>• Has scales</li> <li>• Live in water or land</li> <li>• Vertebrates</li> </ul>	Cold-Blooded



Week One sequence of teaching:  
 Adventure Daydreams  
 Where would you travel to?  
 How would you get there?  
 Make a list of the things you would take.  
 Research a country you would like to visit.  
 Make notes about the country  
 Plan leaflet about your Day Dream country.  
 Produce leaflet.

Week Two sequence of teaching: Diary Writing.  
 Write a recount of Tom's journey.

Week Three sequence of teaching:  
 Letter writing  
 Write a letter to your school friends telling them  
 about your journey.

Week four sequence of teaching:  
 Poetry Writing about Africa

Week five sequence of teaching:  
 Platinum Jubilee  
 Biography of the Queen

Week Six sequence of teaching:  
 Lost words book:  
 Recognising different forms of poetry - discussing  
 opinions with others.  
 Practicing/rehearsing and performing poetry.

Week Seven sequence of teaching:  
 Lost words book:  
 To compose a nature poem.

Week Eight sequence of teaching:  
 Traditional tales

Week Nine sequence of teaching:  
 Write own Traditional tale.

Week Ten sequence of teaching:  
 Design and make posters to save the endangered  
 animals of Africa

Week eleven sequence of teaching:  
 Play scripts

Week Twelve sequence of teaching:  
 Highlights of the year



Use subordinating conjunctions to extend sentences.  
 Use the present perfect form of verbs in contrast to the past tense  
 Use conjunctions, adverbs and prepositions to express time and  
 cause  
 Use fronted adverbials punctuated with a comma.  
 Use possessive apostrophe with single and plural nouns  
 Use and punctuating direct speech



The boy who cycled the  
 world  
 The Lost Words  
 One plastic Bag



Locate countries on a map  
 longitude and latitude  
 Kilimanjaro  
 Mapping physical and human features on a world  
 map.



### Habitats

Grouping living things fun different ways  
 Recognising that all living things live in a habitat that provides their  
 needs.  
 Looking at how environments may change in good or bad ways.  
 Classifying creatures  
 Making keys.

### Electricity

Identify common electrical appliances that run on electricity.  
 Construct simple circuits and identify its basic parts.  
 Identify problems in a circuit.  
 Create switches to open and close circuits.  
 Recognise common insulators and conductors of electricity.



Investigate, design, make and evaluate insect  
 homes.  
 Indigenous African art  
 Habitat dioramas

Looking at Darwins sketches of creatures.



### RE/Virtues/PSHE

What was the impact of the Pentecost?  
 How and why do people in Cornwall mark  
 significant events in community life?

### PSHE

Pupils learn about the way we grow and change throughout the human  
 lifecycle  
 About the physical changes associated with puberty



Athletics

Rounder

Tennis





## Year 4 Home Learning Challenges

Here's a selection of homework ideas to support the topics we are covering at school. This homework is optional, but we strongly encourage our pupils to share their knowledge and ideas with adults at home so that we can all inspire a love of learning.

Year: 4 Term: Summer Which way to Africa?

<b>Speaking, Listening &amp; Writing</b> 	Research as many facts about Kilimanjaro as you can and present your facts to a parent/ friend.	Write a newspaper report based on Tom's adventure cycling from Britain to Cape Town	Write an explanation about the habitat you have created. What are its special features? Why do certain animals live there?	Learn your favourite poem off by heart.	Research and create a poster about one of the countries Tom travels through on his cycle around the World.
<b>Problems, Science &amp; Maths</b> 	What is the highest mountain in Africa? What is the second highest mountain in Africa called? Can you calculate the difference in height?	Make it rain using a jar, plate, ice cubes and hot water. <a href="https://www.sciencefun.org/kidszone/experiments/make-it-rain/">https://www.sciencefun.org/kidszone/experiments/make-it-rain/</a>	Design your own animal and its habitat.	Practice and rehearse the water cycle song. <a href="https://www.youtube.com/watch?v=TWb4KIM2vts">https://www.youtube.com/watch?v=TWb4KIM2vts</a>	Convert the height of the highest mountain in Africa into mm, cm, km.
<b>Art &amp; Design</b> 	sketch then paint an animal which is only found on the continent of Africa	Draw a map of your local area using the correct symbols.	Create a 'sunset safari' piece of artwork. This could include one of the African 'Big 5' (Elephant, Lion, Buffalo, Rhino, Leopard).	Replicate a flag from an African country. On the back, list as many facts about that country.	Draw a map of Africa with key human features (cities) and key physical features (mountains/ rivers).
<b>Constructing &amp; Creating</b> 	Build your own globe <a href="https://www.3dgeography.co.uk/files/ugd/5cd6ef_ece777f37097423982a96d2fec1a6953.pdf">https://www.3dgeography.co.uk/files/ugd/5cd6ef_ece777f37097423982a96d2fec1a6953.pdf</a>	Create your own Maasai necklace (paper plates are a good resource for this). Remember, patterns are very bright and colourful	Create a 3D model of either your made up animal or it's habitat.	Create an animal mask for one of the African 'Big 5' (Elephant, Lion, Buffalo, Rhino, Leopard).	Create a timeline of Nelson Mandela's life.



