






Long Term Curriculum Year A- Lower Key Stage Two




Year A Value Big Question (Spirituality link)	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Courage Who helps us in the end?	Belief What makes you scream?	Welcoming difference Is everyone’s life journey the same?	Love Which makes us happier... giving or taking?	Ambition Can ambitions be misguided?	Integrity
Novel Trips/Events	The Tunnel	The Firework Makers Daughter	The Journey – Francesca Sanna	The Giving Tree	Storm Breaker	
	The Humber Bridge	TBC	TBC	TBC	LondonThorpe Woods (Cartography)	
Immersive Environ.	A tunnel leading into the classroom	Bonfire	Boat	Tree	Breaker’ Yard (Scrap Metal)	
English	Narrative – setting description Narrative – recount the story changing the setting Evaluation – link to DT – suspension bridges	Poetry – shape on fireworks Recount - Diary Non-chronological report – Guy Fawkes/crime Whole school themed Christmas Write	Instructions – recipes from other cultures linked to DT Persuasive/inform Letter – persuading local residents to welcome refugees to Grantham	Poetry – poet TBC for World Poetry Day Narrative – add supplementary pages (build-up) Explanation – lifecycle and reproduction of plants (Science)	Summer 1 - Contrasting diary entries – based on chapter 1 & 4 Persuasion – Wanted Poster (must contain 2-3 paragraphs of text) Narrative - Fantasy Story (Can use visual literacy to support) Summer 2 - Recount – letter Focus Author Study– Non-chronological report - Anthony Horowitz	
	Year 3 – Word Reading					
	To know how to read independently using phonics skills including digraph and trigraphs to decode unknown words. To know how to read some words containing prefixes and suffixes. To know how to read and understand vocabulary used in the Three/Four statutory word list.					
	Year 3- Reading- Age-appropriate texts					
	To know how to check that the text makes sense and to discuss their understanding of words in context. To use knowledge of taught prefixes the explain the meaning of words. To know how to identify the main ideas and summarise them. To know how to retell main points, discuss character feelings and make inferences about them. To know how to justify their inferences using evidence in the text. To know how to make plausible predictions based on the text. To know how to identify words and phrases that capture the imagination of the reader and to discuss them. To know how to compare key aspects of their reading across different texts.					
	Year 3- Writing					
	To know how to write for different purposes using appropriate features. To know how to describe settings and characters in narratives. To know how to use adjectives for precision, clarity and impact. To know how to use expanded noun phrases to add relevant and meaningful detail. To know how to use some appropriate speech to help convey character. To know that capital letters and full stops should be consistently used. To know how to use inverted commas. To know how to use simple adverbials and pronouns to link sentences, sections or paragraphs. To know how to use a variation of sentence structure by using sentences with more than one clause. To know how to use sub-ordinating and co-ordinating conjunctions to join sentences with more than one clause. To know how to use tenses consistently and accurately including present and perfect tense. To know to correctly use commas in lists. To know to use apostrophes for singular possession. To know how to spell KS1 common exception words correctly. To know how to spell most Year Three/Four words correctly. To know that letters should be consistent in size and proportion. To know that letters are joined using diagonal and horizontal strokes.					
	Year 4 – Word Reading					
	To know how to read words containing taught suffixes. Read and comprehend most words from the Y3/4 statutory word list.					
	Year 4- Reading- Age-appropriate texts					
To know how to check that the text makes sense, self-correcting when appropriate. To know the meaning of many words in context. Use knowledge of taught prefixes to explain the meaning of many words. To know how to retrieve and record information. To know how main ideas are drawn from more than one paragraph and know how to summarise these. To know how to tell the main points, of the novel/book discuss characters feelings, behaviour, relationship and make judgements. To know how to explain what they have read, drawing inferences characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. To know how to make predictions using details of what is stated and implied in the text. To know how to explore how different texts appeal to readers by using varied sentence structures and descriptive language. To know how to comparisons within text.						
Year 4- Writing						
To know how to write effectively for a range of purposes. To know that the features of a text type or genre are appropriate for a task eg layout, verb form and formality. To know in narratives how to describe settings and characters. To know how to use expanded noun phrases, adverbs and adjectives for precision, clarity and impact. To know how to use fronted adverbials and pronoun referencing to link within and between paragraphs. To know how to vary sentence structure by using a range of openings such as fronted adverbials and speech. To know how to use a range of conjunctions (sub-ordinating and co-ordinating) to join sentences with more than one clause. To know how to use capital letters, full stops, question marks and exclamation marks consistently and accurately. To know how to use apostrophes for singular and plural possession correctly and how to use inverted commas mainly correctly. To know how to use commas to mark fronted adverbials, mainly correctly. To know how to use different verb forms, which are mostly accurate. To know how to spell KS1 common exception words correctly. To know how to spell Y3/4 words mostly correctly. To know that letters are consistent in size and proportion with both letters and words evenly spaced.						
Maths – White Rose SOW	<u>Year 3- Place Value, Addition & Subtraction, Multiplication & Division</u> To read and write numbers up to 1000, and count in 50s. To know how to add and subtract across 10s & 100s, add a 2-digit and 3-digit,and use inverse operations. To know how to multiply and divide by 3, 4 & 8 using arrays, sharing and grouping.		<u>Year 3- Multiplication & Division, Length & Perimeter, Fractions, Mass & Capacity</u> To know how to multiply and divide 2-digit by 1-digit with and without exchange and divide with remainders. To know how to measure using cm and mm, add, subtract and compare length, measure and calculate perimeter. To know how to compare and order unit and non-unit fractions and identify fractions on a number line. To know how to add, subtract and compare mass, capacity, and volume.		<u>Year 3- Fractions, Money, Time, Shape, Statistics</u> To know how to count in tenths, find a fraction of a set of objects, find equivalent fractions, and compare and order fractions. To know how to convert £ and p, add, subtract and give change. To know how to tell time to the minute, on a 24 hour clock, and measure. To know how to recognize turns and angles, compare and draw angles, identify 2-D and 3-D shapes. To know how to read and interpret tally charts, pictograms, bar charts.	
