













Year 4 Curriculum Contents-Spring Term

<p>Reading Focus this term: (See Cross curricular links documents)</p> 	<ul style="list-style-type: none"> • Tales of Hans Christian Anderson  • The Iron Man-Ted Hughes  	<ul style="list-style-type: none"> •  Greek Myths-Grealdine McCaughrean & Emma Chichester-Clark • Wolves in the Walls-Gaiman  • Wolves-Gravett 
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PSHE		R.E.	
Intent	<p>PSHE helps pupils to develop the knowledge, skills attitudes and understanding they need to fulfil their potential. Teaching children how to keep themselves healthy, safe and able to make informed decisions in their future life and work.</p> <p>Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe:</p>	Intent	<p>As a Catholic school we are committed to the Catholic Faith, recognising and valuing every individual as special and unique in the image and likeness of God.</p> <p>Religious Education respects and promotes each child's innate capacity for wonder, awe, reverence and spirituality. Our Religious Education curriculum leads our children to aspire not to have more, but to be more; children are taught about God's love; they learn about their Christian responsibilities; children are provided with experiences of church, Catholic and Christian traditions, as well as being taught to be respectful and understanding of people and traditions from other faith backgrounds. Through Religious Education our children learn about their unique place within the home, school and parish community.</p>

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<p>Implementation</p>	<p>Unit 1 – Religious Understanding tells the parable of The Prodigal Son, showing that God loves us, and nothing we can do will stop Him from loving us. Children will also learn about different types of sin, and the importance of forgiveness in relationships.</p> <p>The sessions in Unit 2 – Personal Relationships help children to develop a more complex appreciation of different family structures, develop healthy relationships with family and friends and learn some strategies to use when relationships become difficult. Teaching also covers how to recognise discrimination and bullying, both physical and emotional. Children will learn strategies to develop resilience and resist pressure.</p> <p>Unit 3 – Keeping Safe incorporates some of the excellent NSPCC Share Aware resources,</p>	<p>Implementation</p>	<p>We follow the ‘Come & See’ Religious Education Programme in line with guidance from the Hexham & Newcastle diocese.</p> <p>This programme provides:</p> <ul style="list-style-type: none"> · opportunities for celebration, prayer and reflection in implicit and explicit ways. · children with the language of religious experience - a 'literacy' in religious activities, places, stories, symbols and rituals, people and objects. · a 'systematic presentation of Christian event, message and way of life' in ways appropriate to the age and stage of development of the child. · that for its implementation and production it requires the adults involved to understand the underlying theological as well as educational principles. · appropriate materials about other faiths. · academic respectability as in other curricular areas – utilising appropriate
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	<p>as well as teaching on bullying and physical, emotional and sexual abuse through a series of animated stories.</p>		<p>stages from the National Curriculum.</p> <p>The three main topics this term are:</p> <ul style="list-style-type: none"> • LOCAL CHURCH-COMMUNITY - Life in the local Christian community and ministries in the parish • EUCHARIST-GIVING & RECEIVING - Living in communion • Lent/Easter-SELF DISCIPLINE - Celebrating growth to new life
Impact	<p>By the end of this term it is our intention that the vast majority of children will understand:</p> <ul style="list-style-type: none"> • That Jesus loves, embraces, guides, forgives and reconciles us with him and one another; • The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on 	Impact	<p>By the end of this term it is our intention that the vast majority of children will be able:</p> <p>LOCAL CHURCH-COMMUNITY:</p> <ul style="list-style-type: none"> • to ask and respond to questions about their own and others' experiences of being part of a community. • to ask questions about what they and

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forgiveness;

- That relationships take time and effort to sustain;
- We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.
- Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong;
- That there are different types of relationships including those between acquaintances, friends, relatives and family;
- That good friendship is when both persons enjoy each other's company and also want what is truly best for the other;
- The difference between a group of friends and a 'clique'.

other wonder about the responsibility and commitment of belonging to a community and realise that some of these questions are difficult to answer.

- to **make links** to show how feelings and beliefs affect their commitment to community and that of others.
- to **retell** the story of the call of the apostles.
- to **describe** some of the advice St. Paul gives us about being loving members of a community.
- to use religious words and phrases to **describe** the actions and symbols within a funeral Mass.
- to **describe** some ways in which some people serve their parish community.
- to **make links** between the call of the apostles and God's call to people to serve him today.