### Yr 4 Reading:

1. Apply knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet.
2. Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in a word.

	Aut	Spr	Sum
1	x		
2	x		

### Comprehension:

1. Familiar with a wide range of books and enjoy discussing the ideas and themes they contain.
2. Read books that are structured in different ways.
3. Use dictionaries to check the meaning of words.
4. Discuss words and phrases that capture a reader's interest and imagination.
5. Increasing familiarity with a wide range of books, including fairy tales, myths and legends and retelling some of these orally
6. Identifying themes and conventions in a wide range of books
7. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
8. Discussing words and phrases that capture the reader's interest and imagination
9. Recognising some different forms of poetry
10. Checking the text makes sense to them, discussing their understanding and explain the meaning of words in context
11. Asking questions to improve their understanding of the text
12. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence
13. Predicting what might happen from details stated and implied
14. Identifying main ideas drawn from more than 1 paragraph and summarising these
15. Identifying how language, structure and presentation contribute to meaning
16. Retrieve and record information from non-fiction

	Aut	Spr	Sum
1	x		
2	x		
3	x	x	
4	x	x	
5	x	x	
6	x	x	
7		x	
8	x	x	
9			
10	x	x	
11	x	x	
12	x	x	
13	x	x	
14	x	x	
15	x	x	
16	x	x	

### Composition:

1. Look at genre examples to identify structure, vocabulary and grammar to help me plan my own writing.
2. Discuss and record ideas using the drafting process.
3. Compose and rehearse sentences orally building a varied and rich vocabulary and range of sentence structures.
4. Organise paragraphs around a theme.
5. Develop setting, character and plot in narrative.
6. Use organisational devices in non-fiction, e.g. captions
7. Assess the effectiveness of their own and others' writing and suggest improvements.
8. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
9. Check spelling and punctuation.
10. Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
10. Adapt form and style for purpose.
11. Read their own writing aloud to a group or whole class confidently and with meaning.

	Aut	Spr	Sum
1	x	x	
2	x	x	
3	x	x	
4	x	x	
5	x	x	
6	x	x	
7	x	x	
8	x	x	
9	x	x	
10	x	x	
11	x	x	

### Handwriting and Presentation:

1. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to each other, are best left unjoined.
2. Increase the legibility, consistency and quality of their handwriting

	Aut	Spr	Sum
1	x	x	
2	x	x	

Spelling:		Aut	Spr	Sum
1. Use further prefixes and suffixes and understand how to add to them. Check appendix 1	1	x	x	
<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf</a>	2	x	x	
2. Spell further homophones	3	x	x	
3. Spell words that are often misspelt. Check appendix 1	4	x	x	
4. Place the apostrophe accurately in words with regular plurals and I words with irregular plurals	5		x	
5. Use the first 2 or 3 letters of a word to check its spelling in the dictionary	6			
6. Write from memory simple sentences, dictated but the teacher, that include words and punctuation taught so far				

Punctuation:		Aut	Spr	Sum
Use capital letters, full stops, ? and ! consistently.	1	x	x	
Identify and explain where punctuation is used correctly and incorrectly, e.g. , ? ! and " " .	2	x	x	
Use commas after fronted adverbial phrases consistently	3	x	x	
Use apostrophes to indicate singular and plural possession and for contractions.	4	x	x	
Inverted commas and other punctuation within direct speech.	5	x	x	
Use bullet points for a list.	6	x	x	
Beginning to use a colon to introduce a list				
Beginning to use ellipses to build tension.				
Able to recognise and use layout devices eg headings and subheadings				

