



Three Bridges
Primary School



Year 4

Topic Overview

<p>Subject Autumn Term</p>	<p>KS2 Geography: Settlements, land use, economic activity, including natural resources, especially energy and water supplies City Life Where would you choose to build a city? Stunning Start: <i>Watch a film about the building of skyscrapers in New York or Dubai and discuss why buildings need to be tall in a city/ Visit London to see tall buildings first hand</i></p>
<p>Learning Challenges</p>	<ol style="list-style-type: none"> 1. What are the common features you notice when locating all of Europe's/Britain's biggest cities? 2. Why do you think rivers were important to the location of major cities? 3. Can you choose a major European city and create a brochure to encourage someone to visit? 4. Why is the transport system very important in major cities? 5. Marvellous Middle: Using paper, how can you create a sky scraper that is at least 2 metres high? 6. Can you locate many of the important features on a map of a city? 7. What are the major differences between a major city and a small town or village? 8. Fantastic Finish: Children will use photographs from the internet and become a tourist guide in a well known European country using the Green Screen App.
<p>Literacy Links</p>	<p>LC1: provides opportunities for children to research some of Europe's famous cities and the relationship they have with rivers. LC3: requires children to use the internet to find out about a European city.</p>
<p>Grammar texts</p>	<p>Katie in London BFG Fox</p>
<p>Literacy</p>	<p>Persuasive Advert I started with a question I placed the object or event being advertised in the centre I put a concluding statement at the end I tried to persuade my reader by using; • Slogans and wordplay • alliteration • repetition and rhyme I grabbed attention by using different fonts, sizes and colours</p> <p>Information Text My introduction includes a general description about what is to follow I organised my report in specific categories I ended with a conclusion I used the present tense (or past tense for historical report) I used the third person I used technical words</p> <p>Stories with imaginary worlds My story is set in an imaginary place or time</p>

	<p>It describes what can be seen, heard, smelt and/or touched There are make-believe characters such as elves, dragons, wizards and so on I used special effects such as magic The setting tells us something about the type of characters we will meet I used some made-up words I used adjectives and adjectival phrases to create atmosphere http://www.literacyshed.com/the-film-trailers-shed.html The Legend of Tom Trueheart</p>		
<p>Literacy - What the National Curriculum requires in Literacy at Y4</p>	<p>Transcription Spelling</p> <ul style="list-style-type: none"> • I can spell words with prefixes and suffixes and can add them to root words. • I can recognise and spell homophones. • I can use the first two or three letters of a word to check a spelling in a dictionary. • I can spell the commonly mis-spelt words from the Y3/4 word list. <p>Handwriting</p> <ul style="list-style-type: none"> • I can use the diagonal and horizontal strokes that are needed to join letters. • I understand which letters should be left unjoined. • My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. 	<p>Composition</p> <ul style="list-style-type: none"> • I can compose sentences using a range of sentence structures. • I can orally rehearse a sentence or a sequence of sentences. • I can write a narrative with a clear structure, setting and plot. • I can improve my writing by changing grammar and vocabulary to improve consistency. • I use a range of sentences which have more than one clause. • I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. • I can use direct speech in my writing and punctuate it correctly. 	<p>Grammar and punctuation Sentence structure</p> <ul style="list-style-type: none"> • I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. • I can use fronted adverbials. <p>Text structure</p> <ul style="list-style-type: none"> • I can write in paragraphs. • I make an appropriate choice of pronoun and noun within and across sentences. <p>Punctuation</p> <ul style="list-style-type: none"> • I can use inverted commas and other punctuation to indicate direct speech. • I can use apostrophes to mark plural possession. • I use commas after fronted adverbials.
<p>Reading - What the National Curriculum requires in reading at Y4</p>	<p>Word reading</p> <ul style="list-style-type: none"> • I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I can read further exception words, noting the unusual correspondences between spelling and sound. • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 		<p>Comprehension</p> <ul style="list-style-type: none"> • I know which books to select for specific purposes, especially in relation to science, geography and history learning. • I can use a dictionary to check the meaning of unfamiliar words. • I can discuss and record words and phrases that writers use to engage and impact on the reader. • I can identify some of the literary conventions in different texts. • I can identify the (simple) themes in texts. • I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

		<ul style="list-style-type: none"> •I Can explain the meaning of words in context. •I Can ask relevant questions to improve my understanding of a text. •I Can infer meanings and begin to justify them with evidence from the text. •I Can predict what might happen from details stated and from the information I have deduced. •I Can identify where a writer has used precise word choices for effect to impact on the reader. •I Can identify some text type organisational features, for example, narrative, explanation and persuasion. •I Can retrieve information from non-fiction texts. •I Can build on others' ideas and opinions about a text in discussion.
<p>Speaking & Listening – by the end of Year 4</p>	<ul style="list-style-type: none"> •I ask questions to clarify or develop my understanding. •I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences. •I show that I understand the main point and the details in a discussion. •I adapt what I am saying to the needs of the listener or audience (increasingly). •I show that I know that language choices vary in different contexts. •I Can present to an audience using appropriate intonation; controlling the tone and volume, so that the meaning is clear. •I Can justify an answer by giving evidence. •I use Standard English when it is required. •I Can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone. 	
<p>Literacy & British Values</p> 	<p>The Literacy curriculum aims to:</p> <ul style="list-style-type: none"> • enable students to develop their self-knowledge, self-esteem and self-confidence; • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people • encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. 	
<p>Maths Links</p>	<p>LC2: There could be opportunities taken to find out about the length of many of Europe's rivers and then create data packages, etc. LC4: Looking at how the London underground works could provide some interesting work around geometry.</p>	
<p>Maths - What the National Curriculum requires in mathematics at Y4</p>	<p>Number, place value, approximation and estimation/rounding</p> <ul style="list-style-type: none"> •I Can count in multiples of 6, 7, 9, 25 and 1,000. •I Can order and compare numbers beyond 1,000. •I Can find 1,000 more or less than a given number. •I recognise the place value of each digit in a 4-digit number. 	<p>Measurement</p> <ul style="list-style-type: none"> •I Can compare different measures, including money in £ and p. •I Can estimate different measures, including money in £ and p. •I Can calculate different measures. Including money in £ and p.