	<u>Year 4- Fractions, Money, Time, Shape, Statistics</u>		<u>Year 4- Multiplication & Division, Length & Perimeter,</u>		<u>Year 4- Decimals, Money, Time</u>	


	<p>To know how to read and write numbers up to 10,000 and use Roman numerals.</p> <p>To know how to add and subtract two 4-digit numbers with and without exchanging.</p> <p>To know how to count squares to calculate area and compare.</p> <p>To know how to multiply and divide up to 12, and multiply three numbers.</p>		<p>Fractions, Decimals</p> <p>To know factor pairs, multiply and divide by 10 & 100, and multiply and divide 3-digit by 1-digit.</p> <p>To know how to measure in metric units, find the perimeter of rectilinear shapes and regular polygons.</p> <p>To know how to convert between mixed and improper fractions and add and subtract fractions.</p> <p>To know how to use tenths and hundredths as decimals and divide by 10 & 100.</p>		<p>Shape, Position & Direction, Statistics</p> <p>To know how to compare, order & round decimals.</p> <p>To know how to use pounds and pence, add and subtract money, and give change.</p> <p>To know how to tell time to the minute, on a 24 hour clock, and convert analogue to digital.</p> <p>To know how to recognise turns and angles, lines of symmetry, compare and order angles, and describe movement on a grid.</p> <p>To know how to interpret charts and line graphs.</p>	
Science	<p>Life (Y3) L1 and L3</p> <p>Identify and describe the role of skeletons and the circulatory system in animals.</p> <p>Explain the specific nutritional needs of plants, animals and humans</p>	<p>Light (Y3) Y3 E5. Recognise that light travels in straight lines and explain the effect of the position of an object in relation to a light source on its shadow. Y3 E6. Explain that objects are seen because they give out or reflect light into the eye.</p>	<p>Life (Y4) L1 and L2 BS 1-7</p> <p>1. Sequence the simple functions of the digestive system, including the role of teeth 2. Distinguish the functions of the heart, vessels, and blood</p>	<p>Life (Yr3) (Y4) Y3 L2 and L4</p> <p>2.Describe the life cycle and process of reproduction in plants 4.Explain how different plants' needs vary</p>	<p>Life Y4 L3 and L4</p> <p>3.Use classification keys to group living things 4.Explain the impact of the environment on specific habitats</p>	<p>Energy (Yr4) Electricity E1 and E2</p> <p>1.Describe the role of components in a circuit through construction and make predictions about components. 2.Recognise the impact of common conductors and insulators</p>
History		<p>Thematic Study: Crime Chronology – To know how to create a timeline of events Evidence – To know how to analyse a range of primary and secondary sources Significance- To know how to identify significant people and events 1606- Guy Fawkes 1965- Capital punishment ends</p>		<p>Thematic Study- Invaders Chronology – To know how to create a timeline of events Evidence – To know how to analyse a range primary and secondary sources Significance- significant people and events – to know when we were invaded and when we invaded others.</p> <ul style="list-style-type: none"> Anglo-Saxons Vikings 	<p>Thematic Study- Inventors Chronology – To know how to create a timeline of events Evidence – To know how to analyse a range primary and secondary sources Significance- To know the significance of people such as William Caxton and Isambard Kingdom Brunel.</p> <ul style="list-style-type: none"> George Stephenson Thomas Edison 	
Geography	<p>Humber Bridge Physical: To know the key features of the River Humber. Space: To know the features of a river and how these affect settlement and land use [access to water]. OS Symbols: Bridge.</p>		<p>Tourism and Migration Place: To know the location of the major countries within Europe on a simple world map [Russia, Ukraine, France, Spain, Sweden, Germany, Finland, Norway, Poland and Italy]. Human: To know the 2 types of tourism [international and domestic] and know the impact that these can have. OS Symbols: airport, ferry port.</p>		<p>Biomes Cartography: To know the 8 points of the compass: use this to plan and navigate a journey to Londonthorpe Woods. OS Symbols: train , bus, ambulance. Physical: To know and describe the 5 major biomes [aquatic, grassland, forest, desert, and tundra] and world climate zones. Place: To know the location of the 7 continents on a simple world map: match these with the climate zones and biomes. Space: To know the features of each type of biome and how these affect settlement and land use.</p>	
Art		 <p>Artist Focus: Edward Munch – The Scream</p> <p>Composition (formal elements to explore) -</p> <ul style="list-style-type: none"> Y3 Colour– create a colour wheel. Explore warm and cool colours. Explore different ways of applying colour e.g., splashing, dotting. Use colour to express mood. Y3 Tone - use black/white to create a given tone of colour. Y3 Line - short dashes. Y3 Proportion – Refer to proportion as size in relation to human features. <p>Communication (outcomes and materials) – own version of artist's work using acrylic. Colour choice based on the intended mood.</p> <p>Comprehension -</p>		 <p>Artist Focus: Van Gogh, Study of a Tree</p> <p>Composition (formal elements to explore) -</p> <ul style="list-style-type: none"> Y4 Line – ripples Y4 Proportion – talk about the size of natural objects in relation to each other. Y4 Tone – shading (grades of pencils) Y3 Shape and Form – Draw 3D forms and create organic 3D forms. <p>Communication (outcomes and materials) – pencil sketch of a tree</p> <p>Comprehension - Explain how a piece of art makes them feel using more technical language linked to</p>	 <p>Artist Focus: Adam Hale</p> <p>Composition (formal elements to explore) -</p> <ul style="list-style-type: none"> Y4 Colour– Build on primary and secondary colours and look at tertiary colours and monochromatic colours. Build on colour to express mood. Y4 Tone –Shading (grades of pencils). Y4 Shape and form – manipulate 2D shapes to create a 3D effect (cubism). <p>Communication (outcomes and materials) – Self portrait – pencil shading overlaid on photograph with ‘escaping’ technological items representing impact.</p> <p>Comprehension - Investigate how artists’ deliberate choices about composition have different effects on the audience, based on their personal experiences and values</p>	

		Explain how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response.		artistic elements and style to justify their response.		