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- Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying;
- Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.
- To recognise that their increasing independence brings increased responsibility to keep themselves and others safe;
- How to use technology safely;
- That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others;
- How to report and get help if they encounter inappropriate materials or messages.
- How to use technology safely;

- to use a developing religious vocabulary to **give reasons** for the actions and symbols used within a funeral Mass.
- to **give reasons** why people give service to the parish community through various ministries.

EUCHARIST-GIVING & RECEIVING

- to **ask and respond** to their own and others' experiences and feelings about giving and receiving.
- to **ask questions** about what they and others wonder about giving and receiving every day and realise that some of these questions are difficult to answer.
- to **make links** to show how feelings and beliefs about giving and receiving affects their own behaviour and that of others.

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- That bad language and bad behaviour are inappropriate;
- That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others;
- How to report and get help if they encounter inappropriate materials or messages.
- To judge well what kind of physical contact is acceptable or unacceptable and how to respond;
- That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest.

- to **compare** their own and other people's ideas about questions of giving and receiving that are difficult to answer.
- to **describe** what happens during the Introductory Rite.
- to **describe** what a person might do if they follow Jesus' advice.
- to **describe** ways in which peace is lived out by believers.
- to **make links** between scripture and an understanding of the Eucharist.
- to use a developing religious vocabulary to **give reasons** for religious actions and symbols used in the celebration of the Eucharist.
- to **give reasons** why Christians attend the celebration of the Eucharist.

Lent/Easter-SELF DISCIPLINE

- able to **ask and respond** to questions

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about their own and others' experiences of being self-disciplined.







- to **ask questions** about what they and others wonder about how people can reach their full potential and realise that some of these questions are not easy to answer.
- to **make links** to show how feeling and beliefs affect their self-discipline and that of others.
- to **compare** their own and other people's ideas about questions concerning the need for self-discipline and realise that some of these questions are difficult to answer.
- to **retell** some of the religious stories of Holy Thursday, Good Friday and Easter.
- to use religious vocabulary to **describe** some religious actions and symbols of Lent and Holy Week.

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			<ul style="list-style-type: none"> • to describe some ways in which Christians try to be self-disciplined in Lent. • to make links between religious stories of Holy Thursday, Good Friday and Easter and Christian beliefs. • To use a developing religious vocabulary to give reasons for religious actions and symbols connected to Lent and Holy Week. • to give reasons why Christians try to be self-disciplined in Lent.
English-Speaking & Listening		English-Word Reading & Composition	
Intent	Speaking and listening are essential life skills. Our aim is to enable pupils to be increasingly confident in using spoken language in a variety of contexts in order to communicate ideas, views and feelings. We	Intent	In Reading, we aim to teach our pupils to read confidently, fluently, accurately and with understanding. Pupils are encouraged to develop the habit of reading for both pleasure and information. Confident reading

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	<p>encourage pupils to express themselves creatively and imaginatively. Pupils will use their knowledge, skills and understanding in speaking and listening across a range of curriculum areas.</p>		<p>enables pupils to acquire knowledge and build on what they know. Through reading, pupils will have a chance to develop culturally and emotionally.</p>
<p>Implementation</p>	<p>Pupils will be taught to communicate across a range of contexts. They will learn how to speak clearly and confidently to an audience. Pupils will have the opportunity to work in groups of different sizes; in pairs, small groups, large groups and as a whole class. They will be encouraged to expand and develop their vocabulary to discuss concepts and enhance their knowledge about language.</p>	<p>Implementation</p>	<p>Using an engaging visual and text-based stimulus, children will take part in individual and daily guided group reading. During guided and class reading sessions, children will be encouraged to ask relevant questions to gain a better understanding of a text. They will learn to read and respond to levelled texts drawing on inferences such as inferring a characters' feelings thoughts and motives from their actions (using VIPERS). Pupils will continue to develop their vocabulary and the breadth and depth of their reading, in order to encourage them to become independent, fluent and enthusiastic readers.</p> <p style="text-align: center;">Vocabulary</p>