- I can read Roman numerals to 100 and know that over time the numeral system changed to include the concept of zero and place value.
- I can identify, represent and estimate numbers using different representations.
- I can round any number to the nearest 10, 100 or 1,000.
- I can count backwards through zero to include negative numbers.
- I can solve number and practical problems with the above (involving increasingly large numbers).

Calculations

- I can add and subtract numbers with up to 4-digits using the formal written methods of columnar addition and subtraction.
- I can estimate and use inverse operations to check answers in a calculation.
- I can solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why.
- I can recall multiplication and division facts up to 12×12 .
- I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- I recognise and use factor pairs and commutativity in mental calculations.
- I can multiply 2-digit numbers by a 1-digit number using formal written layout.
- I can solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Fractions, decimals and percentages

- I can count up and down in hundredths.
- I recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.
- I recognise and show using diagrams, families of common equivalent fractions.

- I can read, write and convert time between analogue and digital 12 hour clocks.
- I can read, write and convert time between analogue and digital 24 hour clocks.
- I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- I can convert between different units of measurements
- I can measure and calculate the perimeter of a rectilinear figure in cm and m.
- I can find the area of rectilinear shapes by counting squares.
- I can calculate different measures

Geometry – properties of shapes

- I can compare and classify geometric shapes, including quadrilateral and triangles based on their properties and sizes.
- I can identify lines of symmetry in 2D shapes presented in different orientations.
- I can complete a simple symmetric figure with respect to a specific line of symmetry,
- I can identify acute and obtuse angles and compare and order angles up to two right angles by size.

Geometry – position and direction

- I can describe movements between positions as translations of a given unit to the left/right and up/down.
- I can describe positions on a 2D grid as coordinates in the first quadrant.
- I can plot specified points and draw sides to complete a given polygon.

Statistics

- I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

	<ul style="list-style-type: none"> •I Can add and subtract fractions within the same denominator. •I recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$. •I recognise and write decimal equivalents of any number of tenths or hundredths. •I Can round decimals with one decimal place to the nearest whole number. •I Can compare numbers with the same number of decimal places up to 2 decimal places. •I Can find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. •I Can solve problems involving increasingly harder fractions and fractions to divide quantities, including non-unit fractions where the answer is a whole number. •I Can solve simple measure and money problems involving fractions and decimals to 2 decimal places. 	<p>http://mathstoolkit.wix.com/mathstoolkit</p>
<p>Maths & British Values</p> 	<ul style="list-style-type: none"> •All children are encouraged to achieve their maximum potential through Maths lessons and learn the importance of Maths in all aspects of life. Children of all abilities are encouraged to believe they are able to achieve and this builds confidence and self-esteem. •Group work encourages children to work as part of a team and helps them understand how different people solve problems in various ways; this also promotes the British values of mutual respect and support for one another. •Whilst investigating and applying Maths to a range of situations, tolerance and resilience are promoted as children are encouraged to persevere, take risks and try different methods. •Children will learn that Mathematics comes from different cultures. •All children have the right to a safe and secure learning environment and teachers and children have the right to be treated with respect. 	
<p>Science</p>	<p>Animals, including humans</p> <ul style="list-style-type: none"> •Can they identify and name the basic parts of the digestive system in humans? •Can they describe the simple functions of the basic parts of the digestive system in humans? •Can they identify the simple function of different types of teeth in humans? •Can they compare the teeth of herbivores and carnivores? •Can they explain what a simple food chain shows? •Can they construct and interpret a variety of food chains, identifying producers, predators and prey? <p>Challenging</p>	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> •Can they recognise that living things can be grouped in a variety of ways? •Can they explore and use a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates) •Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric) •Do they recognise that environments can change and this can sometimes pose a danger to living things? <p>Challenging</p>

	<ul style="list-style-type: none"> •Can they classify living things and non-living things by a number of characteristics that they have thought of? •Can they explain how people, weather and the environment can affect living things? •Can they explain how certain living things depend on one another to survive? 	<ul style="list-style-type: none"> •Can they give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment? •Can they explore the work of pioneers in classification? (e.g. Carl Linnaeus) •Can they name and group a variety of living things based on feeding patterns? (producer, consumer, predator, prey, herbivore, carnivore, omnivore)
<p>Science & British Values</p> 	<p>The Science curriculum aims to promote: Individual liberty of own views; the tolerance and mutual respect of others through the topics where different views / ethics are involved.</p> <p>Rule of law relates to:</p> <ul style="list-style-type: none"> •children following agreed rules for the safety of all •understanding of the need to have speed limits (speed, force, change of momentum) •Practical activities in science require children to engage in team work and show mutual respect for each other. •Resilience and self-esteem are developed through children building independent learning skills, getting answers wrong, learning how to formulate the correct response and responding to target questions 	
<p>History</p>		
<p>History & British Values</p> 	<p>British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum. By looking at the achievements of famous British people, children develop an awareness of how they have influenced and shaped the country in which we live.</p>	
<p>Geography</p>	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> •Can they carry out a survey to discover features of cities and villages? •Can they find the same place on a globe and in an atlas? •Can they label the same features on an aerial photograph as on a map? •Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)? <p>Physical Geography</p> <ul style="list-style-type: none"> •Can they describe the main features of a well-known city? •Can they describe the main features of a village? •Can they describe the main physical differences between cities and villages? •Can they use appropriate symbols to represent different physical features on a map? <p>Human Geography</p>	