DT	Structures – suspension bridge User: Engineer- Children to know and understand their job role. Innovation & Implementation- To know the function of a bridge and to use this knowledge to design and build a small-scale suspension bridge. To know how to strengthen, stiffen and reinforce more complex structures. To know how to vary the tension of the suspension cables. Tools/materials- To know how to use a saw safely and to attach the materials; supports, suspension cables, spans, soft wood. Evaluation- To use their knowledge of other bridge structures to evaluate the effectiveness of their model.		Food – Middle Eastern Cuisine User- To know that they are making the cous cous salad for consumption. Innovation & Implementation- To be able to research and find a recipe to follow, to design paying close attention to presentation. Tools/materials- To know how to use tools safely, to chop ingredients, and to use a kettle with care. Evaluation- To be able to suggest alternative ways to present, and to critique different ingredients.		Textiles – protective spy gloves User- To know that spies use these protective gloves from information in their novel. Innovation & Implementation- To be able to research suitable fabrics that could be used to insulate against electricity. To design and make their own spy gloves. measure, cut, decorate, and stitch a hand puppet (character linked to narrative outcome) Tools/materials- To know how to stitch pieces of fabric together. Evaluation- To be able to evaluate as part of design process, to test and use alternative fabrics.	
Computing	3.2 online safety 3.4 touch typing Safety Understand how to keep themselves safe online and begin to take responsibility for this.	3.1 coding Safety Know that identities are portrayed online may not be real.	3.5 email Safety Ensure that everyone is treated with respect and expect respect from others in return online.	3.3 spreadsheets 4.3 Spreadsheets x3 lessons – choose for children based on needs of class. Safety Know what cyberbullying is and how to seek help.	4.1 coding Safety Know the way negative attitudes and stereotypes can be reinforced online.	4.8 hardware 3.8 graphing Safety Recognise the impact social media can have on wellbeing.
	Computer Science: LKS2 – To know how to design, write and debug programs. Information technology: LKS2 – To know how to present information in a range of ways. Digital Literacy: To know to use technology safely, and to understand how to report concerns online.		Computer Science: LKS2 – To understand the opportunities from the internet for communication. Information technology: LKS2 – To understand how to use a range of software, including collecting and evaluating data. Digital Literacy: LKS2 – To know how to use technology safely and to understand how to report concerns online.		Computer Science: LKS2 – To know how to use logical reasoning to explain how simple algorithms work. Information technology: LKS2 – To know how to use a range of software to create a representation.	
PSHE/RSE	Safety (Focus on structures) Take responsibility to keep themselves and others safe (e.g., on/offline) Analyse levels of risk and make informed choices Know where to access advice for themselves and others Media Literacy and Digital Resilience – keeping safe online	Safety (Focus on Fire Safety) Take responsibility to keep themselves and others safe (e.g., on/offline) Analyse levels of risk and make informed choices Know where to access advice for themselves and others Media Literacy and Digital Resilience – personal information and advertising	Equality (Refugee’s rights) Recognise that others’ families sometimes look different from their own Treat everyone with respect, and expect respect from others in return Identify our rights and responsibilities	Relationships (Linked to Giving Tree) Know that a person’s body belongs to them, and how to respond safely (e.g. permission seeking) Describe the characteristics of a healthy family life and relate these to their own circumstances. Recognise the importance of respect in all relationships and use this to resolve conflicts	Identity (Different family make ups) Identify my own beliefs and values; know how they fit into a diverse society. Express pride in my personality, appearance and accomplishments. Know the importance of avoiding stereotypes Year 4 – Growing and Changing	Health (Linked to Stormbreaker – risk taking/drugging) Examine how their choices will impact on their physical and mental health (e.g. use of drugs, tobacco, diet, exercise) Establish what support is available when choices go wrong. Belonging to a Community
RE	Incarnation UC 2a.3 (core and digging deeper) What is the Trinity?		LAS Compulsory God – Islam What do Muslims believe about God? [What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]	LAS Compulsory Community – Islam How do Muslims express their religion and beliefs? [How is Muslim worship expressed collectively? How does Muslim worship and celebration [How is Hindu belief expressed personally and collectively? How does worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]	LAS Additional Forgiveness (including Christianity) [At least two religions, one must be religion/belief other than Christianity, Hinduism and Islam. Look at religious/non-religious practices/festivals/stories that focus on saying sorry and asking for forgiveness e.g. Yom Kippur, Diwali, Easter]	

PE	To know Christians believe God is Trinity, Father, Son (Jesus) and the Holy Spirit To know the Father creates		To know Muslims believe in one God (Tawhid) Allah created the universe in harmony To know Allah provided 3 types of guidance for Shariah , Qu’ran, the natural world and the prophets To know the 5 Pillars of Islam To know practises from Muslim festivals		To know the word forgive means different things to different people To know religious and non-religious people work out how to forgive in different ways To know how to seek wisdom from sources of authority e.g. Bible/ Qu’ran	
	Ball Skills – Basketball Y3/4 Lesson 1: introduce skill Lesson 2: Consolidate Skill: Apply refined large and small movements in a range of competitive activities <u>Sending, tracking, dribbling and catching.</u>	Dance – Y3 Lesson 1: introduce skill Skill: Apply refined large and small movements in a range of competitive activities <u>Actions, dynamics, space, relationship and performance.</u> <u>Strokes, breathing and water safety.</u>	Football Y3/4 Skill: Developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. <u>Control, passing, receiving, shooting, position, tactics and teamwork.</u>	Netball – Y3/4 Skill: Developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. <u>Sending, tracking, passing, shooting, defending, attaching and catching.</u>	Tennis Y3, then Y4 Skill: develop the key skills required for tennis such as the ready position, racket control and hitting a ball. <u>Position, control, movement, shots, serve, rally and footwork.</u>	Athletics – Y3 Skill: Develop basic running, jumping and throwing techniques. <u>Coordination, running, jumping and throwing</u>