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			<p style="text-align: center;">Infer</p> <p style="text-align: center;">Predict</p> <p style="text-align: center;">Explain</p> <p style="text-align: center;">Retrieve</p> <p style="text-align: center;">Sequence</p>
Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <ul style="list-style-type: none"> Participate in discussions, presentations, performances, role play, improvisations and debates Speak clearly and fluently in different contexts Give well-structured descriptions, explanations and narratives for different purposes Maintain attention and participate actively in collaborative conversations, staying on 	Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books Read books that are structured in different ways and read for a range of purposes Use dictionaries to check the meaning of words that they have read Identify themes and conventions in a wide range of books

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topic and initiating and responding to comments
Consider and evaluate different viewpoints

Discuss words and phrases which capture the reader's interest and imagination
Prepare poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action
Engage in conversation, asking questions to demonstrate their understanding and making predictions
Create roles in drama that show how behaviour can be interpreted from different viewpoints
Develop scripts based on improvisation
Infer character feelings, thoughts and motives and justify with evidence
Retrieve information from non-fiction texts
Identify how language structure and presentation contribute to meaning
Evaluate how figurative language impacts on the reader
Provide reasoned justification for their views

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English-Writing: Transcription & Handwriting		Writing: Composition, vocabulary, Grammar & Punctuation	
Intent	Our aim is for pupils to write clearly and accurately. They will be encouraged to write legibly and fluently; with an increasing knowledge of the relationship between sounds and letters, word structure and the spelling structure of words.	Intent	Writing enables pupils to communicate ideas, express themselves creatively, provide information and persuade a reader of a viewpoint. Pupils will be encouraged to use inspiration and ideas from reading in order to prepare their ideas before they write. Effective composition involves articulating and communicating ideas, then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.
Implementation	Children will practice handwriting using 'Letterjoin' to produce consistency in size and proportion of letters, consolidate correct joins and increase fluency and pace. Pupils will be given the opportunities to write a variety of genres.	Implementation	Pupils will develop their range of writing styles and the use of more varied grammar, vocabulary and narrative structures in order to compose their own examples of different writing genres. Fiction-traditional Tales & Fables

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Use an adapted blurb from *The Princess and the Pea* by Rachel Isadora to introduce the idea of pronouns. Identify pronouns and notice how pronouns are used. Identify the difference between possessive pronouns and possessive determiners. Improve a piece of writing about a Rachel Isadora illustration, adding pronouns and possessive determiners. Look at a piece of artwork that inspired Rachel Isadora and see what happens when pronouns are overused. Create and make a new Prince or Princess and then write about them using pronouns and possessive determiners. Give feedback to one another about cohesion, clarity and the avoidance of repetition.

Poetry-Poetic Forms

Read and discuss a range of rhyming poems. (*Inventions I'd Like to See* by Douglas Florian & *Quiet Things*). Children pick out the poetic devices and discuss

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the impact to come up with a list of tips for writing a good list poem.

Using the senses and impactful language children build lines of impactful description which they might use in a poem using expanded noun phrases and poetic devices, such as alliteration. Refine their poetry lines, editing for rhyme as well as impact of language. Children will have the opportunity to prepare their poems to share with readers. Discussing areas for focus such as spelling, handwriting and layout.

Fiction-Myths & Legends

Using captivating mythical stories of selkies and mermaids, children use higher level reading skills and write their own sea myths. Set out and punctuate dialogue and

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			<p>use paragraphs.</p> <p><u>Non-Fiction-Non-Chronological Reports</u> Read <i>Wolves in the Walls</i> (Gaiman) and <i>Wolves</i> (Gravett) for features of non-chronological reports. Use adverbs, prepositions and conjunctions of time/cause. Produce reports.</p>
<p>Impact</p>	<p>Consolidate spelling patterns for Year 3 and 4 Prefixes - im, sub, inter, super, anti, auto Suffixes- ation, sion, tion, ssion, cian, ous Spell some Year 3 and 4 words correctly..</p> <ul style="list-style-type: none"> • Increase the legibility, consistency and quality of their handwriting. 	<p>Impact</p>	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <p><u>Fiction-traditional Tales & Fables</u></p> <ul style="list-style-type: none"> • identify personal pronouns in writing • edit a piece of writing, changing the use of pronouns to make it clearer • draft writing, using pronouns for clarity, cohesion and to avoid repetition • edit writing, changing pronouns for clarity • use pronouns in my own writing for cohesion, clarity and to avoid

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repetition

- give feedback about someone else's writing
-

Poetry-Poetic Forms

- read and discuss poetry.
- get ideas for writing from my reading.
- develop powerful images.
- use language techniques for impact.
- develop my ideas into an organised poem.
- write within a rhyme scheme.
- discuss my writing with a partner.
- proofread my own writing.
- check spellings in a dictionary.
- improve my writing.
- use neat handwriting.