	<ul style="list-style-type: none"> •Can they explain why people are attracted to live in cities? •Can they explain why people may choose to live in a village rather than a city? •Can they explain how a locality has changed over time with reference to human features? •Can they find different views about an environmental issue? What is their view? <p>Geographical Knowledge</p> <ul style="list-style-type: none"> •Do they know the difference between the British Isles, Great Britain and UK? •Do they know the countries that make up the European Union? •Can they name up to six cities in the UK and locate them on a map? •Can they name the areas of origin of the main ethnic groups in the UK & in their school? <p>Challenging</p> <ul style="list-style-type: none"> •Can they give accurate measurements between 2 given places within the UK? •Can they explain how a locality has changed over time with reference to physical features? •Can they explain how people are trying to manage their environment?
<p>British Values & Geography</p> 	<p>Students learn about British Values through Geography lessons by exploring how places have been changed by the contexts and processes that have shaped them. It helps pupils to understand the complex ways in which communities and societies are linked and to appreciate the diversity of people's backgrounds.</p> <p>Geography also helps pupils to understand society better e.g. less economically developed countries and more developed countries. Appreciating diversity encourages positive relationships and shared values. It promotes tolerance and partnership, within local and wider communities.</p> <p>These values are also encouraged and rewarded in our day-to-day teaching, showing that tolerance, mutual respect, teamwork, resilience, are valued as we aim to build pupil's self esteem. This includes, for example, respecting each other and the rules as well as adhering to the spirit of fair play when taking part in quizzes and other competitions.</p>
<p>Art</p>	
<p>British Values & Art</p> 	<p>The Art curriculum delivers British values through having a sense of enjoyment and fascination in learning about the world around them and participating children actively in artistic and creative activities.</p> <p>Pupils have the opportunity to work independently and as a team to build resilience and self esteem through tasks, sharing ideas and resources, peer-assessment and encouraging children to support each other.</p> <p>Discussing and working in the style and using the techniques of a wide variety of artists and designers. British art is promoted in all year groups.</p> <p>We promote tolerance through different people's ideas, creative responses and understanding of different cultures and styles within art.</p>
<p>DT</p>	<p>Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> •Can they come up with at least one idea about how to create their product? •Do they take account of the ideas of others when designing?

	<ul style="list-style-type: none"> •Can they produce a plan and explain it to others? •Can they suggest some improvements and say what was good and not so good about their original design? <p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> •Can they tell if their finished product is going to be good quality? •Are they conscious of the need to produce something that will be liked by others? •Can they show a good level of expertise when using a range of tools and equipment? <p>Evaluating processes and products</p> <ul style="list-style-type: none"> •Have they thought of how they will check if their design is successful? •Can they begin to explain how they can improve their original design? •Can they evaluate their product, thinking of both its appearance and the way it works? <p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> •Can they measure carefully so as to make sure they have not made mistakes? •How have they attempted to make their product strong? <p>Mouldable materials</p> <ul style="list-style-type: none"> •Do they take time to consider how they could have made their idea better? •Do they work at their product even though their original idea might not have worked?
<p>British Values & DT</p> 	<p>Pupils are taught about the moral choices facing designers and manufacturers when deciding on materials. Pupils focus on recycling in food and how to manage portion sizes to minimise waste and help pupils to connect with the dilemmas of those who do not have an abundance of food. Pupils develop an awareness of Health & Safety for themselves and others within their work area. Pupils are taught the social skills around behaviour self-regulation to ensure collective responsibility for a safe and efficient working environment. They are taught to challenge each other's behaviour or practices if they fall short of the collective expectations of the group.</p> <p>Exploring how products contribute to lifestyle and consumer choices.</p> <p>Understanding how products evolve according to users' and designers' needs, beliefs, ethics, and values.</p> <p>Resistant materials: Pupils study iconic British designer and art & design movements</p> <p>Food: Pupils look at cultural influences on the food we cook and the diversity of ingredients for us to cook with. They also learn about staple foods of other countries.</p>
<p>Computing</p>	<p>Using the internet</p> <ul style="list-style-type: none"> •Can they use a search engine to find a specific website? •Can they use note-taking skills to decide which text to copy and paste into a document? •Can they use tabbed browsing to open two or more web pages at the same time? •Can they open a link to a new window? •Can they open a document (PDF) and view it? <p>Data Retrieving and Organising</p>