MFL	A new start During this half term the children will look at Spain as a country, and start the early stages of conversation building to include greetings, feelings and names. The children will also be introduced to numbers and colours. 1a) Getting to know you <ul style="list-style-type: none"> Discover where Spain is in the world Learn how to say greetings in Spanish Learn how to ask and answer how they are feeling Learn how to ask somebody their name, and how to introduce their name in Spanish 1b) Numbers <ul style="list-style-type: none"> Learn to say and remember numbers from 1 to 10 1c) Colours <ul style="list-style-type: none"> Learn to say colours in Spanish Link to Novel: How might you feel in the tunnel/ What colours describe the tunnel	Calendar and Celebrations During this half term the children will revisit colours with an Autumn and Bonfire Night theme. They will go on to learn the days of the week and months of the year 2a - Bonfire Night colours <ul style="list-style-type: none"> Revisit and recall colours Learn new colours for Autumn/Bonfire Night 2b – Calendar Time <ul style="list-style-type: none"> Learn the names of days of the week Learn the months of the year Recognise the nouns written down Express their birthday month Link to Novel: Colours for fireworks and bonfire night	Animals I like and don’t like The children will start this half term with a cultural lesson around the theme of Epiphany, revisiting colours numbers, colours and days of the week, and making a crown. The topic of animals will introduce the children to nouns, and the concept of masculine and feminine. The children will also learn to express opinions about animals, and will learn the plurals of animals. To finish the children will follow a story. 1a) Celebrating Epiphany <ul style="list-style-type: none"> Revisit colours and numbers Revisit days of the week 1b) Animals around us <ul style="list-style-type: none"> Learn the nouns for animals Learn the two ways to say ‘a’ in Spanish Learn how to express opinions about animals and say their favourite animal Learn the plurals of animals Follow a story about animals Link to Novel: We are all different and have different opinions about animals we like and don’t like.	Carnival colours, playground games This half term is an opportunity for the children to revisit language learning from Autumn Term. The children will start by learning about Carnival in Spain and how it is celebrated. The children can also make carnival masks following instructions in Spanish. 2a) Carnival <ul style="list-style-type: none"> Discover the culture and celebration of Carnival Learn a carnival song Make a carnival mask 2a) Playground Games <ul style="list-style-type: none"> Revisit colours Revisit numbers Learn to ask and answer age Revisit days and months Link to Novel: This marks the start of the Christian period of lent where it is traditional to fast or give up things. Link this to the story of giving, taking and excess. Link also to the Christian story of Easter <ul style="list-style-type: none"> How old is the boy at different points of the story What colours describe different parts of the story 	Breakfast, fruit nouns and a hungry giant This half term the children will be introduced to our Hungry Giant story and learning how to ask politely for something. The children start by learning the nouns for fruits and vegetables then breakfast foods, with lots of games for repetition. The unit goes on to introduce the polite request and finishes with the Hungry Giant story which includes an impolite giant (an opportunity for the children to correct using the polite request) and fruits the children have seen during the unit. 1. Hungry Giant <ul style="list-style-type: none"> Nouns for fruits and vegetables Nouns for breakfast foods Games for repetition of nouns Polite request – asking for something using the structure ‘I would like... please’ Story of Hungry Giant Link to Novel: Doing the right thing. It is right to be polite, not just to get what we want all the time. Learn how to ask for things politely.	Going on a picnic This half term the children will follow two units with a story theme. Firstly, the children will be map explorers, exploring Spain using a map linked to Google Earth and learn how to say where they live. The picnic story looks at different places for a picnic, and items in a picnic basket. 2a) Map explorers and gingerbread men <ul style="list-style-type: none"> How to ask and answer where they live Practise asking and answering personal information Follow the story of the Gingerbread man in Spanish 2b) Going on a picnic <ul style="list-style-type: none"> Revisit colours and numbers through a new story Explore the names of possible locations for a picnic Learn the nouns for foods at a picnic Link to Novel Alex visited lots of new places in the story on his adventures and took on a new identity. Learn how to describe things about yourself
Music			Focus Music: Gustav Holst: The Planets — “Mars, the Bringer of War” Shape: Dynamics- To know the terms crescendos/ diminuendos and be able to identify them in a piece of music. Tempo- To know the terms accelerando and ritardando and	Focus Music: Alan Parker – Breaker’s Yard Fight Shape Shape: Texture/ Timbre- To know that different textures of music can change the mood in a piece of music. To use this knowledge to describe the mood in the focus piece of music. Communication (outcome focus): To know and use musical language of shape; crescendos/ diminuendos, accelerando and ritardando, staccato and legato. To use the terminology when creating and composing their own piece of ‘spy’ music.		

	To know how to write effectively for a range of purposes. To know that the features of a text type or genre are appropriate for a task eg layout, verb form and formality. To know in narratives how to describe settings and characters. To know how to use expanded noun phrases, adverbs and adjectives for precision, clarity and impact. To know how to use fronted adverbials and pronoun referencing to link within and between paragraphs. To know how to vary sentence structure by using a range of openings such as fronted adverbials and speech. To know how to use a range of conjunctions (sub-ordinating and co-ordinating) to join sentences with more than one clause. To know how to use capital letters, full stops, question marks and exclamation marks consistently and accurately. To know how to use apostrophes for singular and plural possession correctly and how to use inverted commas mainly correctly. To know how to use commas to mark fronted adverbials, mainly correctly. To know how to use different verb forms, which are mostly accurate. To know how to spell KS1 common exception words correctly. To know how to spell Y3/4 words mostly correctly. To know that letters are consistent in size and proportion with both letters and words evenly spaced.				
Maths – White Rose SOW	<u>Year 3- Place Value, Addition & Subtraction, Multiplication & Division</u> To read and write numbers up to 1000, and count in 50s. To know how to add and subtract across 10s & 100s, add a 2-digit and 3-digit, and use inverse operations. To know how to multiply and divide by 3, 4 & 8 using arrays, sharing and grouping.		<u>Year 3- Multiplication & Division, Length & Perimeter, Fractions, Mass & Capacity</u> To know how to multiply and divide 2-digit by 1-digit with and without exchange, and divide with remainders. To know how to measure using cm and mm, add, subtract and compare length, measure and calculate perimeter. To know how to compare and order unit and non-unit fractions, and identify fractions on a number line. To know how to add, subtract and compare mass, capacity and volume.		<u>Year 3- Fractions, Money, Time, Shape, Statistics</u> To know how to count in tenths, find a fraction of a set of objects, find equivalent fractions, and compare and order fractions. To know how to convert £ and p, add, subtract and give change. To know how to tell time to the minute, on a 24 hour clock, and measure. To know how to recognize turns and angles, compare and draw angles, identify 2-D and 3-D shapes. To know how to read and interpret tally charts, pictograms, bar charts.