Fiction-Myths & Legends

- Discuss and record ideas.
- Compose and rehearse sentences

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orally, progressively building a varied, rich vocabulary & an increasing range of sentence structures.

- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Organise paragraphs around a theme.
- Assess the effectiveness of their own and others' writing and suggest improvements.
- Propose changes to grammar and vocabulary to improve consistency.
- Proof-read for spelling and

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punctuation errors.

Non-Fiction-Non-Chronological Reports

- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Assess the effectiveness of their own and others' writing and suggesting improvements.
- Discuss writing similar to that which they are planning to write in order to understand and learn from its

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structure, vocabulary and grammar.







- **Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.**
- **Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.**
- **Organise paragraphs around a theme.**
- **Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.**
- **Assess the effectiveness of their own and others' writing and suggest improvements.**

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			<ul style="list-style-type: none"> • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proofread for spelling and punctuation errors.
Mathematics		Science	
Intent	<p>Maths is highly interconnected to other curriculum areas and is essential to everyday life. We aim for pupils to become fluent through varied and frequent practice so that they develop conceptual understanding. Children will be encouraged to approach problem solving in an organised manner, recording their work in a systematic way in order to make clear connections. They will develop their use of mathematical language in order to be able to communicate their ideas.</p>	Intent	<p>Science can be used to explain what is occurring, make predictions and analyse results. We aim for pupils to develop their scientific skills and knowledge through engaging in different types of science enquiry. They will be encouraged to ask and answer scientific questions and understand the role of science in the world around them. Children will extend their knowledge of specialist vocabulary.</p>
Implementa	We have a mastery approach to teaching	Implementa	The acquisition of key scientific knowledge

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tion	<p>Maths. This means that the majority of pupils progress through the curriculum content at the same pace. Maths objectives are taught through units of work that allow children to practice and consolidate key knowledge and skills. Providing variation through problem solving and reasoning, allows children to build fluency and a more in depth understanding of mathematical concepts. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.</p>	tion	<p>is an integral part of our science lessons. Promoting science in school is highlighted by the use of ‘Working Scientifically’ walls in each classroom, where key vocabulary is displayed for the duration of the topic alongside the working scientifically skills for each session. We aim to develop and promote the importance of developing scientific enquiry across year groups. Emphasis is placed on learning outside of the classroom, with each class having designated timetabled ‘Forest School’ time and where applicable educational visits are linked to developing children’s science topical learning. Science specific home learning tasks, supporting parental engagement help support children’s natural curiosity whilst enabling them to experience first-hand the science all around them.</p>
Impact	<p>Number-Multiplication & Division</p> <ul style="list-style-type: none"> • Recall multiplication and division 	Impact	<p>Animals including Humans•</p> <ul style="list-style-type: none"> • Generate questions and use

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facts for multiplication tables up to 12×12 .

- 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.
- Recognise and use factor pairs and commutativity in mental calculations.
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
- Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Measurement-Area

scientific evidence that is given to answer questions.

- Identify similarities related to scientific ideas.
- Set up a simple enquiry with support.
 - Make observations, record findings and use results to draw simple conclusions.
- Name parts of the digestive system. • Add functions to the parts of the digestive system.
- Identify the function of teeth in humans.
- Construct a simple food chain.

Scientists & Inventors

- Give five facts about Alexander Graham Bell's life and work;
- Present their research into Alexander Graham Bell to an audience;
- Identify the achievements of Maria

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- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
- Find the area of rectilinear shapes by counting squares.

Number-Fractions

- Recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- Add and subtract fractions with the

Telkes; • explain why solar power is a good source of energy; • discuss the achievements of Garrett Morgan; • create a simple series circuit;

- Sort facts about the scientists who discovered oxygen;
- Use prompts and key words to explain the effect of oxygen on burning;
- Describe absolute zero as the coldest possible temperature;
- Sort statements to describe Lord Kelvin's life and work;
- Identify temperatures on a thermometer; • identify appliances that run on electricity; • use given ingredients to invent their own toothpaste;
- Compare the effectiveness of different toothpastes.

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same denominator.