	<ul style="list-style-type: none"> •Can they capture images using webcams, screen capture, scanning, visualise and internet? •Can they choose images and download into a file? •Can they download images from the camera into files on the computer? •Can they copy graphics from a range of sources and paste into a desktop publishing program? <p>Presentation</p> <ul style="list-style-type: none"> •Can they create a lengthy presentation that moves from slide to slide and is aimed at a specific audience? •Can they insert sound recordings into a multimedia presentation? •Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?
E-Safety	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> •Do they understand the need for rules to keep them safe when exchanging learning and ideas online? •Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? •Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? •Can they use strategies to verify information, e.g. cross-checking? •Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? •Do they understand that copyright exists on most digital images, video and recorded music? •Do they understand the need to keep personal information and passwords private? •Do they understand that if they make personal information available online it may be seen and used by others? •Do they know how to respond if asked for personal information or feel unsafe about content of a message? •Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? •Do they know how to report an incident of cyber bullying? •Do they know the difference between online communication tools used in school and those used at home? •Do they understand the need to develop an alias for some public online use? •Do they understand that the outcome of internet searches at home may be different than at school? <p>Skills</p> <ul style="list-style-type: none"> •Do they follow the school's safer internet rules? •Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new? •Can they begin to identify when emails should not be opened and when an attachment may not be safe? •Can they explain how to use email safely? •Can they use different search engines?
Computing & British Values	<p>Within Computing we promote tolerance through different people's ideas that may be built on cultural diversity which promotes mutual respect. Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks. When working in groups children are expected to share ideas and resources and encourage and support each other. By promoting high expectations through the setting of ground rules, pupils are rewarded for positive behaviour using Class Dojo.</p>



Music

Music Knowledge, Skills and Understanding

- Can they explain the place of silence and say what effect it has?
- Can they start to identify the character of a piece of music?
- Can they describe and identify the different purposes of music?
- Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?
- Can they perform a simple part rhythmically?
- Can they sing songs from memory with accurate pitch?
- Can they improvise using repeated patterns?

Composing

- Can they use notations to record and interpret sequences of pitches?
- Can they use standard notation?
- Can they use notations to record compositions in a small group or on their own?
- Can they use their notation in a performance?

Challenging

- Can they explore and use sets of pitches, e.g. 4 or 5 note scales?
- Can they show how they can use dynamics to provide contrast?

Music & British Values



The curriculum promotes tolerance and understanding of other cultures by incorporating music from many parts of the world.

PE

Football

- Can they catch with one hand?
- Can they throw and catch accurately?
- Can they hit a ball accurately and with control?
- Can they keep possession of the ball?
- Can they move to find a space when they are not in possession during a game?
- Can they vary tactics and adapt skills according to what is happening?

Tag Rugby

- Can they catch with one hand?
- Can they throw and catch accurately?

Basketball

- Can they catch with one hand?
- Can they throw and catch accurately?
- Can they hit a ball accurately and with control?
- Can they keep possession of the ball?
- Can they move to find a space when they are not in possession during a game?
- Can they vary tactics and adapt skills according to what is happening?

Gym

- Can they work in a controlled way?
- Can they include change of speed?

	<ul style="list-style-type: none"> •Can they hit a ball accurately and with control? •Can they keep possession of the ball? •Can they move to find a space when they are not in possession during a game? •Can they vary tactics and adapt skills according to what is happening? 	<ul style="list-style-type: none"> •Can they include change of direction? •Can they include range of shapes? •Can they follow a set of 'rules' to produce a sequence? •Can they work with a partner to create, repeat and improve a sequence with at least three phases?
<p>PE & British Values</p> 	<p>Within the PE Curriculum children have the opportunity to develop their teamwork and resilience and must demonstrate a mutual respect to their peers. Children need to work with their peers in all aspects of PE and Sport and demonstrate good teamwork in order to succeed. This also means being gracious in defeat and showing sportsmanship and respect both on and off the pitch. Resilience and self-esteem are developed on a lesson by lesson basis, with the development of new skills only being enhanced by new experiences and learning to try again.</p> <p>Rule of law and democracy are essential in PE and Sport as everyone has to play by the rules.</p>	
<p>PSHE</p>	<p>Self Awareness/ Keeping safe and healthy</p> <p>I can talk about what I'm good at and what I need to improve upon e.g. my strengths and areas for development</p> <p>I can explain my opinion about different subjects, including topical issues</p> <p>I can discuss different opinions and make informed decisions and choices</p> <p>I can appreciate the opinions of other people, even when I don't agree with them.</p> <p>I can explain how to keep safe in different circumstances, such as at home and 'out and about'</p> <p>I can explain what to do in an emergency</p> <p>I can describe a healthy lifestyle in some detail, including the benefits of healthy eating, exercise and personal hygiene</p> <p>I can discuss the differences between medicines and harmful drugs</p> <p>I can explain what drugs are and know that all medicines are drugs, but not all drugs are medicines.</p> <p>I can talk about major landmarks in my life</p> <p>I can talk about the stages in the human life cycle and describe how our bodies change as we approach puberty (Y5 Y6)</p> <p>I can talk about me, my family, where I live and the people I meet.</p> <p>I can recognise similarities and differences between myself and other people</p>	
<p>British Values & PSHE</p> 	<p>We endeavour to ensure that all pupils:</p> <ul style="list-style-type: none"> ✓ Are reflective about their own beliefs and perspectives on life, and the extent to which they are the same as/ different to others' faith, feelings and values. ✓ Show an interest in investigation and offering reasoned views about moral and ethical issues, and appreciate the viewpoints of others. ✓ Have a sense of enjoyment and fascination in learning about the world around them and participate actively in artistic, sporting or cultural activities. ✓ Recognise the difference between right and wrong, understanding that actions have consequences, and apply this in their own lives by respecting the law. ✓ Cooperate well, celebrate diversity and resolve conflicts effectively. ✓ Engage positively with life in a democracy. 	