	<u>Year 4- Fractions, Money, Time, Shape, Statistics</u> To know how to read and write numbers up to 10,000, and use Roman numerals. To know how to add and subtract two 4-digit numbers with and without exchanging. To know how to count squares to calculate area and compare. To know how to multiply and divide up to 12, and multiply three numbers.		<u>Year 4- Multiplication & Division, Length & Perimeter, Fractions, Decimals</u> To know factor pairs, multiply and divide by 10 & 100, and multiply and divide 3-digit by 1-digit. To know how to measure in metric units, find the perimeter of rectilinear shapes and regular polygons. To know how to convert between mixed and improper fractions, and add and subtract fractions. To know how to use tenths and hundredths as decimals, and divide by 10 & 100.		<u>Year 4- Decimals, Money, Time Shape, Position & Direction, Statistics</u> To know how to compare, order & round decimals. To know how to use pounds and pence, add and subtract money, and give change. To know how to tell time to the minute, on a 24 hour clock, and convert analogue to digital. To know how to recognise turns and angles, lines of symmetry, compare and order angles, and describe movement on a grid. To know how to interpret charts and line graphs.
Science	<u>Energy (Y3) Forces and Magnets</u> E1 and E2 1.Compare and contrast the movement of objects across surfaces and explain this using knowledge of friction. 2.Explain how magnets attract and repel one another using knowledge of poles; use this to make predictions	<u>Matter (Yr4)</u> M1 AND M2 1.Compare and group materials together according to whether they are solids liquids or gas. 2.Describe the impact of temperature on a range of materials.	<u>Energy (Y3)</u> E3 AND E4 1.Identify the effect of the force of gravity 2.Identify the effect of air resistance and water resistance on movement	<u>Matter (Y3)</u> M1 – M3 1.Compare and group rocks on the basis of their simple physical properties 2.Recognise that soils are made from rocks and organic matter 3.Describe in simple terms how fossils are formed	<u>Science investigation</u> <u>Child initiated</u> <u>Sound (Y4)</u> Y4 3. Recognise that sounds are made from vibrations and that these travel through different mediums to the ear: explore the impact of distance on volume Y4 4. Compare and contrast the pitch of sounds made by different materials
History	<u>Thematic Study – Change</u> Looking at changes such as castles, law and order, markets and exploration. 11 th century – castles (Lincoln Castle) 12 th century law and order 13 th century markets – Stamford, Grantham 15 th century exploration – Christopher Columbus 17 th century science revolution – rise of medicine and scientific study <u>Chronology</u> – To know how to create a timeline of key changes during this period <u>Evidence</u> – Know how to define and analyse primary and secondary sources. <u>Significance</u> – Know how to describe the impact on our local history and compare and contrast with world history.		<u>Thematic Study: Slavery</u> <u>Chronology</u> – To know how to create timelines to discuss the use of slaves in the world leading to the abolition of slavery and its impact on 21st century Britain. <u>Evidence</u> – Know how to analyse primary and secondary sources by exploring perspectives of people and times from the past and present. <u>Significance</u> – Know how to describe how slavery still has an impact in the present day.		<u>Thematic Study: Monarchy and Leadership</u> <u>Looking at the leadership of the British Isles</u> <u>Chronology</u> – To know how to create timelines which show the order in which events happened. <u>Evidence</u> – To know how to analyse a range primary and secondary sources <u>Significance</u> – To know how to analyse the impact of different leaders and ones who were groundbreaking such as Alfred the Great, William the Conqueror, Elizabeth I and Queen Victoria. For example: Alfred the Great William the Conqueror Elizabeth I Charles I and Oliver Cromwell Queen Victoria Elizabeth II

Geography	<p>Mount Vesuvius Place: To know the location of the major countries within Europe on a simple world map [Russia, Ukraine, France, Spain, Sweden, Germany, Finland, Norway, Poland and Italy]. Physical: To know the location of Mount Vesuvius [Pompeii] and compare this to the location of volcanoes around the world using cartography skills. Cartography: To know the 8 points of the compass: locate volcanoes (as above) using 4 figure coordinates and 8 points of the compass. Physical: To know the impacts that the eruption of Mount Vesuvius had; compare to recent eruptions.</p>		<p>Climate Change Physical: To know what climate change is and analyse patterns over time. Human: To know key human contributors to climate change [fossil fuel use and deforestation].</p>	<p>Water Cycle Physical: To know and explain the water cycle [continuous movement of water within the Earth and atmosphere.. It is a complex system that includes many processes.</p> <p>The water cycle shows the continuous movement of water within the Earth and atmosphere. It is a complex system that includes many different processes. Liquid water evaporates into water vapour, condenses to form clouds, and precipitates back to earth in the form of rain and snow.</p>
Art	<div></div> <p>Artist Focus: Andy Goldsworthy</p> <p>Composition (formal elements to explore) -</p> <ul style="list-style-type: none">• <u>Y3 Pattern</u> – look at natural and manmade patterns. Make patterns on a range of surfaces.• <u>Y3 Texture</u> – begin to change textures in some way <p>Communication (outcomes and materials) – sculpture using natural resources as a volcano representation, inspired by Goldsworthy – change the textures of resources by combining.</p> <p>Comprehension - Explain how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response. Investigate how artists’ deliberate choices about composition have different effects on the audience, based on their personal experiences and values</p>	<div></div> <p>Contemporary Artist Focus: Joseph Kangi, South Sudan, 2019 Mirror of humanity,</p> <p>Composition (formal elements to explore) -</p> <ul style="list-style-type: none">• <u>Y4 Line</u> – ripples• <u>Y3 Colour</u> – create a colour wheel. Explore warm and cool colours. Explore different ways of applying colour e.g. splashing, dotting. Use colour to express mood.• <u>Y4 Tone</u> - use black/white to create a given tone of colour. <p>Communication (outcomes and materials) mixed media piece – paint, pastels, collage, decoupage</p> <p>Comprehension - Explain how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response. Investigate how artists’ deliberate choices about composition have different effects on the audience, based on their personal experiences and values</p> <p>Notes to support comprehension: https://www.theguardian.com/global-development/gallery/2019/dec/25/we-never-chose-this-refugees-use-art-to-imagine-a-better-world-in-pictures</p>	<div></div> <p>Artist Focus: Pieter Bruegel the Elder - Hunters in the Snow</p> <p>Composition (formal elements to explore) -</p> <ul style="list-style-type: none">• <u>Y4 Colour</u> – Build on primary and secondary colours and look at tertiary colours and monochromatic colours. Build on colour to express mood.• <u>Y4 Line</u> – ripples• <u>Y4 Pattern</u> – Explore natural and manmade patterns in the environment.• <u>Y4 Texture</u> – relate textures to mood/expression/ movement. Compare textures <p>Communication (outcomes and materials) – recreate a section Bruegel’s piece. Focus on using line, colour and texture with acrylic.</p> <p>Comprehension - Explain how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response.</p>	