## Grammar:

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Using the present perfect form of verbs in contrast to the past tense
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials
- Use commas after fronted adverbials
- indicating possession by using the possessive apostrophe with single and plural nouns
- Using and punctuating direct speech

Year 4: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive</b> –s Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]
<b>Sentence</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i> ] Use of commas after <b>fronted adverbials</b>
<b>Terminology for pupils</b>	determiner pronoun, possessive pronoun adverbial

	Aut	Spr	Sum
1	x	x	
2	x	x	
3	x	x	
4	x	x	
5	x	x	
6	x	x	
7	x	x	
8	x	x	

## Maths Y4 Place value:

Count in multiples of 6, 7, 9, 25, 1,000

Find 1000 more or less than a given number.

Count backwards through 0 to include negative numbers..

Recognise the place value of each digit in a four-digit number

Order and compare numbers beyond 1,000

Identify represent and estimate numbers using different representations

Round any number up to the nearest 10, 100 or 1,000

Solve number and practical problems that involve all of the above and with increasingly large numbers

Read roman numerals to 100 and recognise years written in roman numerals

## Addition and subtraction:

Add and subtract numbers with up to 4 digits using written methods, such as the column method where appropriate

Estimate and use inverse operations to check answers to a calculation

Solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why.

## Multiplication and division:

Recall multiplication and division facts for multiplication tables up to  $12 \times 12$

Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1, dividing by 1, multiplying together 3 numbers

Recognise and use factor pairs and commutativity in mental calculations

Multiply two digit and three digit numbers by a one digit number using written methods

Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems, such as  $n$  objects are connected to  $m$  objects.

## Fractions and decimals:

Recognise and show, using diagrams, families of common equivalent fractions

Count up and down in hundredths; recognising that hundredths arise when dividing an object by a 100 and dividing tenths by 10

Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number

Add and subtract fractions with the same denominator

Recognise and write decimal fractions equivalents of any number of tenths or hundredths

Recognise and write decimal fractions equivalents  $\frac{1}{4}$   $\frac{1}{2}$   $\frac{3}{4}$

Find the effect of dividing a one or two digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths

Round decimals with 1 decimal place to the nearest whole number

Compare numbers with the same number of decimal places up to 2 decimal places

Solve simple measure and money problems involving fractions and decimals to 2 decimal places

## Measurement:

Convert between different measurement eg km to m, hr to min.

Read, write and convert time between analogue and digital (12 and 24hr)

Measure and calculate the perimeter of a rectilinear figure in centimetres and metres.

Calculate and compare the area of rectangles by counting squares

Estimate compare and calculate different measures, including money in pounds and pence

Solve problems involving converting units of time.

Solve a range of problems involving measure including mass, length, time volume and money.

## Geometry:

Compare and classify geometric shapes, including quadrilaterals and triangles based on their properties and sizes

Identify acute and obtuse angles and compare and order angles by size.

Identify lines of symmetry in 2-D shapes presented in different orientations

Complete a simple symmetric figure with respect to a specific line of symmetry

Describe positions on a 2-D grid as coordinates in the first quadrant

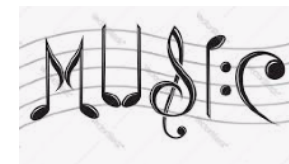
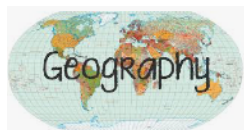
Describe movements between positions as translations of a given unit to the left/right, up/down

Plot specified points and draw sides to complete a given polygon

## Statistics:

Interpret and present discrete and continuous data using appropriate graphical methods including bar charts and time graphs

Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.



SRE

Group living things  
Use classification keys for living things

Recognise environmental risks to living things

Describe the simple functions of the basic parts of the digestive system in humans

Identify teeth and their simple functions

Construct and interpret food chains

Compare and group materials together, according to whether they are solids, liquids or gases

Observe that some materials change state when they are heated or cooled and measure/research temperature

Identify the part played by evaporation and condensation in the water cycle

Identify how sounds are made, associating with something vibrating

Recognise the vibrations from sounds travel through a medium into the ear.

Find patterns in pitch, volume and strength of the vibrations

Recognise sound gets fainter as the distance from the sound source increases

Identify common appliances that run on electricity (Remote Learning)

Construct a simple series electrical circuit identifying and naming basic parts (Remote Learning)

Describe the impact of the Romans on Britain.

Explain what life was like in Anglo-Saxon times.