Number-Decimals







- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.
- Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- Round decimals with one decimal place to the nearest whole number.
- Compare numbers with the same number of decimal places up to two decimal places.
- Solve simple measure and money problems involving fractions and decimals to two decimal places.

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History		Geography	
Intent	In Key Stage 2 children study the National Curriculum for History and we aim to: Ensure children have a secure chronological understanding of British History from the Stone Age to the modern day and can confidently use a range of sources to support their knowledge and understanding. Allow children to demonstrate historical questioning including; causes of change, similarities and differences, and the impact of significant events.	Intent	In Key Stage 2 children study the National Curriculum for Geography and we aim to: Inspire pupils with a curiosity about the world. We aim to teach children about diverse places, people, resources and natural and human environments. This knowledge about the world will help them to deepen their understanding of Planet Earth and how we all have a role in sustaining and protecting our environment.
Implementation	Children will learn in depth about William the Conqueror's reign from 1066 onwards, how King John made himself very unpopular as monarch and why King Henry VIII married so many times. Children will discover who Queen Anne was, what Queen Victoria achieved during her reign and look at the role of the British monarchy today. Children will develop historical skills through research using a variety of sources,	Implementation	This 'All around the World' topic allows children to take a closer look at where the countries of the world are located, and some of the ways geographers describe locations. Children will learn to locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. Finally, by looking more closely at

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	<p>making connections and asking historically valid questions.</p>		<p>the lines of longitude, children will develop their understanding of time zones.</p>
Impact	<ul style="list-style-type: none"> • Ask questions about life in Norman England and look at a map of the British Empire to understand why the UK was such a powerful nation in the Victorian era. • Have a chronological understanding of which monarch reigned in relation to another.. • Explain that the Magna Carta was an important document. • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Address and sometimes devise historically valid questions about 	Impact	<ul style="list-style-type: none"> • Locate the Equator on a map and globe. • Locate the Northern Hemisphere on a map and globe. • Locate the Southern Hemisphere on a map and globe. • Find the North and South Poles on a globe or map. • Identify lines of latitude on a map. • Identify lines of longitude on a map. • Identify the Arctic Circle on a globe or map. • Identify the Antarctic Circle on a globe or map. • Identify the location of the Tropics of Cancer and Capricorn. • Identify differences between the UK and the tropics. • Identify the location of the Prime

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	<p>change, cause, similarity and difference, and significance. Interpret a range of sources of geographical information, including maps.</p> <ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources. 		<p>Meridian.</p> <ul style="list-style-type: none"> • Find the local time in another city using time differences
Computing		Art & Design	
Intent	Children will be taught to understand and apply the concepts of computer science. Through practical experience we aim to encourage them to apply information technology to solve problems. Children will be taught how to be responsible users through keeping themselves safe online, reporting concerns and recognising acceptable/unacceptable behaviour.	Intent	Art and design should engage, inspire and challenge pupils. We aim to develop the knowledge and skills in order to create their own works of art and design. Pupils will be encouraged to evaluate their work in order to develop and improve. Pupils will learn about great artists and designers and understand their cultural significance..
Implementation	Using Purple Mash children will gain an insight into simple 'Spreadsheets'. Formatting cells as currency, percentage,	Implementation	Listen and respond to continuous text 'A Pair of Twins'-Discuss story, discuss illustrations. Observe different backgrounds using modelling to demonstrate effective ways to paint a

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	<p>decimal to different decimal places or fractions. Children will use the formula wizard to calculate averages and combine tools to make spreadsheet activities such as timed times tables tests. Children will be using a spreadsheet to model a real-life situation adding a formula to a cell to automatically make a calculation in that cell.</p>		<p>background. Pupils will discuss types of paints (acrylic with Indian spices mixed in) and blending. The children will be made aware of the significance of elephants in Indian culture making reference to the story, observing slides of real painted elephants and drawn painted elephants to discuss patterns, colours & size of designs. Children will copy patterns onto the elephant templates and create unique elephant designs. These will then form the focal point to their background painting.</p> <p>Children will be made aware of Mehndi patterns designing their own pattern in the Mehndi style. Children will create their own Rangoli design using a grid or pre designed paper to create a Rangoli inspired hanging mobile.</p>
Impact	<ul style="list-style-type: none"> • Children can navigate around a spreadsheet. • Children can explain what rows and columns are. • Children can enter data including text, 	Impact	<ul style="list-style-type: none"> • Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. • Creating work from a different context

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numbers and images into cells.