DT	<p>Structures – catapult User- Iron Man- from focused novel to defeat the Space-bat-angel-dragon Innovation & Implementation- To understand how to follow a set of instructions. To know how to add a lever to create their own catapult.</p>		<p>Food – recipes for health User- To know that they are making their recipe for consumption. Innovation & Implementation- To know how to research and find a recipe to follow, to design and make a recipe that can boost mental or physical health. Tools/materials- To know how to use heating equipment (grill, hob,</p>	<p>Textiles – Cross-stitch User- To know how to use cross-stitch to make a coat of arms. Innovation & Implementation- To use their research knowledge to look at different coats-of-arms, to then create their own based on the qualities of the children in The Lion, the Witch and the Wardrobe. To know the basic skill involved in cross-stitch Tools/materials- To know how to use binka and embroidery needles.</p>

Computing	Tools/materials- To use and evaluate different tools, to know how to use a saw safely and independently. Evaluation- To be able to evaluate as part of design process, to test and use different materials. https://nustem.uk/activity/levers-pulleys-and-gears-key-stages-1-2/#pulleys			oven) safely. To know how to finely chop ingredients with care. Evaluation- To be able to evaluate their recipe, to suggest improvements that could be made.	Evaluation- To know how to use the evaluation process throughout to make improvements to their coat of arms.	
	4.2 online safety 4.7 effective searching Safety Know that identities are portrayed online may not be real	3.6 branching databases 3.7 simulations Safety Understand how to keep themselves safe online and begin to take responsibility for this.	4.5 logo Safety Ensure that everyone is treated with respect and expect respect from others in return online.	4.9 making music 4.6 animation Safety Know what cyberbullying is and how to seek help.	4.4 writing Safety Know the way negative attitudes and stereotypes can be reinforced online.	3.9 presenting ppt – link with History/Geography to present information. Safety Recognise the impact social media can have on wellbeing.
	Computer Science: LKS2 – To know how to design, write and debug programs. Information technology: LKS2 – To know how to present information in a range of ways. Digital Literacy: To know to use technology safely, and to understand how to report concerns online.		Computer Science: LKS2 – To understand the opportunities from the internet for communication. Information technology: LKS2 – To know and understand how to use a range of software, including collecting and evaluating data. Digital Literacy: LKS2 – To know to use technology safely, and to understand how to report concerns online.		Computer Science: LKS2 – To know and use logical reasoning to explain how simple algorithms work. Information technology: LKS2 – To know and understand how to use a range of software to create a representation.	
PSHE / RSE	Relationships (Linked to key question - rejection) Know that a person’s body belongs to them, and how to respond safely (e.g. permission seeking) Describe the characteristics of a healthy family life and relate these to their own circumstances. Recognise the importance of respect in all relationships and use this to resolve conflicts	Safety (Focus on natural disaster e.g. flood) Take responsibility to keep themselves and others safe (e.g., on/offline) Analyse levels of risk and make informed choices Know where to access advice for themselves and others Know how to be responsible with money	Equality (Modern Slavery & Racism) Recognise that others’ families sometimes look different from their own Treat everyone with respect, and expect respect from others in return Identify our rights and responsibilities	Equality (Focus on Religion) Recognise that others’ families sometimes look different from their own Treat everyone with respect, and expect respect from others in return Identify our rights and responsibilities	Identity (Stereotypes - Age) Identify my own beliefs and values; know how they fit into a diverse society. Express pride in my personality, appearance and accomplishments. Know the importance of avoiding stereotypes Year 4 – Growing and Changing	Health (Healthy choices) Examine how their choices will impact on their physical and mental health (e.g. use of drugs, tobacco, diet, exercise) Establish what support is available when choices go wrong. Belonging to a community
RE	LAS Compulsory God – Hinduism What do Hindus believe about God? [What do the main concepts in Hindu reveal about the nature of God? What is the purpose of visual symbols in a Mandir/temple?]	Creation/Fall 2A.1What do Christians learn from the Creation story?	 Understanding Christianity LKS2 Core Salvation: Why do Christians call the day Jesus died ‘Good Friday’? Texts: Holy Week / The Last Supper and Betrayal	LAS Additional Big Questions (including Christianity) Why do we celebrate? [Looking at other religions and festivals – what they represent and how they are done] [What different events/times of life do we celebrate? How do different people celebrate things differently? How does celebration relate to remembrance?]	LAS Compulsory Community –Hinduism How do Hindus express their religion and beliefs? [How is Hindu worship expressed collectively? How does Hindus worship and celebrate [How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]	
	To know the deities include the Trimurti: Brahma, Vishnu and Shiva. To know about Atman and Moksha To know God cares for his creation and gives guideline – 10 commandments		To know Christians remember and celebrate Jesus’ last week, crucifixion and resurrection.		To know religious people celebrate in different ways To know a celebration can be remembering happy and sad To know practices associated with religious and non religious celebrations	