Describe the settlement of the Anglo-Saxons and the impact on Britain.

Describe who the Vikings were, where they settled and how they lived in Britain.

Understand how to strengthen, stiffen and reinforce structures and can begin to apply that to more complex structures.

Know what an electrical circuit is and can build a simple one. Begin to know what features can be added to an electrical circuit, e.g. bulb, motor, buzzer or switch. (Remote Learning)

Understand the basic principles of a healthy and varied diet.

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

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).

Describe and understand biomes and vegetation belts.

Describe and understand the distribution of natural resources including energy, food and

Understand the internet as a computer network, identifying real life applications.

Understand that internet search results are ranked selected in particular ways.

Understand acceptable and unacceptable behaviour online.

Name a range of ways to report concerns about unacceptable

MFL:  
Asking who someone is  
Asking someone's age  
Have you...? I have....  
Numbers 0-31  
Classroom objects  
Where is...? + shops  
Here is.....  
right/straight ahead  
There is/there are  
Asking who someone is...  
This is.....  
Who are you? Parts of face  
Parts of body/illnesses  
How are you feeling?  
Weather phrases  
Asking price/for an item

DRAWING—Explore drawing for different purposes. In sketch pads, show a range of techniques which demonstrate increased control, co-ordination and refinement of skills.  
PAINTING & COLOUR- Know what the colour wheel looks like and that Primary colours mix to make Secondary colours.  
DIGITAL MEDIA-Know that visual images can be collected and presented using software eg: PowerPoint.  
TEXTILES- Select from a range of different textiles and use techniques in cutting, sewing and weaving to convey my ideas through 2D, relief and 3D forms.  
GREAT ARTISTS, ARCHITECTS & DESIGNERS- Know that Monet painted pictures of landscapes on a range of different sized canvasses. That his work lacked detail but rather created an, 'impression.'

Pupils learn that here are drugs (other than medicines) that are common in every day life and why people choose to use them  
About the risks and effects of drinking alcohol  
About different patterns of behaviour that are related to drug use  
Pupils learn about the way we grow and change throughout the human lifecycle  
About the physical changes associated with puberty  
About menstruation and wet dreams  
About the impact of puberty/hygiene and strategies  
How puberty affects emotions and behaviour and strategies to deal with this  
Strategies to deal with feelings in the context of relationships  
To answer each others questions with confidence

Use and understand staff and other musical notations

Recognise EGBDF and FACE on the musical stave

Recognise and use symbol for a minus.  
Crochet and semibreve and say how many beats they represent

Pupils learn that here are drugs (other than medicines) that are common in every day life and why people choose to use them  
About the risks and effects of drinking alcohol  
About different patterns of behaviour that are related to drug use  
Pupils learn about the way we grow and change throughout the human lifecycle  
About the physical changes associated with puberty  
About menstruation and wet dreams  
About the impact of puberty/hygiene and strategies  
How puberty affects emotions and behaviour and strategies to deal with this  
Strategies to deal with feelings in the context of relationships  
To answer each others questions with confidence





Ask relevant questions and using different types of scientific enquiries to answer them

Set-up simple practical enquiries; comparative and fair tests

Make careful observations and take accurate measurements, using different equipment

Gather, record, classify and present data in a variety of ways

Record findings using scientific language; diagrams, keys, and charts

Report on findings from enquiries; including oral and written explanations; displays or presentations of results and conclusions

Use results to draw simple conclusions; make predictions for new values; suggest improvements and raise further questions

Identify differences, similarities or changes related to simple scientific ideas and processes

Use straightforward scientific evidence to answer questions or to support their findings



Sequence key events/ artefacts and place the time studied on a time line and date events.

Use a wide range of terms related to the period and understand more complex vocabulary e.g. B.C. / A.D; century, decade.

Identify key features; events and beliefs.

Begin to compare and link different times.

Begin to understand how a period of time can change and the effect of these changes.

Begin to look for cause and consequences and offer reasonable explanations.

Use a wider range of sources and interpretations to find out about the time and to build up a bigger picture of a past event.

Develop an understanding of reasons for different ways in which the past is represented.

Begin to analyse and evaluate the usefulness of sources.



Use maps, atlases, globes and digital/ computer mapping to locate countries and describes features studied.

Use the 8 points of a compass.

Use field work to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs.