	<ul style="list-style-type: none"> ✓ Understand and appreciate the history, heritage and wide ranging cultural influences that underpin our individual and shared experience of life in modern Britain.
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Subject Spring Term	<p>KS2 History: crime and punishment from the Anglo Saxons to the present day.</p> <p>KS2 Geography: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Why is London such a cool place to live?/ Who were the early law makers?</p> <p>Stunning Start: <i>Work together to create rules to make their class the most important in the whole school (Bias). Visit from a community police-officer.</i></p>
Learning Challenges	<ol style="list-style-type: none"> 1. Why do you think London is the capital city of the United Kingdom? 2. Why do so many people live in London? 3. Can you trace the growth in London's population over the past 100 years? 4. Marvellous Middle: Can you reconstruct a bridge that opens to allow a ship to pass? 5. Why do we need laws and who thought of them in the first place? 6. What is the Magna Carta and why is it so important even today? 7. What is a Parliament and what is its connection to laws? 8. Who created the first British Parliament and how did it work? 9. What were punishments like 750 years ago? 10. Fantastic Finish: Recreate a court held in the 12th or 13th century.
Literacy Links	<p>LC5: for children to list the laws they would like to have and the ones they would do away with. This can be linked to rules in school.</p> <p>LC7: provides research opportunities for children to find out about the way our country's laws were made.</p> <p>LC8: provides children with a chance to find out more about de Montfort's parliament and how it differed to what we know today.</p> <p>LC9: provides children with good opportunities to have fun with what would now be strange punishments.</p>
Grammar texts	<p>Stone Age boy</p> <p>Stig of the Dump</p>
Literacy	<p>Non-chronological report</p> <p>My introduction includes a general description about what is to follow</p> <p>I organised my report in specific categories</p> <p>I ended with a conclusion</p> <p>I used the present tense (or past tense for historical report)</p> <p>I used the third person</p> <p>I used technical words</p>

	<p>Persuasive argument</p> <p>I started by stating the issue and my opinion of it</p> <p>I supported my arguments with reasons and factual evidence</p> <p>I used logical and Cause and effect connectives to link arguments in paragraphs</p> <p>I summarised my arguments</p> <p>I used some/all of the following persuasive devices:</p> <ul style="list-style-type: none"> • emotive language • rhetorical questions • Cause and effect connectives • daring the reader to disagree • making my opinions sound like facts <p>Classic and Modern poetry</p> <p>I copied rhythm and rhyme patterns where appropriate</p> <p>I used repetition for effect</p> <p>I used powerful verbs and adjectives</p> <p>I used some of the following:</p> <ul style="list-style-type: none"> • alliteration • personification • onomatopoeia • similes <p>http://www.literacyshed.com/the-poetry-shed.html - The Raven by Edgar Allen Poe</p>	
<p>Maths Links</p>	<p>There continues to be good opportunities for children to think about dates and 'how long ago' as they look at how laws have changed.</p> <p>LC1 provides opportunities for children to carry out surveys about why people like or dislike the city.</p> <p>LC3 also provides opportunities for children to look at the figures associated with London's growing population.</p>	
<p>Science</p>	<p>States of Matter</p> <ul style="list-style-type: none"> • Can they compare and group materials together, according to whether they are solids, liquids or gases? • Can they explain what happens to materials when they are heated or cooled? • Can they measure or research the temperature at which different materials change state in degrees Celsius? • Can they use measurements to explain changes to the state of water? 	

	<ul style="list-style-type: none"> •Can they identify the part that evaporation and condensation has in the water cycle? •Can they associate the rate of evaporation with temperature? <p>Challenging</p> <ul style="list-style-type: none"> •Can they group and classify a variety of materials according to the impact of temperature on them? •Can they explain what happens over time to materials such as puddles on the playground or washing hanging on a line? •Can they relate temperature to change of state of materials? 	
History	<p>Chronological understanding</p> <ul style="list-style-type: none"> •Can they describe events and periods using the words: BC, AD and decade? •Can they plot recent history on a timeline using centuries? •Can they place periods of history on a timeline showing periods of time? •Can they use their mathematical skills to round up time differences into centuries and decades? <p>Challenging</p> <ul style="list-style-type: none"> •Can they use their mathematical skills to help them work out the time differences between certain major events in history? •Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> •Can they explain how events from the past have helped shape our lives? •Can they recognise how lives in the past are different from ours? •Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? •Do they recognise that the lives of wealthy people were very different from those of poor people? •Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? <p>Challenging</p> <ul style="list-style-type: none"> •Can they recognise that people's way of life in the past was dictated by the work they did? •Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? <p>Historical enquiry</p> <ul style="list-style-type: none"> •Can they research two versions of an event and say how they differ? •Can they give more than one reason to support an historical argument? •Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? •Do they appreciate how historical artefacts like the Magna Carta have helped us understand more about British lives in the present and past? 	