PE	Basketball Y3/4 Skill: Apply refined large and small movements in a range of competitive activities <u>Sending, tracking, dribbling and catching.</u>	Yoga Y3/4 Skill: Develop mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. <u>Strength, flexibility, balance, coordination, breathing and meditation.</u>	Dodgeball - Y3/4 Skill: Develop key skills used in dodgeball such as throwing, dodging and catching. The learn how to apply simple tactics to the game to outwit their opponent.	Rounders – Y3/4 Skill: Learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. <u>Throwing, catching, batting, strategy, communication and fair play.</u>	Athletics – Y4 Skill: Develop basic running, jumping and throwing techniques. <u>Coordination, running, jumping and throwing</u>	Cricket - Y3/4 Skill: Learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters’ scores low. <u>Bowling, striking, batting, fielding, throwing and catching.</u>

Get Set for PE Scheme of Work

			<u>Throwing, dodging, catching, coordination, teamwork and honesty.</u>			
Year 3 MFL Stage 1 Spanish	<p>A new start During this half term the children will look at Spain as a country, and start the early stages of conversation building to include greetings, feelings and names. The children will also be introduced to numbers and colours.</p> <p>1a) Getting to know you</p> <ul style="list-style-type: none"> Discover where Spain is in the world Learn how to say greetings in Spanish Learn how to ask and answer how they are feeling Learn how to ask somebody their name, and how to introduce their name in Spanish <p>1b) Numbers</p> <ul style="list-style-type: none"> Learn to say and remember numbers from 1 to 10 <p>1c) Colours</p> <ul style="list-style-type: none"> Learn to say colours in Spanish <p>Link to Novel:</p> <ul style="list-style-type: none"> How might the Iron Man feel? What colours describe how he is feeling? 	<p>Calendar and Celebrations During this half term the children will revisit colours with an Autumn and Bonfire Night theme. They will go on to learn the days of the week and months of the year</p> <p>2a - Bonfire Night colours</p> <ul style="list-style-type: none"> Revisit and recall colours Learn new colours for Autumn/Bonfire Night <p>2b – Calendar Time</p> <ul style="list-style-type: none"> Learn the names of days of the week Learn the months of the year Recognise the nouns written down Express their birthday month <p>Link to Novel: What Colours describe Pompeii? What month did Pompeii happen in?</p>	<p>Animals I like and don’t like The children will start this half term with a cultural lesson around the theme of Epiphany, revisiting colours numbers, colours and days of the week, and making a crown. The topic of animals will introduce the children to nouns, and the concept of masculine and feminine. The children will also learn to express opinions about animals, and will learn the plurals of animals. To finish the children will follow a story.</p> <p>1a) Celebrating Epiphany</p> <ul style="list-style-type: none"> Revisit colours and numbers Revisit days of the week <p>1b) Animals around us</p> <ul style="list-style-type: none"> Learn the nouns for animals Learn the two ways to say ‘a’ in Spanish Learn how to express opinions about animals and say their favourite animal Learn the plurals of animals Follow a story about animals <p>Link to Novel: Being free means we can have our own opinions.</p>	<p>Carnival colours, playground games This half term is an opportunity for the children to revisit language learning from Autumn Term. The children will start by learning about Carnival in Spain and how it is celebrated. The children can also make carnival masks following instructions in Spanish.</p> <p>The children will then revisit colours, numbers, months and days and will be introduced to the question and answer for age. There is also an optional lesson to take learning outside and learn some playground games.</p> <p>2a) Carnival</p> <ul style="list-style-type: none"> Discover the culture and celebration of Carnival Learn a carnival song Make a carnival mask <p>2a) Playground Games</p> <ul style="list-style-type: none"> Revisit colours Revisit numbers Learn to ask and answer age Revisit days and months <p>Link to Novel: Carnival is a time to celebrate and eat lots of nice food. This marks the start of the Christian period of lent where it is traditional to fast or give up things.</p>	<p>Breakfast, fruit nouns and a hungry giant This half term the children will be introduced to our Hungry Giant story, and learning how to ask politely for something. The children start by learning the nouns for fruits and vegetables then breakfast foods, with lots of games for repetition. The unit goes on to introduce the polite request and finishes with the Hungry Giant story which includes an impolite giant (an opportunity for the children to correct using the polite request) and fruits the children have seen during the unit.</p> <p>1) Hungry Giant</p> <ul style="list-style-type: none"> Nouns for fruits and vegetables Nouns for breakfast foods Games for repetition of nouns Polite request – asking for something using the structure ‘I would like... please’ Story of Hungry Giant <p>Link to Novel: Edmund is selfish and rude like the giant. Lucy is kind and polite. Learn how to be polite and ask politely for things in Spanish.</p>	<p>Going on a picnic This half term the children will follow two units with a story theme. Firstly, the children will be map explorers, exploring Spain using a map linked to Google Earth and learn how to say where they live. The picnic story looks at different places for a picnic, and items in a picnic basket.</p> <p>2a) Map explorers and gingerbread men</p> <ul style="list-style-type: none"> How to ask and answer where they live Practise asking and answering personal information Follow the story of the Gingerbread man in Spanish <p>2b) Going on a picnic</p> <ul style="list-style-type: none"> Revisit colours and numbers through a new story Explore the names of possible locations for a picnic Learn the nouns for foods at a picnic <p>Link to Novel</p> <ul style="list-style-type: none"> Where would the children say they live? Say I live in Narnia in Spanish. <p>What questions about their personal information might the children ask the various characters they meet?</p>