- Children can use the Move Cell and Lock tools.
- Children can describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row.
- Children can find specified locations in a spreadsheet.
- Children can use the number formatting tools within 2Calculate to appropriately format numbers.
- Children can add a formula to a cell to automatically make a calculation in that cell.
- Children can make practical use of a spreadsheet to help them plan actions.
- Children can use the currency formatting in 2Calculate.
- Children can use a series of data in a spreadsheet to create a line graph.

such as the wider environment

- develop their techniques, including their control and their use of materials,
 - develop creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
 - select from and use a wider range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing]
 - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Evaluate**
- investigate and analyse a range of existing products
 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

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	<ul style="list-style-type: none"> • Children can use a line graph to find out when the temperature in the playground will reach 20°C. 		
Modern Foreign Languages-French		Physical Education	
Intent	Children will continue to develop and build upon their previous learning. We aim to make language learning engaging for all children through music, games and stories. Pupils will be taught to express their ideas and thoughts in French with increasing confidence and fluency. They will be encouraged to improve the accuracy of their pronunciation and intonation.	Intent	Through P.E., pupils will engage in a variety of physical activities in order to support their health and fitness. They will have opportunities to develop their competence and skills so that they are able to compete in sport and other activities. We aim to use P.E. sessions to help build character and embed values such as fairness and respect.
Implementation	This 'Where in the World?' teaches children the key vocabulary related to countries/continents and animals. They will learn specific vocabulary of countries of the United Kingdom, continents and animals from different continents and a country's position related to the equator. Children will	Implementation	Dance This Dance Carnival of the Animals topic will teach a variety of dance techniques, taking inspiration from Carnival of the Animals by Camille Saint-Saëns. The skills are taught in an engaging and motivational manner, with children using dance techniques and styles

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learn key phrases connected to the themes.

to represent the different animals featured in the piece of music. Children will learn to dance in unison and in canon and will discover how to use dynamics in their dancing to fit the mood and the tempo of a piece of music.







Chinese New Year Dance

This Chinese New Year themed lesson focuses on developing a dance inspired by the story of the race of the zodiac animals. Children will use this story alongside the suggested music to develop a dance to communicate the ideas and themes of this Chinese legend.

Outdoor Adventurous Activities

This topic allows children to develop their problem-solving skills whilst working in small teams, and acquiring new leadership skills. The children will learn how to navigate around both a familiar and unfamiliar space, whilst developing basic

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			<p>map-reading skills. They will also develop fundamental skills such as agility, balance and coordination.</p>
<p>Impact</p>	<ul style="list-style-type: none"> • listen and respond to topic vocabulary • answer questions orally using the topic vocabulary • write an answer in a sentence using the topic vocabulary • use an English/French dictionary to translate from English to French. 	<p>Impact</p>	<p>Dance</p> <ul style="list-style-type: none"> • move in canon with a partner • mimic an animal's movements • imitate a lion's actions to music • show awareness of control when performing • mimic the actions of a kangaroo in a partner dance • match the speed of their dance to the speed of the music • recognise the timing of the sounds in a piece of music • work with a group to move their body in time with the music • work with a group to plan a dance that fits the music • deliberately use at least two different

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dance techniques in their dances.







Chinese New Year

- Know Chinese New Year is celebrated from the first day of the new moon between 21 January and 20 February
- The New Year is to celebrate Gods and ancestors of China and to be with family
- Dragons and lions symbolise spreading of luck and chasing away evil spirits.

Outdoor Adventurous Activities

- know that they warm up before exercise
- follow a map with a degree of confidence
- work well in a team

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			<ul style="list-style-type: none"> • know what equipment they would need for their activities. give some reasons why they warm up and cool down during sporting activities • begin to follow a map within a familiar space • be aware of how conditions may affect the courses they are completing.
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Music

Intent	In teaching music we aim to engage and inspire pupils to develop a love of music. Through music lessons we encourage children to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Children are encouraged to improvise and compose music for a range of purposes using the inter-related dimensions of music and to listen with attention to detail and recall sounds with increasing aural memory. In notation, children will learn to use and understand staff and other musical notes. Children will be given opportunities to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians developing their understanding of the history of music.
Implementation	Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of

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	year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.
Impact	The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

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