	<p>Challenging</p> <ul style="list-style-type: none"> •Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?
<p>Geography</p>	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> •Can they carry out a survey to discover features of cities and Villages? •Can they find the same place on a globe and in an atlas? •Can they label the same features on an aerial photograph as on a map? •Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)? <p>Challenging</p> <ul style="list-style-type: none"> •Can they give accurate measurements between 2 given places within the UK? <p>Physical Geography</p> <ul style="list-style-type: none"> •Can they describe the main features of a well-known City? •Can they describe the main features of a Village? •Can they describe the main physical differences between cities and Villages? •Can they use appropriate symbols to represent different physical features on a map? <p>Challenging</p> <ul style="list-style-type: none"> •Can they explain how a locality has changed over time with reference to physical features? <p>Human Geography</p> <ul style="list-style-type: none"> •Can they explain why people are attracted to live in Cities? •Can they explain why people may choose to live in a Village rather than a City? •Can they explain how a locality has changed over time with reference to human features? •Can they find different views about an environmental issue? What is their view? •Can they suggest different ways that a locality could be changed and improved? <p>Challenging</p> <ul style="list-style-type: none"> •Can they explain how people are trying to manage their environment? <p>Geographical Knowledge</p> <ul style="list-style-type: none"> •Do they know the difference between the British Isles, Great Britain and UK? •Can they name up to six Cities in the UK and locate them on a map? •Can they name the areas of origin of the main ethnic groups in the UK & in their school? <p>Challenging</p> <ul style="list-style-type: none"> •Can they name the counties that make up the home counties of London?
<p>Art</p>	<p>Drawing</p> <ul style="list-style-type: none"> •Can they organise line, tone, shape and colour to represent figures and forms in movement? •Can they show reflections?

	<ul style="list-style-type: none"> •Can they explain why they have chosen specific materials to draw with? <p>Painting</p> <ul style="list-style-type: none"> •Can they create all the colours they need? •Can they create mood in their paintings? •Do they successfully use shading to create mood and feeling? <p>Knowledge</p> <ul style="list-style-type: none"> •Can they experiment with different styles which artists have used? •Can they explain art from other periods of history? <p>Sketch Books</p> <ul style="list-style-type: none"> •Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? •Do they use their sketch books to adapt and improve their original ideas? •Do they keep notes about the purpose of their work in their sketch books?
DT	<p>Planning and communicating ideas</p> <ul style="list-style-type: none"> •Can they come up with at least one idea about how to create their product? •Do they take account of the ideas of others when designing? •Can they produce a plan and explain it to others? •Can they suggest some improvements and say what was good and not so good about their original design? <p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> •Can they tell if their finished product is going to be good quality? •Are they conscience of the need to produce something that will be liked by others? •Can they show a good level of expertise when using a range of tools and equipment? <p>Evaluating processes and products</p> <ul style="list-style-type: none"> •Have they thought of how they will check if their design is successful? •Can they begin to explain how they can improve their original design? •Can they evaluate their product, thinking of both its appearance and the way it works? <p>Electrical and mechanical components</p> <ul style="list-style-type: none"> •Can they add things to their circuits? <p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> •Can they measure carefully so as to make sure they have not made mistakes? •How have they attempted to make their product strong? <p>Mouldable materials</p> <ul style="list-style-type: none"> •Do they take time to consider how they could have made their idea better? •Do they work at their product even though their original idea might not have worked?
Computing	<p>Communicating</p> <ul style="list-style-type: none"> •Do they appreciate the benefits of ICT to send messages and to communicate? •Can they use the automatic spell checker to edit spellings? <p>Databases</p>

	<ul style="list-style-type: none"> •Can they input data into a prepared database? •Can they sort and search a database to answer simple questions? •Do they recognise what a spread sheet is? •Can they use the terms 'cells', 'rows' and 'columns'? •Can they enter data, highlight it and make bar charts?
E-Safety	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> •Do they understand the need for rules to keep them safe when exchanging learning and ideas online? •Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? •Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? •Can they use strategies to verify information, e.g. cross-checking? •Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? •Do they understand that copyright exists on most digital images, video and recorded music? •Do they understand the need to keep personal information and passwords private? •Do they understand that if they make personal information available online it may be seen and used by others? •Do they know how to respond if asked for personal information or feel unsafe about content of a message? •Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? •Do they know how to report an incident of cyber bullying? •Do they know the difference between online communication tools used in school and those used at home? •Do they understand the need to develop an alias for some public online use? •Do they understand that the outcome of internet searches at home may be different than at school? <p>Skills</p> <ul style="list-style-type: none"> •Do they follow the school's safer internet rules? •Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new? •Can they begin to identify when emails should not be opened and when an attachment may not be safe? •Can they explain how to use email safely? •Can they use different search engines?
Music	<p>Appraising</p> <ul style="list-style-type: none"> •Can they explain the place of silence and say what effect it has? •Can they start to identify the character of a piece of music? •Can they describe and identify the different purposes of music? •Can they begin to identify with the style of work of Beethoven, Mozart and Elgar? <p>Challenging</p> <ul style="list-style-type: none"> •Can they identify how a change in timbre can change the effect of a piece of music?
PE	<p>OAA</p> <p>Dance</p>