#### MFL:

Listen attentively to spoken language and join in/ respond  
Explore the patterns and sound of language  
Engage in conversations, ask and answer questions, express opinion  
Speak in sentences using familiar vocabulary  
Develop accurate pronunciation and intonation  
Read carefully and write phrases from memory



Use drag-and-drop icon-based programming apps such as Scratch to create code, controlling a range of variables.

Use logical reasoning to explain bugs in programs they have written.

Research safely and effectively, being discerning about digital content.

Use a growing range of apps and programs to create complex digital content including ebooks, animations and films.



Develop design criteria for design of functional and appealing products that are fit for purpose.

Generate, develop, model and communicate ideas through discussion, annotated sketches and prototypes.

Select from and use a wider range of tools and equipment to perform practical tasks, often accurately. (e.g. cutting, shaping, joining, finishing.)

Select from and use a wide range of materials and components, including construction materials and ingredients, according to their functional properties.

Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria.

Understand how key events and individuals in design and technology have helped shape the world

Use several cooking techniques to prepare healthy dishes.



**DRAWING-** Can use coloured pencils to shade, blend, hatch and cross hatch to give 3D effect.

Introduce positive and negative shapes and awareness of whole composition- Use a viewfinder to crop / select composition.

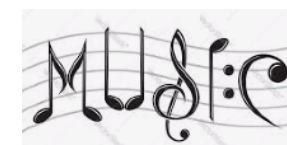
**PAINTING& COLOUR-** Introduce acrylic paint for colour mixing skills- use Primary Colours to mix the Secondary Colours.

Be able to lighten and darken mixed shades.

**DIGITAL MEDIA-** Can change colours select appropriate visual effects and use simple filters to manipulate and create images.

**TEXTILES-** Further develop skills in stitching, cutting and joining- use different grades of needles and thread.

**EVALUATE-** Continue to annotate own learning and understand that art work can be adapted throughout the making process.



Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency and expression.

Improvise and compose music for a range of purposes using the inter-related dimensions of music.

Listen with attention to detail and recall sounds with increasing aural memory

Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers

Develop an understanding of the history of music



Discuss ways to stay healthy and identify healthy foods. Respond to simple questions. Explain own views and listen to the views of others.



## Progression of skills: PHYSICAL EDUCATION

### Evaluation:

Watches and describes performances accurately.  
Beginning to think about how they can improve their own work.

Work with a partner or small group to improve their skills.

Make suggestions on how to improve their work, commenting on similarities and differences.

### Athletics

Beginning to build a variety of running techniques and use with confidence.

Can perform a running jump with more than one component.

*e.g. hop skip jump (triple jump)*

Demonstrates accuracy in throwing and catching activities.

Describes good athletic performance using correct vocabulary.

Can use equipment safely and with good control.

### Dance

Confidently improvises with a partner or on their own.

Beginning to create longer dance sequences in a larger group.

Demonstrating precision and some control in response to stimuli.

Beginning to vary dynamics and develop actions and motifs.

Demonstrates rhythm and spatial awareness.

Modifies parts of a sequence as a result of self-evaluation.

Uses simple dance vocabulary to compare and improve work.

### Gym

Links skills with control, technique, co-ordination and fluency.

Understands composition by performing more complex sequences.

Beginning to use gym vocabulary to describe how to improve and refine performances.

Develops strength, technique and flexibility throughout performances.

Creates sequences using various body shapes and equipment.

Combines equipment with movement to create sequences.

### Games

~~Vary skills, actions and ideas and link these in ways that suit the games activity.~~

~~Shows confidence in using ball skills in various ways, and can link these together.~~

~~e.g. dribbling, bouncing, kicking~~

~~Uses skills with co-ordination, control and fluency.~~

~~Takes part in competitive games with a strong understanding of tactics and composition.~~

~~Can create their own games using knowledge and skills.~~

~~Works well in a group to develop various games.~~

~~Compares and comments on skills to support creation of new games.~~

~~Can make suggestions as to what resources can be used to differentiate a game.~~

~~Apply basic skills for attacking and defending.~~

~~Uses running, jumping, throwing and catching in isolation and combination.~~

### Outdoor Adventurous Activities

Develops strong listening skills.

Uses simple maps.

Beginning to think activities through and problem solve.

Choose and apply strategies to solve problems with support.

Discuss and work with others in a group.

Demonstrates an understanding of how to stay safe.

### Heathy Lifestyles

Can describe the effect exercise has on the body

Can explain the importance of exercise and a healthy lifestyle.

Understands the need to warm up and cool down