Year 4 MFL Stage 2 Spanish	<p>Welcome to our School During this half term the children will revisit some of the core language they learned in Stage 1 (asking and answering their name, where they live, greetings, days of the week, months of the year, classroom instructions, numbers and age). The children will also be introduced to names for rooms in a school, and nouns for classroom objects.</p> <p>1 – Welcome to school</p> <ul style="list-style-type: none"> Asking and responding to questions about themselves Responding to classroom instructions Revisiting and reading number words to 20 Revisiting months of the year Following a story about days of the week Writing names for rooms in a school Saying and writing nouns for classroom objects (and 	<p>My Local area, your local area During this half term the children will revisit colours and write a poem based on Bonfire Night. The children will revisit classroom instructions and useful commands in order to programme their own robots! They will then learn the names of shops in town, discover what shops look like in Spain, and learn how to ask where a shop is... in their best robot voices!</p> <p>2a - Bonfire Night poem</p> <ul style="list-style-type: none"> Revisit and recall colours Write a Bonfire Night poem using colours <p>2b – Robot town, commands and directions</p> <ul style="list-style-type: none"> Revisit classroom instructions Practise writing useful commands Explore what shops look like in Spain Practise asking where something is Respond with the structure ‘Here is...’ 	<p>Family tree and faces The children will start this half term with a cultural lesson finding out about Epiphany in Spain and revisiting months of the year in Spanish. The children will then be introduced to the alien family, and learn the nouns for family members. The children will then choose one family member and make a hand puppet, recording personal information on the back. The children will then create a family tree before moving on to facial features in Spanish and how to use colours as adjectives to describe parts of the face.</p> <p>1a) Epiphany time again</p> <ul style="list-style-type: none"> Revisit months of the year Find out about Epiphany in Spain <p>1b) Alien family and face</p>	<p>Carnival / Parts of the body This half term the children will start with a carnival themed lesson looking at animal nouns and imagine themselves dressed as an animal for carnival! The children will then extend their learning of facial features from Spring 1 and extend to body parts including arms, legs, feet and so on. The children will learn how to describe body part nouns using adjectives for colour and will complete the unit with their own alien creation with a written description.</p> <p>2a) Carnival of animals</p> <ul style="list-style-type: none"> Carnival-themed lesson with animal nouns <p>2b) Parts of the body and aliens</p> <ul style="list-style-type: none"> Revisit parts of the face Learn nouns for body parts Learn to use adjectives to describe body parts Revisit commands Create own alien/monster and write a description 	<p>Feeling Unwell This half term Stage 2 learners will recap body parts from Spring 2 and use this to learn phrases to describe aches and pains. The children will move on to learn nouns for jungle animals, and through a story will learn adjectives associated with the animals. The children will write simple descriptive sentences, then will have an opportunity to write a description of a dragon or a unicorn of their creation.</p> <p>1a) I don’t feel well</p> <ul style="list-style-type: none"> Recall body part nouns Learn phrases for aches and pains (I have ____ ache) <p>1b) Walking through the jungle</p> <ul style="list-style-type: none"> Learn nouns for jungle animals 	<p>Summer Time This half term Stage 2 learners will be finding out all about the weather and ice creams. The children will start by learning weather phrases, play games to practise weather phrases and make a weather windows chart. The children will move on to look at ice cream flavours, learn how to order an ice cream and create their perfect ice cream. There is an opportunity here for a special end of year lesson – having a real ice cream!</p> <p>2a) Weather</p> <ul style="list-style-type: none"> Learn weather phrases and play games to practise the phrases Make a weather windows chart

Music	<p>designing a super learner utility belt!)</p> <p>Link to Novel:</p> <ul style="list-style-type: none">• How might the Iron Man feel?• What colours describe how he is feeling?• Learn the noun for Robot	<ul style="list-style-type: none">• Recognise the names of places in a town written down. <p>Link to Novel:</p> <ul style="list-style-type: none">• What Colours describe Pompeii?• What might the local area of Pompeii have looked like?• How is this different to Spain or your local area?• Describe parts of Pompeii local area.	<ul style="list-style-type: none">• Learn the nouns for family members• Make a hand puppet of a family member and record personal information• Write the nouns for family members as part of a family tree• Learn the nouns for parts of the face• Use colours as adjectives to describe parts of the face <p>Link to Novel Family and different facial features</p> <ul style="list-style-type: none">• Importance of family and family tree.• Nat must leave his family• Write Nat’s family tree in Spanish• Describe Nat’s face	<ul style="list-style-type: none">• Assessment lesson <p>Link to Novel: Carnival is a time to celebrate and eat lots of nice food. This marks the start of the Christian period of lent where it is traditional to fast or give up things.?</p>	<ul style="list-style-type: none">• Follow story with adjectives to describe jungle animals• Write sentences including nouns and adjectives in correct order• Opportunity for themed dragon and unicorn lesson, learning nouns for body parts and putting together with adjectives to write description <p>Link to Novel: Feeling unwell</p> <ul style="list-style-type: none">• How will Edmund feel if he eats too much Turkish delight? <p>Fantastical animals and strange places</p> <ul style="list-style-type: none">• What animals might you see in Narnia• Can you describe some of the fantastical animals in Narnia• Walking in the jungle, how does this compare to Narnia	<ul style="list-style-type: none">• Look at typical weather in different parts of the world <p>2b) Ice creams</p> <ul style="list-style-type: none">• Learn names of ice cream flavours• Look at sounds in ice cream flavours• Look at the language for ordering an ice cream• Design own perfect ice cream creation• Option to have an ice cream as end of year celebration <p>Link to Novel Describe the weather in Narnia at the beginning and end of the story</p>
	<p>Focus Music: Evanescence – Bring me to Life</p> <p>Shape: Tempo- To know the terms accelerando and ritardando and be able to identify them in a piece of music.</p> <p>Dynamics- To know the terms crescendos/ diminuendos and be able to identify them in a piece of music.</p> <p>Pitch- To identify and interpret basic melodic patterns on a stave.</p> <p>Communication (outcome focus): To know the terminology; tempo, dynamics and pitch. To learn and perform the focus piece of music reflecting the terminology; tempo, dynamics and pitch accurately.</p>				<p>Focus Music: Vivaldi – Four Seasons</p> <p>Shape: Dynamics- To know the terms crescendos/ diminuendos and be able to identify them in a piece of music.</p> <p>Duration- To know the different techniques staccato and legato in relation to playing a piece of music.</p> <p>Texture/ Timbre- To know that different textures of music can change the mood in a piece of music. To use this knowledge to describe the mood in the focus piece of music.</p> <p>Comprehension (outcome focus): To listen and discuss the focus piece of music: does it reflect Winter? Could it feature as the soundtrack for Narnia? To know and use the language of musical shape to justify their response.</p>	