	<ul style="list-style-type: none"> •Can they follow a map in a more demanding familiar context? •Can they move from one location to another following a map? •Can they use clues to follow a route? •Can they follow a route accurately, safely and within a time limit? <p>Tactics for Invasion</p> <ul style="list-style-type: none"> •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? •Can they make up their own small-sided game? 	<ul style="list-style-type: none"> •Can they respond imaginatively to a range of stimuli related to character and narrative? •Do they use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group? •Can they refine, repeat and remember dance phrases and dances? •Can they perform dances clearly and fluently? •Can they show sensitivity to the dance idea and the accompaniment? •Do they show a clear understanding of how to warm-up and cool-down safely? •Do they describe, interpret and evaluate dance, using appropriate language? <p>Challenging</p> <ul style="list-style-type: none"> •Can they structure and vary longer dances? •Do they develop movement ideas for others? •Do they show a good sense of rhythm and style when performing? •Can they remember and perform a range of warm-up and cool-down activities? •Can they give reasons why physical activity is good for health? •Do they use a range of dance vocabulary to describe, interpret and evaluate dance? <p>HRE</p> <ul style="list-style-type: none"> •Can they explain why warming up is important? •Can they explain why keeping fit is good for their health?
<p>PSHE</p>	<p>Social Skills, Empathy and Motivation</p> <p>I can talk about the factors that help me to learn or hinder my learning</p> <p>I am able to persevere, even when experiencing difficulties, and try additional and alternative approaches.</p> <p>I can play and learn with others, cooperating and sharing responsibilities and tasks.</p> <p>I know that people have different opinions and try to understand their points of view.</p> <p>I can communicate effectively with people, listening carefully and taking turns to speak about my opinions or ask relevant questions at appropriate times</p> <p>I can listen to, respond to and interact with others</p> <p>I can work well in a group and can tell you what helps my group to work well together</p> <p>I can justify my opinions during a discussion or debate.</p> <p>I can explain what bullying is and what to do if I or someone I know is being bullied</p>	

I can describe how to resist pressure from other people who want me to do silly, unkind or dangerous things
 I can describe rules that apply in different circumstances

<p>Subject Summer Term</p>	<p>KS2 History: Leisure and Entertainment in the 20th century <u>It's all fun and games</u> What would you have done after school 100 years ago? Stunning Start: All children start the day by being introduced to traditional board games such as: ludo; snakes and ladders, etc.</p>
<p>Learning Challenges</p>	<ol style="list-style-type: none"> 1. How would you have coped without television and the iPad? 2. How was leisure and entertainment different for rich and poor children 100 years ago? 3. Would you have been able to go to McDonald's for your birthday party 100 years ago? 4. What would your favourite football team have looked like 100 years ago? 5. Marvellous Middle: How could you create your own 'Silent Movie'? 6. What would MTV have been like 100 years ago? 7. Fantastic Finish: Children to create a documentary on life for children 100 years ago focusing on leisure and entertainment
<p>Literacy</p>	<p>Newspaper report My introduction sets the scene with the five Ws; Where? Why? Who? What? When? I have recounted events in chronological order My closing statement brings the writing to a conclusion It has a well thought out last line to grab attention It is in the past tense I have used the third person I have linked paragraphs using time connectives</p> <p>Play script My script includes a cast list at the start It has a narrator The speakers' names are on the left I have not used speech marks I started a new line for each new speech My play script has scenes</p>

	<p>I wrote stage directions in brackets I used adverbs and powerful verbs Discussion text I have used a clear opening statement I gave arguments for and against I supported the arguments with evidence I used a concluding statement I used the present tense and third person I linked arguments and paragraphs using connectives http://www.literacyshed.com/the-video-game-shed.html Who is right, the birds or the pigs?</p>	
Literacy Links	<p>LC1: children to consider what life would be like without television and electronic gadgets. LC2: provides research opportunities for children to find out about what rich children would have had in comparison to poor ones. LC3: provides children with a chance to find out about how children would have celebrated birthdays and Christmas. LC4: provides children with good opportunities to research what footballers would have worn and then to find out about how much it would have cost to watch them play, etc. Use old football programmes to find out more about life from the adverts, etc.</p>	
Grammar texts	<p>Mr Wuffles Firework maker's daughter</p>	
Science	<p>Sound</p> <ul style="list-style-type: none"> •Can they describe a range of sounds and explain how they are made? •Can they associate some sounds with something vibrating? •Can they compare sources of sound and explain how the sounds differ? •Can they explain how to change a sound (louder/softer)? •Can they recognise how vibrations from sound travel through a medium to a ear? •Can they find patterns between the pitch of a sound and features of the object that produce it? •Can they find patterns between the volume of the sound and the strength of the vibrations that produced it? •Can they recognise that sounds get fainter as the distance from the sound source increases? •Can they explain how you could change the pitch of a sound? •Can they investigate how different materials can affect the pitch and volume of sounds? <p>Challenging</p>	<p>Electricity</p> <ul style="list-style-type: none"> •Can they identify common appliances that run on electricity? •Can they construct a simple series electric circuit? •Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers? •Can they identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery? •Can they recognise that a switch opens and closes a circuit? •Can they associate a switch opening with whether or not a lamp lights in a simple series circuit? •Can they recognise some common conductors and insulators? •Can they associate metals with being good conductors? <p>Challenging</p> <ul style="list-style-type: none"> •Can they explain how a bulb might get lighter? •Can they recognise if all metals are conductors of electricity? •Can they work out which metals can be used to connect across a gap in a circuit? •Can they explain why cautions are necessary for working safely with electricity?

	<ul style="list-style-type: none"> •Can they explain why sound gets fainter or louder according to the distance? •Can they explain how pitch and volume can be changed in a variety of ways? •Can they work out which materials give the best insulation for sound? 	
History	<p>Chronological understanding</p> <ul style="list-style-type: none"> •Can they plot recent history on a timeline using centuries? •Can they place periods of history on a timeline showing periods of time? •Can they use their mathematical skills to round up time differences into centuries and decades? <p>Challenging</p> <ul style="list-style-type: none"> •Can they use their mathematical skills to help them work out the time differences between certain major events in history? •Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> •Can they explain how events from the past have helped shape our lives? •Can they recognise how lives in the past are different from ours? •Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? •Do they recognise that the lives of wealthy people were very different from those of poor people? •Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? <p>Challenging</p> <ul style="list-style-type: none"> •Can they recognise that people's way of life in the past was dictated by the work they did? •Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? <p>Historical enquiry</p> <ul style="list-style-type: none"> •Can they research two versions of an event and say how they differ? •Can they give more than one reason to support an historical argument? •Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? <p>Challenging</p> <ul style="list-style-type: none"> •Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so? 	
Geography		
Art	<ul style="list-style-type: none"> •Can they identify and draw simple objects, and use marks and lines to produce texture? •Can they begin to sculpt clay and other mouldable materials? •Can they explain art from other periods of history? 	

DT	Cooking and nutrition <ul style="list-style-type: none"> •Do they know what to do to be hygienic and safe? •Have they thought what they can do to present their product in an interesting way? 	
Computing	Algorithms and Programs <ul style="list-style-type: none"> •Can they use repeat instructions to draw regular shapes on screen, using commands? •Can they experiment with variables to control models? •Can they make turns specifying the degrees? •Can they give an on-screen robot specific directional instructions that takes them from x to y? •Can they make accurate predictions about the outcome of a program they have written? 	
E-Safety	Knowledge and Understanding <ul style="list-style-type: none"> •Do they understand the need for rules to keep them safe when exchanging learning and ideas online? •Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? •Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? •Can they use strategies to verify information, e.g. Cross-checking? •Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? •Do they understand that copyright exists on most digital images, video and recorded music? •Do they understand the need to keep personal information and passwords private? •Do they understand that if they make personal information available online it may be seen and used by others? •Do they know how to respond if asked for personal information or feel unsafe about content of a message? •Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? •Do they know how to report an incident of cyber bullying? •Do they know the difference between online communication tools used in school and those used at home? •Do they understand the need to develop an alias for some public online use? •Do they understand that the outcome of internet searches at home may be different than at school? Skills <ul style="list-style-type: none"> •Do they follow the school's safer internet rules? •Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new? •Can they begin to identify when emails should not be opened and when an attachment may not be safe? •Can they explain how to use email safely? •Can they use different search engines? 	
Music		
PE	Cricket <ul style="list-style-type: none"> •Can they catch with one hand? •Can they throw and catch accurately? 	Athletics <ul style="list-style-type: none"> •Can they run over a long distance? •Can they spring over a short distance?

	<ul style="list-style-type: none"> •Can they hit a ball accurately and with control? •Can they keep possession of the ball? •Can they move to find a space when they are not in possession during a game? •Can they vary tactics and adapt skills according to what is happening? <p>Athletics</p> <ul style="list-style-type: none"> •Can they run over a long distance? •Can they spring over a short distance? •Can they throw in different ways? •Can they hit a target? •Can they jump in different ways? 	<ul style="list-style-type: none"> •Can they throw in different ways? •Can they hit a target? •Can they jump in different ways? <p>Rounders</p> <ul style="list-style-type: none"> •Can they catch with one hand? •Can they throw and catch accurately? •Can they hit a ball accurately and with control? •Can they keep possession of the ball? •Can they move to find a space when they are not in possession during a game? •Can they vary tactics and adapt skills according to what is happening?
PSHE	<p>Skills that promote an awareness of spirituality</p> <p>I can say what I think worship is and describe how different people worship</p> <p>I can talk about faith in terms of what I believe or what others believe</p> <p>I can respond sensitively to poetry, art, music and the Creation with 'awe and wonder'</p> <p>I can use appropriate language and concepts to describe the spiritual dimension of life</p> <p>Environmental awareness and Global Citizenship</p> <p>I can research and debate environmental issues in the local area and in the wider world.</p> <p>I can explain how people protect or damage the local or the global environment</p> <p>I can describe the ways of life and cultures of people who live in different parts of the world</p> <p>I can use books, DVDs, newspaper and television to explain how people may be similar or different because of their background, language, religion or colour.</p> <p>I can use my knowledge of the world around me to explain the word 'stereotype' and identify when stereotypes are being used</p> <p>I can begin to describe how different parts of the world are different in terms of resources and money</p> <p>I can begin to describe how different parts of the world are linked by trade and why some people gain more from this than others</p> <p>I can talk about people and organisations who contribute to the community locally, nationally or internationally</p> <p>I can explain how decisions are made locally, national and internationally.</p> <p>I can begin to explain how laws are made</p> <p>I can talk about some different jobs people do and perhaps the job I would like to do in the future</p> <p>I can use my knowledge of the world around me to describe how anti-social behaviour can impact on our whole community</p>	

MFL end of year expectations	Listening and responding	Speaking	Reading and responding	Writing
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	<ul style="list-style-type: none"> •Do they understand short passages made up of familiar language? •Do they understand instructions, messages and dialogues within short passages? •Can they identify and note the main points and give a personal response on a passage? 	<ul style="list-style-type: none"> •Can they have a short conversation where they are saying 2-3 things? •Can they use short phrases to give a personal response? 	<ul style="list-style-type: none"> •Can they read and understand short texts using familiar language? •Can they identify and note the main points and give a personal response? •Can they read independently? •Can they use a bilingual dictionary or glossary to look up new words? 	<ul style="list-style-type: none"> •Can they write 2-3 short sentences on <a familiar topic>? •Can they say what they like and dislike about <a familiar topic>?
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